

The Effect Of Information Technologies On Private School Workers' Work Stresses

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Abstract

In this study, the effect of information technologies on private school teachers and administrators work stress was reviewed. Besides education and training, private schools, unlike public schools, are business organizations. Customer satisfaction is the most important key factor for business organizations to survive. Private schools should use essential information technologies in education and training facilities to satisfy their customers. Information technologies are used effectively not only in indoor education but also in school administration and outdoor education facilities. Concerning the intensive use of ICT (Information and Communications Technology), what kind of effect does it leave on educational staff and administrators? Does it have a positive or negative effect on teachers work stress in a competitive school environment? To answer this question, Organizational Stress Questionnaire (VOS-D), translated into Turkish by Meral Türk, was adapted to information technologies and was used as a data collection tool in this study. Data gathered from 10 private schools in Antalya district and 164 staffs, was entered into SPSS program. Both inferential and descriptive statistical methods were used in the analyses of these data. As a result of these analyses, it is revealed that the effect of information technologies on private school staff are as follows, responsibility, overwork, psychological symptoms and fear of unemployment.

Keywords: Information Technologies, Work Stress, Private Schools, Education, Computer

1.INTRODUCTION

The most significant factor that influences the level of development is the investment made for education. The return of this investment can take many years. The administrators who know that making an investment on education will doubly contribute to their country as a plus value in return and whatever it may cost, they make that investment and wait.

The development thrust in education of Turkey with the announcement of republic has gained a new momentum at the end of the 20th century. As a result of the effect of liberalism the free capital in the country has inevitably get involved in education and started to open private schools. This situation has required new rules, regulations and strict controls. All these have been dealt with and by the year 2012, with the dynamism of private schools a new impetus has been given to state school.

There is a cost of the contributions of private schools to themselves. Private schools have to continue their profits by increasing the quality level of their education, in other words, they have to survive in the sector by doing this. Teachers play a leading role in this regard, because the efficiency and effectiveness of the teacher are the most important elements providing the quality. The factor to be considered here whether the case of maintaining the quality will

cause a stress on the teacher or not. While private schools are aiming at the maximum quality in education, they have to consider possible pressure that may occur on teachers and must take measures against them.

However, the development in information technologies can alleviate the workload of the people, with the wrong decisions and applications it can cause stress on employees. In the sense of quality and applications of the corporations, the administration should convince the employees and ensure the active participation of them for the placement of the sense of quality into the corporation. To prevent stress loads that may arise from the wrong perceptions of the employees and even force them to leave from the establishment, to be correctly able to measure the impact of information technology, which is thought to facilitate working life, on the employees is one of the primary concern of the administration.

Job Stress, Its Causes and Effects on Teaching

The factor that helps people realize and learn how to use their inherent skills is education. Education begins from family and continues with the environment; however the most important period in education is the school period. The effect of the education given in schools increases thanks to the teacher who are efficient and experts in their subjects. Teacher is the person who teaches other people to live better through gaining new and various behaviours⁵¹. Teachers performs the actions of planning and evaluating teaching materials, selection and use of teaching strategy, establishing a relationship with the learner for educational purposes⁵². Problems that may occur in the field of education can have more effect on education than all the other areas.

2.Job Stress

More and more people have in paralel with the increase of the speed of life difficulty in maintaining their physical and mental state of health because of more responsibilities, strenuous workload and the relationships getting difficult. As a result, in the human life, it has become a phrase frequently used in everyday language recently; the effort which is spent beyond one's physical and psychological boundaries due to the incompatible conditions resulting from stress and an individual's physical and social environment⁵³.

People who mostly spend much more time at work than with their family get stressed due to various reasons related to business environment; it is associated with the person's perception of work and work place. The factors which cause stress in a person may not in another one⁵⁴. Job stress is a psychological condition that occurs as a result of work-related factors and disrupts normal function of an individual, changes psychological and physical behaviours⁵⁵.

51 KILBAŞ,Ş., "2000'li Yıllarda Etkili Öğretmen Nasıl Olmalıdır?", Çukurova Üniversitesi Eğitim Fakültesi Dergisi, S. 19, C. 2, 2000, s. 34.

52 ÜLGEN, G., Eğitim Psikolojisi, Birey ve Öğrenme, Bilim Ya., Ankara, 1995, s. 254.

53 CÜCELOĞLU, D., (1993), İnsan ve Davranış, 4.Ba., Remzi Kitabevi, İstanbul, s. 321.

54 ERDOĞAN,İ., (1996), İşletme Yönetiminde Örgütsel Davranış, İstanbul Üniversitesi İşletme Fakültesi Ya., No: 266, İstanbul, s. 289.

