

Occupational Stress and Occupational Resilience as Predictors of Teachers' Job Performance*

RESEARCH ARTICLE

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Abstract

This study reveals the perceived occupational stress, occupational resilience and job performance (task performance, contextual performance, adaptive performance) levels of teachers and the predictive power of teachers' stress and resilience levels on job performance. The sample of the study included 512 teachers working in the city of Batman (Türkiye) during the 2024-2025 academic year. The participants were reached through a convenient sampling approach. Data were collected using the “Perceived Occupational Stress Scale,” the “Teacher Professional Resilience Scale,” and the “Teacher Job Performance Scale.” The study employed descriptive and relational survey models, which are among quantitative research methods. Prior to data analysis, the distribution of the data was checked, and the findings suggested that the data did not have a normal distribution. Thus, using box plots outliers were identified and the data regarding 14 participants were excluded from the analysis. Descriptive statistics were calculated while Pearson Product-Moment Correlation Coefficient was used to examine the associations between variables, and structural equation modeling was used to identify predictive relationships. The findings indicated that the teachers' perceptions on the study variables were positive. There was a statistically significant, positive, and moderate-level association between teachers' occupational resilience and job performance. On the other hand, a statistically significant, negative, moderate-level relationship was detected between perceived occupational stress and job performance. Perceived occupational stress and occupational resilience were statistically significant predictors of teachers' job performance.

Keywords: job performance, occupational stress, occupational resilience, teacher

* Bu çalışma, ilk yazarın ikinci yazar danışmanlığında tamamlanmış olduğu yüksek lisans tezinden üretilmiştir.

Öğretmenlerin İş Performanslarının Yordayıcıları Olarak Mesleki Stres ve Mesleki Dayanıklılık

ARAŞTIRMA MAKALESİ

Öz

Bu araştırma öğretmenlerde algılanan mesleki stres, mesleki dayanıklılık ve iş performansı (görev performansı, bağlamsal performans, uyumsal performans) düzeylerini ile öğretmenlerin mesleki stres ve mesleki dayanıklılık düzeylerinin iş performansını yordama gücünü ortaya koymaktadır. 2024-2025 eğitim öğretim yılında Batman ilinde (Türkiye) görev yapan öğretmenler araştırmanın evrenini, söz konusu evrenden uygun örnekleme yöntemiyle ulaşılan 512 öğretmen ise araştırmanın örneklemini oluşturmaktadır. Araştırmada veri toplama aracı olarak "Algılanan Mesleki Stres Ölçeği", "Öğretmen Mesleki Dayanıklılık Ölçeği" ve "Öğretmen İş Performansı Ölçeği" kullanılmıştır. Araştırma amacı doğrultusunda nicel araştırma yöntemlerinden betimsel ve ilişkisel tarama modelleri benimsenmiştir. Veri analizinden önce veri setinin dağılımı kontrol edilmiş ve normal dağılım varsayımının karşılanmadığı değerlendirilmiştir. Bu nedenle uç değerler kutu grafiği yöntemiyle belirlenmiş ve 14 katılımcıya ait veri analiz dışı tutulmuştur. Betimsel istatistikler kapsamında minimum, maksimum, aritmetik ortalama ve standart sapma değerleri; karşılıklı ilişkileri ortaya koymak amacıyla Pearson Momentler Çarpım Korelasyon Katsayısı ve yordayıcı ilişkileri ortaya koymak amacıyla yapısal eşitlik modellemesi kullanılmıştır. Elde edilen bulgulara göre, katılımcıların araştırma değişkenlerine yönelik algıları nispeten olumlu olup algılanan mesleki stres ile öğretmen iş performansı arasında istatistiksel olarak anlamlı, negatif yönde ve düşük düzeyde; öğretmen mesleki dayanıklılığı ile iş performansı arasında istatistiksel olarak anlamlı, pozitif yönde ve orta düzeyde ilişkiler tespit edilmiştir. Algılanan mesleki stres ve mesleki dayanıklılık değişkenleri öğretmen iş performansını istatistiksel olarak anlamlı bir biçimde yordamaktadır.