55 İŞIKHAN, V. (2004), Çalışma Hayatında Stres ve Başa Çıkma Yolları, Sandal Ya., Ankara, s. 73.

Within each organization, stress occurs depending on the use of technology, environmental conditions, tendencies and experiences of the members, grouping and conflicts within the organization and the reasons specific to the organization⁵⁶.

Teachers also have stress related to their jobs. This stress may occur depending on management, the materials used, students and their families and other various factors. Teacher stress is defined in the literature as “ a reaction which has a negative effect resulting from such emotions as anger, tension, excitement and depression as a consequence of complexity and diversity of the teachers’ works and taking on various roles”⁵⁷. Stress has quite important in terms of being able to effect teacher’s attitudes and behaviours. The teachers who are stressful can reflect some negative attitudes like tension, nervousness. In the event that stress level can psychologically, socially and cognitively damage the teacher, that person will have difficulty in performing his profession⁵⁸. However it may appear as the task of governments to prevent this situation, because of the teachers’s commitment to their work will make difficult to recognize the problem, it should be tried to be prevented by means of researches and observations periodically done before the stress does not reach the level of burnout.

2.1.Causes of Job Stress

As people’s reactions to events and viewpoints on them will differ, during enumeration of the factors that cause job stress, individual differences come to mind first. Since the system of all organizations, from the management to physical conditions, will be different from each other, other organizational factors that may also cause job stress are grouped under organizational factors.

The biggest factor underlying the different responses of two people in the face of the same event is that the individual differences along with the styles of coping with stress. There are personality structures that make people more sensitive or more resistant to stress. People more impatient, active, not allocating time for rest and more competitive are those prone to stress. In addition to this, personalities tend to negative emotionality and social withdrawal, can find the business environment more stressful than others⁵⁹.

The different perspectives about life of those thinking that their own power directs the life, with an internal locus of control and having and personalities with more fatalistic belief and external locus of control is another cause of stress. The lifestyles climbing out of the natural life is one of the personal factors that increase the stress⁶⁰. On the other hand, personnel

56 ERTEKİN, Y., (1993), Stres ve Yönetim, Ankara, Türkiye ve Ortadoğu Amme İdaresi Enstitüsü Yayınları No:253, s. 7.

57 ÜNAL, S., (1999), Okullardaki Stres Kaynakları-Verimlilik İlişkisi, Marmara Üniversitesi Eğitim Fakültesi Dergisi, S. 11, s. 366.

58 BEKTAŞ,H., (2003), İş Doyum Düzeyleri Farklı Olan Öğretmenlerin Psikolojik Belirtilerinin Karşılaştırılması, Yüksek Lisans Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum, s. 3.

59 JEPSON, E., FORREST, S. (2006), “Individual Contributory Factors in Teacher Stres: The Role of Achievement Striving and Occupational Commitment”, British Journal of Educational Psychology, 76, 2006, s. 183.

60 EREN, E., (2006), Örgütsel Davranış ve Yönetim Psikolojisi, Beta Ya., 9. Baskı, İstanbul, s. 295.

believed to having social support that is, having healthy relationships and friendships have less stress.

Some of the features in organizations will result in increased work stress. Uncertainties in the role are chief among these. This situation that may also be in the main actor position of the conflict in the organization will cause stress load to the employee not knowing what to do and how to do⁶¹. While Excessive work load loaded persons a stress factor that everyone will regard very natural, few people realize that less workload can also cause stress. This is because that the disregard for selfhood idea of the individual doing business with monotonous tasks and monotonous working order under his capabilities⁶². Difficulties brought by the irregularity due to the changing working hours, inadequacies or disturbing factors of the physical working environment, and the idea of the wage return for work done is insufficient are other stress causes related to organization / institution.

2.2. Job Stress in Teachers and Its Effects

In the process of individuals' becoming a member of society and an individual, the most important social environment where the individual is school. The importance of the school's results from its having a regular, disciplined and specialist organization and its being able to keep the individual from early childhood for a long time within itself⁶³. People acquire a place for themselves in society through the knowledge, attitude and behavior they learnt from their teachers. Therefore, the role of training process, and of course teachers in human life is very important⁶⁴.

The most important condition that there can be an effective education depends on efficiency of all aspects related to education. The more prominent element at this point is the teacher's mental health and personality characteristics. The teacher's personality and mental health is mostly more important than knowledge⁶⁵.