Anahtar Kelimeler: iş performansı, mesleki stres, mesleki dayanıklılık, öğretmen

Introduction

In the context of global educational reform agenda, nations are increasingly striving to enhance the quality and equity of their school systems in response to evolving socio-economic demands and growing global competitiveness. Within this framework, teachers are recognised as pivotal agents of change as their professional competencies, motivation, and classroom practices play a decisive role in the successful implementation of educational policies and the achievement of widespread system-level goals (The Organization for Economic Cooperation and Development [OECD], 2024). Teachers' behaviours and interactions throughout the educational process not only influence their own professional development but also shape the expectations of students, parents, administrators, colleagues, and other key stakeholders (Makovec, 2018). Accordingly, education

systems place significant emphasis on improving the effectiveness of teaching by strengthening teacher qualifications and ensuring equal access to high-quality learning opportunities for all learners (Darling-Hammond, 2000). In pursuit of a high-performing and sustainable education system, it is, therefore, essential to support teachers' performance throughout their professional development journey since they constitute the cornerstone of the improvement of schools and are central to enhancing overall educational efficiency (OECD, 2005; 2024).

Another crucial factor that is worth highlighting on behalf of schools in order to maintain their educational activities effectively and efficiently is teachers' occupational stress (Yıldırım et al., 2024). Factors as lack of support and excessive workload may give rise to an increase in occupational stress among teachers, thereby reducing their emotional commitment to their jobs and triggering their tendency to move away from their jobs (Dilekçi et al., 2025). Occupational stress can also lead to teacher dissatisfaction, which can negatively affect the learning setting and reduce productivity and efficiency (Nor, 2020). However, teachers' occupational stress is not only related to work but also includes problems arising from psycho-social factors such as human relations, safety, and recognition. These problems might affect teachers' overall quality of life and adversely affect their job performance in the long term (Kaur, 2017).

Teaching is a very challenging profession with high occupational stress and performance expectations. Teachers need to be resilient in order to properly focus on the teaching process, preserve their intrinsic motivation and improving in their profession (Papazis et al., 2023). In fact, it is stated that teachers' resilience, along with their knowledge, skills and other competences, is a learning support that contributes to students' success in school (Zhang & Luo, 2023). This reveals how important the professional resilience of teachers is in terms of the achievement of schools.

Teachers' Job Performance

Job performance, one of the most important dependent variables of work and organisational psychology, is defined as employees' capacity to fulfil their duties and responsibilities and their job-related abilities (Campbell, 1990; Díaz-Vilela et al., 2015; Li et al., 2025). Teacher performance, which is associated with the increase in the quality of education and training, is significantly affected by external factors such as student characteristics, physical and social conditions of

the school, managerial errors, inadequate educational policies and similar external factors (Aydın, 2018). In light of the related body of the literature, it has been seen that job performance is divided into sub-dimensions in different ways by different authors (Dilekçi & Sezgin-Nartgün, 2020). For instance, Borman and Motowidlo (1993) conceptualized performance in two dimensions: task performance and contextual performance. Campbell (1990), on the other hand, proposed a more comprehensive model consisting of eight dimensions: job-specific task proficiency, non-job-specific task proficiency, written and oral communications, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision, and management and administration. Koopmans et al. (2011) categorized job performance under four dimensions: task performance, contextual performance, adaptive performance, and counterproductive work behavior. These differences reflect the multidimensional nature of job performance. In the current study, the sub-dimensioning of job performance was based on the classification of task performance, contextual performance and adaptive performance made by Limon and Sezgin-Nartgün (2020). This tripartite classification is particularly relevant to the educational settings, where teachers are expected not only to fulfill their instructional duties (task performance), but also to contribute positively to the school climate (contextual performance) and to adapt effectively to changing curricular demands and student needs (adaptive performance).

Task performance

Task performance is directly related to the technical part of the organisation since it carries out the technical processes or fulfilling the technical requirements of the organisation (Motowidlo et al., 1997). It refers to the written tasks set by the members of the organisation to achieve organizational goals and includes activities to which the members of the organisation contribute and develops the technical aspects of the organisation (Çalışkan & Koroğlu, 2022; Díaz-Vilela et al., 2015). Task performance, which is considered as task output that distinguishes between professions, is specific to the profession (Yonghong & Chongde, 2006). It refers to the behaviours in the job description that directly pertain to achieving organisational goals with clearly specified dimensions, excluding the performance criteria common to all professions in general. It refers to job-related behaviours that are clearly defined and directly contribute to the achievement of organisational objectives, particularly in education, where teachers' instructional duties create the core of task performance (Limon & Sezgin-Nartgün, 2020).

Contextual performance

Contextual performance refers to employees' voluntary behaviours that are not explicitly stated in their job descriptions yet it supports the efficiency and social functioning of the work environment (Borman & Motowidlo, 1993). In the literature, contextual performance is defined as behaviours aimed at creating a positive atmosphere in the workplace, helping colleagues and contributing to organisational goals rather than technical aspects of the job (Díaz-Vilela et al., 2015; Motowidlo et al., 1997). The term underscores the importance of evaluating employees not solely based on their task-related duties, but also in terms of their contributions to the workplace as well as organizational culture. In particular, contextual performance is regarded as a key factor to enhance organizational productivity and foster employee engagement, especially within contemporary work environments (Christian et al., 2011). In educational settings, however, teachers' contextual performance—such as supporting colleagues, fostering a positive classroom climate, and engaging in initiatives at school—plays a vital role in promoting a collaborative and effective learning environment (Ekinici, 2018).

Adaptive performance

Most of the models in the literature, which generally divide job performance into two components as task performance and contextual performance (Borman & Motowidlo, 1993), have not included the component of adaptive performance for a long time (Dilekçi & Sezgin-Nartgün, 2020). Nevertheless, Pulakos et al. (2000) highlighted the growing importance of adaptive performance in response to dynamic and unpredictable workplace. Their research introduced a comprehensive taxonomy concerning adaptive performance, arguing that it should be considered as distinct and critical component of overall job performance. This perspective has influenced the evolution of performance models to capture the complexity of modern job demands more holistically. Adaptive performance refers to employees' ability to adapt to new information in different workplaces and to cope with various situations effectively (Limon & Sezgin-Nartgün, 2020). Today's globalisation, technological advances and changes in jobs require employees' ability to adapt to unfamiliar and different situations, which reveals the importance of adaptive performance for organisations (Baard et al., 2014; Charbonnier-Voirin & Roussel, 2012). In this context, it can be stated that the ability to adapt to the requirements of the current century has become a fundamental component of professional performance in the teaching profession.

Teachers' Occupational Stress

The increasing challenge of professional life exerts more the pressure on employees in order for organisations to survive in the face of ever-growing global competition. This mounting pressure and competitive environment may cause employees to experience stress (Yıldırım et al., 2024). Learning activities that take place in schools, which are the centre of formal education, are stressful activities by nature and schools are educational institutions where this stress is intensely experienced. Undisputedly, teachers, one of the most critical components of the educational process, are also affected by this stressful environment. Therefore, it can be said that one of the professions where there is excessive stress is the teaching profession (Çiçek et al., 2025; Dilekçi et al., 2025). Teachers' occupational stress is a special type of stress that emerges within the teaching profession, and this can be expressed as the physical and psychological reactions that teachers show negatively towards their work, resulting from the imbalance between risk and protective factors (Barnova et al., 2023). Increasing demands and limited resources in schools may give rise to intense occupational stress in such professions as teaching which pose responsibility (Şanlı, 2017; Zhao et al., 2022). Teachers' intense occupational stress is seen as a harmful situation that negatively affects both their self-confidence and well-being and disrupts the educational process (Klassen & Durksen, 2014). In addition, occupational stress also has negative impacts on teachers' motivation to continue the profession (Hasan, 2014). Thus, it can be said that this occupational stress experienced by teachers due to their profession can be beneficial as long as it is kept at a certain level and taken under control (Dilekçi et al., 2025). In as much as teachers who experience less stress and have positive work experiences build a cheerful and supportive learning environment although those who are under excessive pressure might make students' learning processes more challenging (Pakarinen et al., 2010). Therefore, understanding the sources, consequences, and management of occupational stress in teaching is essential in terms of promoting teachers' well-being and ensuring a healthy and effective educational environment.

Teachers' Professional Resilience

Teaching profession is a stressful and challenging profession and it is a crystal-clear fact that this situation causes teachers to be worn out. The attrition of teachers due to various factors has brought the concept of professional resilience

to the agenda in recent years (Limon, 2022; Mansfield et al., 2012; Mansfield et al., 2016). Clarà (2017) describes teacher resilience as a positive adaptation to a challenging situation. Day and Gu (2013) define teacher resilience as a teacher's capacity to cope with inevitable uncertainty in the educational process, sustain balance, and maintain a sense of duty and focus. However, teacher resilience represents the interaction between teachers' personal and environmental factors. It has been emphasized that this concept is related to educators' ability to handle with negative teaching experiences and positively adapt to them (Ainsworth & Oldfield, 2019). Furthermore, it is thought that the resilience of a person in teaching profession can affect his/her career path and make a significant contribution to the decision to remain in the profession despite current difficulties (Barnova et al., 2023). In this regard, it is stated that resilient teachers are highly motivated, professional development-oriented, and willing to improve teaching quality (Zhang, 2021). These teachers also have the ability to deal with difficult situations, effective leadership skills, the capacity to establish positive student relationships, professional commitment, and the essential competencies to achieve job satisfaction (Chu & Liu, 2022). Besides, resilient teachers tend to contribute to yield positive outcomes such as higher academic achievement and reduced behavioural problems in students (Li, 2023). Various factors that influence teacher resilience include support from administrators and colleagues, teacher-student relationships, and effective coping strategies (Liu & Chu, 2022). Therefore, strengthening teacher resilience is essential not only for sustaining teachers' well-being and professional commitment, but also for creating a stable and effective learning environment in schools.