The teachers' socio-economic status in society, and job stress may arise from a variety of reasons are one of the main factors which affect efficiency. Teachers, play an extremely important role in affecting students and their attitudes toward classes. Teachers are able to control working conditions to a large extent, help students to facilitate their work, and choose suitable task and method for the students. Even, they can also help extra scholastic problems of students a lot. However, it is known that a teacher who is patient, exhausted, soulless, or an unstable is prone to make their students soulless, bored, unstable, inefficient, and restless, as

61 ROSS, R. R. ve E. M. ALTMÄIER, (1994), *Intervention in Occupational Stres*, London, SAGE Publications, s. 37.

62 BALCI, A., (2000), *Öğretim Elemanının İşStresi: Kuram ve Uygulama*, Ankara, s. 13.

63 EKİNCİ, Y., (2006), *İlköğretim Okulu Yöneticilerinin Sosyal Beceri Düzeylerine Göre Öğretmenlerin İş Doyumu ve İş Stresinin Karşılaştırılması*, Yüksek Lisans Tezi, Gaziantep Ün. SBE, Gaziantep, s. 5.

64 DRUCKER, P., (1998), *Gelecek İçin Yönetim, 1990'lar ve Sonrası*, (Çev: ÜÇCAN, F.), İş Bankası Ya., 5. Ba., İstanbul, s. 6.

65 HARRIS, K.R., HALPIN, G., (1985), "Teacher Charesteristics and Stress", *The Journal of Educational Research*, July, Vol. 78, No. 61, s. 346.

well66. Therefore, the schools which want to get the maximum efficiency of teachers, especially the private schools for which the profitability is the chance of them maintaining their lives should pay attention to factors that stress teachers out and remove these negative factors.

3. Information Technology and Its Affects to Job Stress of the Teachers

Informatics is an information science and technology that contains the necessary systems, networks, functions, processes and activities for the transfer, organization, storage, retrieval, assessment and distribution of the information67.

Information technologies is the application of technology in business processes to collect data and generate valuable information, and in general consists of resources and personnel supporting them, in conjunction with hardware, software, communication tools68. These technologies are referred to a shift of techno-economic paradigm in other words a transitional period as well as result in renovations in economic fields69.

Changes in information technologies are one of the most important factors affecting education. The rapid development in addition to providing convenience to all concerned with the subject, in some cases may also cause problems. Roughly a perspective may say that the biggest stress source of teachers is the students. However, the element of intelligence aware of the teaching profession and being able to recognize that teachers have professional idealism initially or over time, will also admit that the students are the greatest pleasure of this profession. Thus, the factors that stress teachers out are that all the factors preventing them from doing their jobs as they wish.

It is obvious that the development of information technologies will affect the systems of teachers spent considerable time in their professions and in particular to the technological imperatives shall stress them out. Particularly management pressures and the attitudes of students regarding the technological shortcomings can lead the subject up to the point that teachers review the decisions on continuing their profession.

At this point the issue to be investigated is raised. Do the changes brought by ICT on the workload or education system, or these technologies so the perspectives of the management,

66 PRESSEY, S. L., ROBINSON, F. P., (1991), Psikoloji ve Yeni Eğitim, (Çev: TAN, H.), Milli Eğitim Basımevi, İstanbul, s. 151.

67 ULUÇ, G., (2003), "Bilişim Teknolojileri, Küreselleşme ve Kalkınma", EKEV Akademi Dergisi, Y. 7, S. 16, s. 255.

68 BİNGÖL, M., (2006), İşletmelerde Bilişim Teknolojileri ve Yenilikçilik, Yüksek Lisans Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum, s. 14.

69 BAŞARAN, F., GERAY, H., (2005), İletişim Ağlarının Ekonomisi: Telekomünikasyon, Kitle İletişimi, Yazılım ve İnternet, Siyasal Kitabevi, Ankara, s. 71.

colloquies, students and parents on teachers' compliance with technology affect more? In the application, the impact of information technology on job stress of teachers working in the private sector has tried to be measured by looking at various angles.

3.1. Application

3.1.1. Educational Status of Research Participants

Educational Status of Research Participants	
	Percentage
High School	18,2
Bachelor's Degree	78,8
Master's Degree	3,0
Total	100,0

Bachelor graduates are 79% of the research participants.



Service Years of Research Participants

Service Years of Research Participants	
	Percentage
1-5 Years	12,1
6-10 Years	12,1
11-15 Years	36,4
16-20 Years	33,3

36% of the research participants have served 11-15 years, 33% of those have served 16-20 years.

21+ Years	6,1
Total	100,0



In-service Training Status of Participants

	Percentage
YES	42,4
NO	57,6
Total	100,0

42% of the participants have received in-service training while %58 of those have not.



Daily Computer Usage Times of the Participants in the Workplace

	Percentage
Not using	3,0
Less than an hour	24,4
1-2 hours	30,3

42.3% of the research participants use computer more than 3 hours at their workplaces

More than 3 hours	42,3
Total	100,0



4. Crosstabs

The distribution of responses given to the question of “do you know exactly what other people expect from you at your workplace?” is remarkable and is an issue to be examined.

	Percentage
I know exacty	24,2
I know almost exactly	33,3
I know roughly	36,4
I don't know very well	3,0
I don't know at all	3,0
TOTAL	100,0

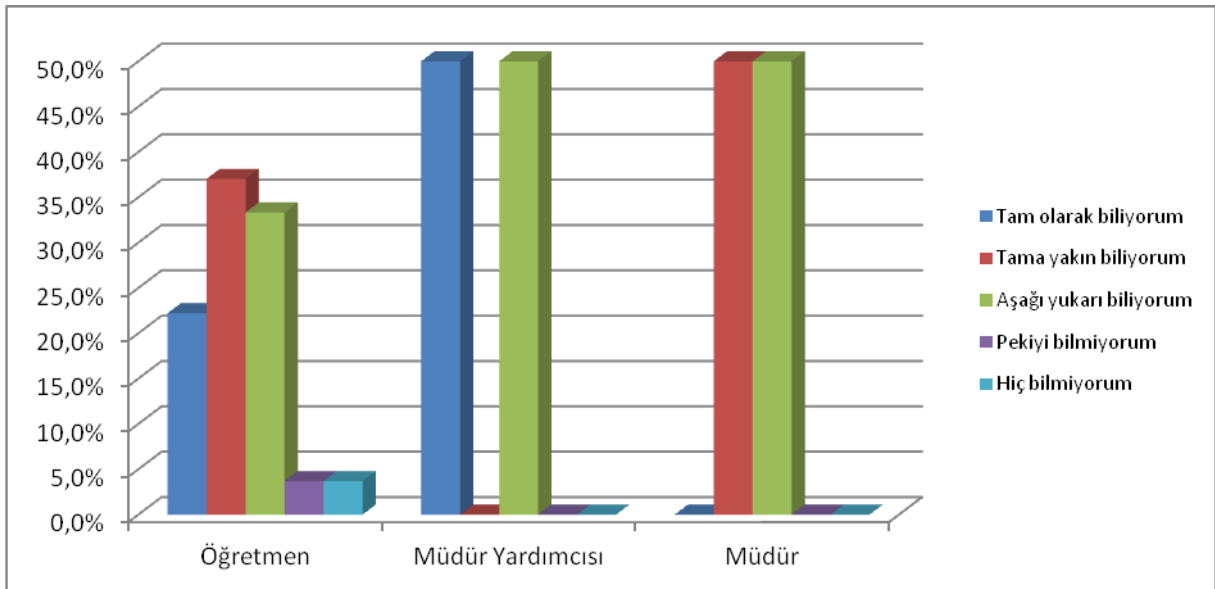
36,3% of the employees gave the response of “I know roughly”, 33,3% of them gave the response of “I know almost exactly”

When we examined the reasons of that response, we had following results:

When it is compared with the positions of employees;

	Your Position
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	Teacher	Vice-principal	Principal
I know exactly	22,2	50,0	-
I know almost exactly	37,0	-	50,0
I know roughly	33,3	50,0	50,0
I don't know well	3,7	-	-
I don't know at all	3,7	-	-
TOTAL	100,0	100,0	100,0