Relationships between Occupational Stress, Occupational Resilience and Job Performance

Teachers face many sources of stress, particularly in terms of classroom management, student behaviour, sudden job demands and responsibilities nowadays. Due to the increasing complexity of the tasks in the profession, occupational stress is increasingly experienced (Çiçek et al., 2025; Dilekçi et al., 2025). It can be said that occupational stress is an important problem that negatively affects both teachers' well-being and job performance (Bian & Jiang, 2025). The problems caused by occupational stress might affect teachers' performance, influencing their job success negatively (Asaloei et al., 2020; Yildirim et al., 2024). In this respect, it is important to minimise occupational

stress levels in order for teachers to show high performance (Hamid et al., 2015). In this context, understanding the dynamics of teachers' occupational stress and its impact on their job performance is of great importance to develop effective interventions that will enhance educational outcomes.

Similar to occupational stress, another issue that needs to be emphasised in schools is teacher resilience. Numerous factors such as excessive workload, emotional difficulties and lack of support might cause burnout and reduce professional well-being among teachers (Bian & Jiang, 2025). As a result, the concept of teacher resilience has come to the fore. Teacher resilience, which is defined as teacher's capacity to continue teaching without giving up even when faced with the challenges of the profession (Buttler & Engelbrecht, 2024), can also be considered as an effective qualification that enables teachers to maintain their goals and commitment in order to increase students' academic achievement and contribute to the teaching process (Limon, 2022). As the ability to resist the stress and difficulties encountered during the educational process, teacher resilience plays a key role in educational organisations since it enables teachers to achieve positive results despite all the negativities (Clarà, 2017). Resilient teachers aim to create and sustain an effective learning environment even if they encounter difficulties (Ebersöhn, 2014). When teachers exhibit high resilience in their professional lives, better job performance is expected from them (Fonte et al., 2021). Chen and Chi-Kin Lee (2022) found that teacher resilience have positive effects on teacher job performance. In light of the preceding information above, the aim of the study is to reveal the prediction level of teachers' occupational stress and occupational resilience levels on their job performance. A comprehensive understanding of this relationship holds strategic importance for the development of evidence-based policies and practices aimed at enhancing teacher effectiveness and developing sustainable educational environments. To this end, two hypotheses were determined in the research. The hypotheses of the research are as follows:

H1: *Teachers' perceived occupational stress significantly predicts their job performance.*

H2: *Teachers' occupational resilience significantly predicts their job performance.*

Methodology

Research Design

The current study attempts to reveal the levels of occupational stress, occupational resilience and job performance (task, contextual, adaptive) of teachers and examines the relationships between the related variables. To this end, two different designs, descriptive (Fraenkel & Wallen, 2006) and correlational (predictive) survey (Mertens, 2010), were employed in the study. Mertens (2010) notes that the aim of the descriptive survey model is to unveil the characteristics or features of the sample within the scope of a certain period of time. Predictive correlational design aims to reveal the performance of one or more variables on other variables.

Population and Sample of the Study

The population of the study consisted of 9144 teachers working in the Batman (Türkiye) province in the 2024-2025 academic year. The sample consisted of 512 teachers who were selected through convenient sampling method (Mertens, 2010). Prior to data analysis, the distribution of the data set was checked and it was evaluated that the assumption of normal distribution was not met. For this reason, extreme values were determined via boxplot method and the data of 14 participants were excluded from the analysis. Considering the sample size table suggested by Krejcie and Morgan (1970), it can be said that the number of participants reached is sufficient to represent the universe. Indeed, in the relevant table (Krejcie & Morgan, 1970), it is stated that 370 participants have sufficient representation power for a universe of 10,000 people. Demographic information about the research sample are as follows: 210 of the participants were female (41,0%), 302 of them were male (59,0%), while 350 of them had bachelor's degree (68,4%) and 162 of them had master's degree/ doctorate (31,6%). As for the school level where the participants work, 63 of them work in preschool (12,3%), 279 of them in primary school (54,5%), 91 of them in secondary school (17,8%) and 79 of them in high school (15,4%).