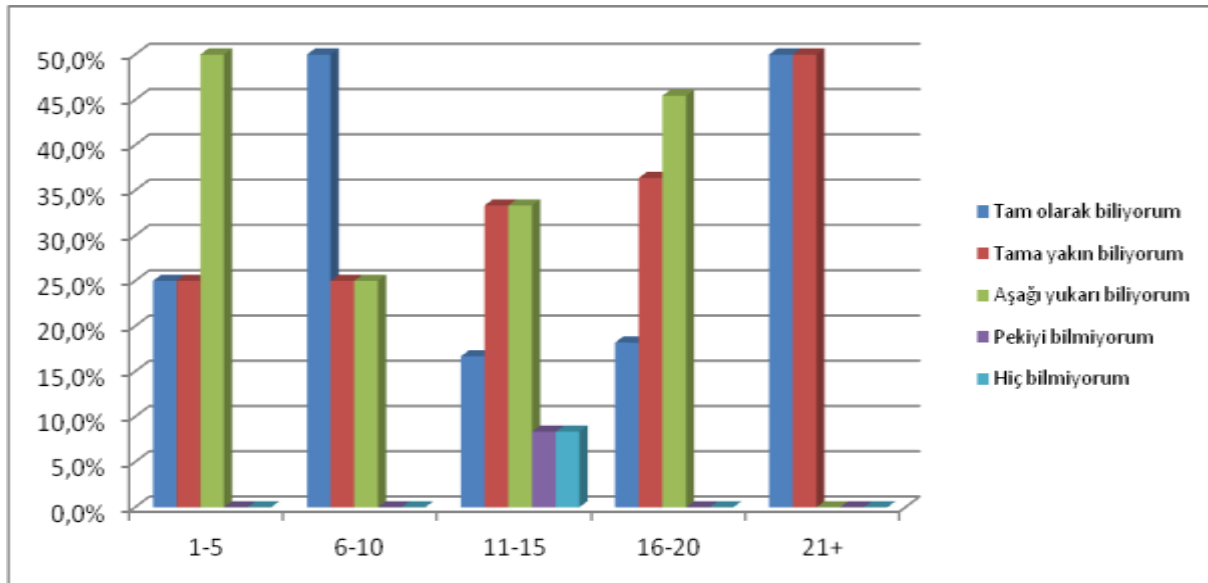
While 50% of the principals were stating that they know “almost exactly” what other people expect from them at workplace, 50% of those stated that they “roughly” know it. 50% of vice-principals stated that they know “roughly” what people expect from them at workplace while 50% of those were stating that they know it “exactly”. While 37.7 of the teachers were stating that they know “almost exactly” what the other people expect from them at workplace, 33,3 of those stated that they know it “roughly”.

It is remarkable that none of those who serve as principal don't know the expectations exactly.

When it is compared with the service years of employees;

	Service Years of Employees				
	1-5	6-10	11-15	16-20	21+

I know exactly	25,0	50,0	16,7	18,2	50,0
I know almost exactly	25,0	25,0	33,3	36,4	50,0
I know roughly	50,0	25,0	33,3	45,5	-
I don't know well	-	-	8,3	-	-
I don't know at all	-	-	8,3	-	-
TOTAL	100,0	100,0	100,0	100,0	100,0



When we examined it in terms of service years, 25% of (1-5 years) employees considered as newly appointed by us stated that they know “exactly”, 50% of those stated that they know “roughly”.

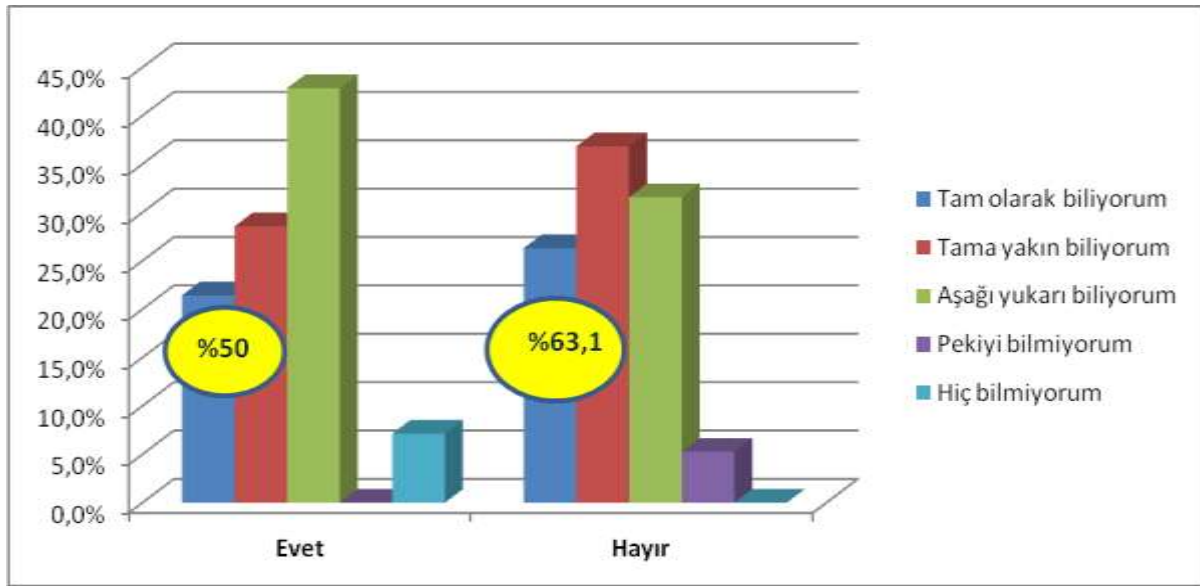
As the service years of people increase, it is expected from them to realize what the other people expect from them and the rate of the option chosen “I know exactly” increases, on the contrary, it was observed that this rate decreased in people who served 11-15 years and 16-20 years.

It is remarkable that 50% of the people who are in service for 11-15 years and 45% of the people who are in service for 16-20 years gave the responses of “I know roughly”, “I don't know well” and “I don't know at all” .

When it is compared with “the receiving of in-service training” of the employees;

	Did you receive in-service training?	
	Yes	No
I know exactly	21,4	26,3

I know almost exactly	28,6	36,8
I know roughly	42,9	31,6
I don't know well	-	5,3
I don't know at all	7,1	-
TOTAL	100,0	100,0



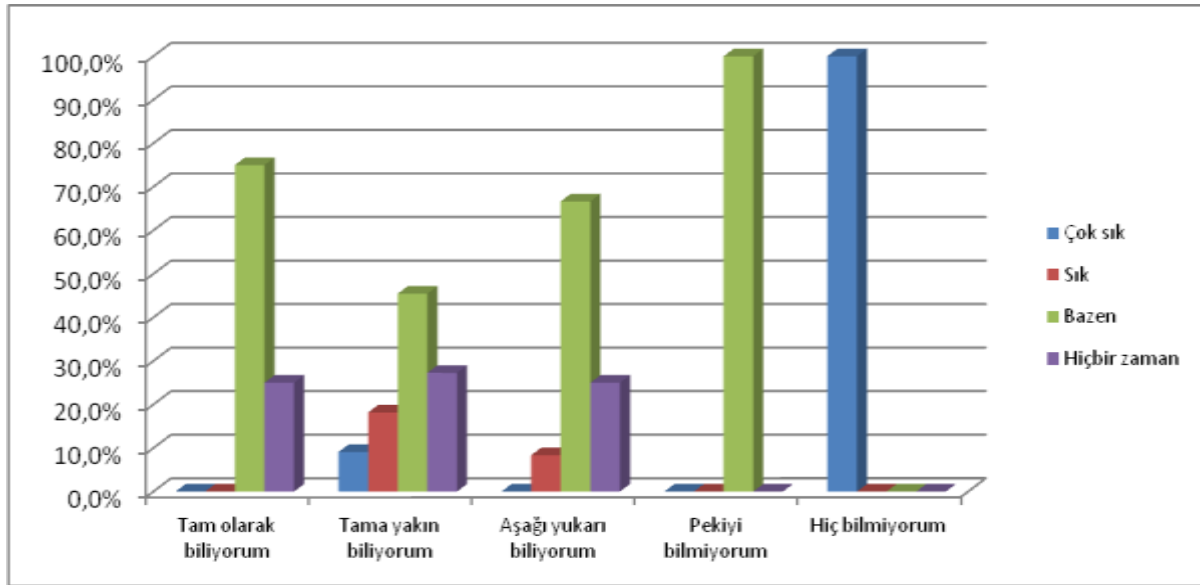
As 50,0% of the employees who received in-service training were giving the responses of “I know exactly” and “I know almost exactly”, 42,9% of those stated that they were roughly aware of the expectations expected from them.

On the contrary to that, it is seen that 63,1% of the employees who did not receive in-service training gave the responses of “I know exactly” and “I know almost exactly”. In addition, as it is considered that 7,1% of the employees who received in-service training gave the response of “ I don't know at all” such questions as “for what purposes in-service trainings done, whether they are suitably performed for their purposes, in what subject they receive in-service training and whether they reach their goals or not” come to the minds.

When it is compared with status of feeling anxiety from the level of agreement with colleagues or principals;

Do you know exactly what your colleagues expect from you at your workplace?				
I know exactly	I know almost exactly	I know roughly	I don't know well	I don't know at all

Are you anxious about the level of agreement with your colleagues or your managers?	Very often	---	9,1	-	-	100,0
	Often	---	18,2	8,3	-	-
	Sometimes	75,0	45,5	66,7	100,0	-
	Never	25,0	27,2	25,0	-	-
	TOTAL	100,0	100,0	100,0	100,0	100,0



In the responses given to the question of “Do you know what other people expect from you at your workplace?” with 36,4%, “roughly” got the highest value, 66,7 of those giving that response state that they sometimes feel anxious about the level of their agreement with their colleagues and their managers. This result shows that these two problems substantially confirm each other.

It is seen that of the vast majority of the people who stated that they know exactly(75%) or almost exactly(45,5%) what they are expected “sometimes” feel anxious about the level of agreement with their colleagues and their principals.

“This means that they know what they are expected to but they don’t do it or they personally can’t get on well ,but do their jobs”.

The most attractive part of the table is the area shown by green colour. 27,3% of the ones who know almost exactly what they are expected are “very often” or “often” anxious about the agreement with their colleagues and their managers.

5. CORRELATION

It seen that there are medium and high degrees of correlation at the significance levels of 0,01 and 0,05 among the issues related to challenges of IT use.

Related To The Use Of Information Technologies					
		Do you find it boring?	Do you find it difficult and incomprehensible?	Does it make you nervous?	Does it enhance your productivity?
Do you find it difficult and incomprehensible?	r	0,716			
	p	0,000			
Does it make you nervous?	r	0,637	0,524		
	p	0,000	0,002		
Does it dampen your creativity?	r	0,442		0,442	-0,386
	p	0,010		0,010	0,026

Information Technologies;

Between those who think that it is difficult and incomprehensible, and boring, it is seen that there is a high and significant correlation. ($r=0,716$ $p<0,01$)

Those who think that it's boring get nervous while using IT ($r=0,637$, $p<0,01$)

Those who think that it is boring state that it dampens their creativity ($r=0,442$, $p<0,05$)

Those who find it difficult and incomprehensible get nervous in using ($r=0,524$, $p<0,01$)

Those who get nervous in using IT state that it dampens their creativity ($r=0,442$, $p<0,01$)

While increasing their productivity it dampens their creativity ($r= -0,386$, $p>0,05$)

are remarkable outcomes .

As we examine defining where the responsibility begins and ends, in other words, defining "Job Descriptions" correctly in terms of factors that are considered as signs of stress;

The Amount of correlation between the conditions of whether knowing where the responsibility begins and where it ends and other variables affected by these conditions.		
	Pearson Correlation	Sig. (2-tailed)
Do you have to do a difficult work for you even if it is occasionally?	-0,563	0,001
Do you know exactly what the other people expect from you at your	0,345	0,049

workplace?		
Do you know exactly what your managers think about your responsibilities?	0,366	0,036
Is it clear in your mind what exactly your job consists of?	0,409	0,018
Do you have to do a work in a quite different format than you want to do?	-0,469	0,006
Do you enjoy doing your job?	0,653	0,000
Were your hands trembled enough to bother you before?	-0,674	0,000
Did you have any sudden heart palpitations that bother you before?	-0,468	0,006
Did you have dizziness before?	-0,464	0,007
Did you sometimes feel a pain around your chest or your heart?	-0,381	0,029
Did you feel that you get tired faster than ever?	-0,385	0,027
I feel so hopeless	-0,362	0,039
I feel calm	0,493	0,004

It is seen that those who know where their responsibilities begin and ends didn't have to do a difficult work for them (may be they think so)($r=-0,563$, $p<0,01$), they know exactly what they are expected ($r=0,345$, $p=$), they know what exactly their managers think about their responsibilities($r=0,366$, $p=$), the descriptions of job are clear in their minds($r=0,409$, $p=$), They didn't have to do a job different in a different format than they wanted. to do.($r=-0,469$, $p=$), they enjoy doing their jobs($r=0,653$, $p=$), Their hands were never trembled($r=-0,674$, $p=$), they had no sudden heart palpitations($r=-0,468$, $p=$), they had no dizziness($r=-0,464$, $p=$),they didn't feel any pain on their chests($r=-0,381$, $p=$), they didn't get tired($r=-0,385$, $p=$), they didn't feel hopeless($r=-0,362$, $p=$) and they feel calm($r=0,493$, $p=$)

As we investigate the correlation table in order to examine the effect of stress on the employees, we understand that hand trembling at medium and high degrees has inverse and linear correlations at 0,05 and 0,01 values with other variables.

The comparison of the responses given for the question of were your hands trembled enough to bother you before? and the questions having medium and high correlation among them.		
	Pearson Correlation	Sig. (2-tailed)
What do you think about that work pace?	0,440(*)	0,010

Do you sometimes have to do more than one work?	0,412(*)	0,017
Do you have difficulty in your job as it is getting complex gradually?	0,403(*)	0,020
Do you have to do any work difficult for you to do even if it is occasionally?	0,433(*)	0,012
Do you know where your responsibilities begins and where it ends?	-0,674(**)	0,000
Is it clear in your mind what exactly your job consists of?	-0,404(*)	0,020
Do you sometimes get commands that you don't approve?	0,351(*)	0,045
Do you have to do a work in a quite different format than you want to do?	0,384(*)	0,027
Is your job routinised and boring?	0,383(*)	0,028
Do you have an effect on adjusting the work pace?	-0,365(*)	0,037
Do you enjoy doing your job?	-0,745(**)	0,000
Do you sometimes get worried about the future of the enterprise?	0,462(**)	0,007
Do you sometimes get anxious about the level of agreement with your colleagues and managers?	0,458(**)	0,007
Do you get worried when you have to do the works that you don't approve?	0,520(**)	0,002
Did you have any dizziness?	0,447(**)	0,009
I feel hopeless.	0,473(**)	0,005
I feel calm.	-0,610(**)	0,000

According to the results, it is seen that the employees who have shivering hands of working at private schools ;

Find the work pace high ($r=0,440$, $p=0,010$)

sometimes have to do more than one work ($r=0,412$, $p=0,017$)

have difficulties as it is getting comlex gradually ($r=0,403$, $p=0,020$)

have to do a difficult work for them even if it is occasionally ($r=0,433$, $p=0,012$)

don't know where their responsibilities begin and endi ($r=-0,674$, $p=0,000$)

have not a clear idea about what exactly their jobs consists of($r=-0,404$, $p=0,020$)

sometimes have commands that they don't approve($r=0,351$, $p=0,045$)

have to do a work quite different than they want to do. ($r=0,384$, $p=0,027$)

think that their jobs are routinised and boring ($r=0,383$, $p=0,028$)

don't have any effect on adjusting the work pace($r=-0,365$, $p=0,037$)

don't enjoy doing their jobs($r=-0,745$, $p=0,000$)

get worried about the future of the enterprise ($r=0,462$, $p=0,007$)

anxious about the level of agreement with their colleagues and managers($r=0,458$, $p=0,007$)

get worried about doing works that they don't approve($r=0,520$, $p=0,002$)

have dizziness ($r=0,447$, $p=0,009$)

feel hopeless ($r=0,473$, $p=0,005$)

don't feel calm($r=-0,610$, $p=$)

6. REGRESSION

As we investigate how much it can be explained that the status of employees' enjoying their jobs by doing regression analysis among the responses given to the question of "do you enjoy doing your job?" which is seen a high inverse and linear correlation between it and hand shivering;

Variables Entered/Removed(b)			
Model	Variables Entered	Variables Removed	Method
1	F40(a)	.	Enter

a All requested variables entered.

b Dependent Variable: B26

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-0,745(a)	0,555	0,540	0,61391
a. Predictors: (Constant), F40				

ANOVA(b)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,559	1	14,559	38,629	,000(a)

	Residual	11,684	31	0,377		
	Total	26,242	32			
a. Predictors: (Constant), F40						
b. Dependent Variable: B26						

Coefficients(a)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0,380	0,212		1,797	0,002
	F40	0,720	0,116	0,745	6,215	0,000
a. Dependent Variable: B26						

As we investigate the results of the analysis it is seen that shivering of the hands is a meaningful predictor of the status of employees' enjoying their jobs. ($R=-0,745$, $R^2=0,555$, $F=38,629$, $P<0,01$). It is seen that 56% of the total variance related to enjoying job is explained by the hand shivering.

7. CONCLUSION

It is obviously seen that in our age in which Information Technologies are actively used, there are widely online services, every data entered is usually published as online and there is no place for fault, in terms of increasing of work productivity, it is very important that in what subject in-service trainings are performed and whether the employees' ideas are taken while choosing training subjects.

"Job Descriptions" done clearly can provide a relaxation on the employees. Because it is seen that the people whose job descriptions were not explained clearly, can overcome the anxiety of making a mistake only after years, when they get experienced. The anxiety of making a mistake shows the use of computer technologies as boring, annoying and difficult. However, the people using these technologies widely have not such problems. It is also seen that incomplete job descriptions can cause the anxiety of not understanding or misunderstanding of the pecking-orders.

It is understood that the people who don't exactly know where their responsibilities begin and end or are not clearly explained about their responsibilities have such health problems as difficulty in focusing on their jobs and hand shivering, dizziness, sometimes palpitations around their chests, get tired easily and are not calm in despair.

It casuses the people who don't exactly know their responsibilities to think that they have to do more than one work in the high work pace and their jobs get more complex gradually, sometimes they get commands that they don't want to do. This creates a concern for the future and causes such problems as not enjoying the job and getting bored with the job, dizziness, heart palpitation, hand shivering due to stress.

Finally: Everything begins with enjoying what you are doing... (%55)

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