Data Collection Tools

The data collection tool consists of four sections. The first part includes the “Demographic Information Form” developed by the researcher and involves questions to determine the demographic characteristics of the participants. The

questions in the demographic information form are aimed at determining the gender, education level and school level of the participants. The second section includes “Teacher Job Performance Scale”, the third section involves “Perceived Occupational Stress Scale” and the last section comprises “Teacher Occupational Resilience Scale”.

Teacher Job Performance Scale

The scale aiming to measure teacher job performance based on self-report was developed by Limon and Sezgin-Nartgün (2020). The three-dimensional scale consists of 37 items in total. The dimensions of the scale and the number of items in the dimensions are as follows: “task performance (16 items)”, “contextual performance (9 items)” and “adaptive performance (12 items)”. The response options of the 5-point Likert scale range from “(1) Never” to “(5) Always”. The statement “I endeavour to do my job in the best way without being affected by the geographical conditions surrounding my school” can be shown as an example of the scale items. The analyses conducted by Limon and Sezgin-Nartgün (2020) revealed that the scale has the psychometric properties sought in the literature.

CFA was conducted to test the compatibility between the factor structure of the scale and the current research data. The findings obtained have been summarised below. The goodness of fit values of the scale ($Cmin/df=2,76$; $p=,00$; $CFI=,88$; $AGFI=,81$; $TLI=,87$; $RMSEA=,06$; $SRMR=,06$). In addition, the standardised factor loading values are between $BP9=.50$ and $BP5=.76$ and all factor loading values are significant at $p<.00$ level. These findings indicate that the factor structure of the scale shows a good fit with the current research data (Büyüköztürk et al., 2004). On the other hand, Cronbach's Alpha internal consistency coefficients of the scale were $\alpha=.94$ for the overall scale, $\alpha=.92$ for the task performance dimension, $\alpha=.85$ for the contextual performance dimension and $\alpha=.90$ for the adaptive performance dimension, indicating that the reliability criterion was met (Lester et al., 2014).

Perceived Occupational Stress Scale

The scale was developed by Marcatto et al. (2022) to measure occupational stress experienced by employees based on self-report and adapted into Turkish by Yıldırım et al. (2024). There are four items in the unidimensional scale. The response options for the statements are in 5-point Likert style and range from

“(1) Strongly disagree” to “(5) Strongly agree”. The item “Thinking about my job makes me feel tense.” can be cited as an example of the items in the scale. Yıldırım et al. (2024) conducted the Turkish adaptation study on a sample of teachers and the findings demonstrated that the single-factor structure of the scale met the necessary validity and reliability criteria.

In the current study, the validity of the scale was tested through confirmatory factor analysis (CFA) and reliability was evaluated by Cronbach’s Alpha internal consistency coefficient. The findings as a result of CFA show that the scale has goodness of fit values ($Cmin/df=2.78$; $p=.10$; $CFI=1.00$; $AGFI=.97$; $TLI=.99$; $RMSEA=.06$; $SRMR=.01$). Moreover, the standardised factor loading values are between $MS4=.67$ and $MS2=.81$ and all factor loading values are significant at $p<.00$ level. The findings obtained indicate that the single-factor structure of the scale is compatible with the current research data (Hair et al., 2019). The Cronbach’s Alpha internal consistency coefficient computed in the context of the reliability of the scale is $\alpha=.82$, indicating that the required criterion is met (Lester et al., 2014).

Professional Resilience Scale

“The Professional Resilience Scale” used in the study was developed by Näswall et al. (2019) for work organisations. The self-report-based scale measures employees’ professional resilience levels in terms of adaptation to change and capacity to manage change. Limon (2022) adapted the scale into Turkish culture within the context of educational organisations and conducted a validity/reliability study. The unidimensional scale involves nine items. The response options of the scale are, however, in 5-point Likert style and range from “(1) Rarely” to “(5) Almost always”. The item “I turn changing situations at school into opportunities for my professional development.” can be shown as an example of scale items. In the adaptation study conducted by Limon (2022), findings regarding the validity and reliability of the single-factor structure of the scale were obtained.

CFA analysis was carried out to test the compatibility between the current research data and the factor structure of the scale. The findings obtained as a result of CFA indicate that the scale has goodness of fit values ($Cmin/df=2.99$; $p=.00$; $CFI=.96$; $AGFI=.94$; $TLI=.94$; $RMSEA=.06$; $SRMR=.05$). Furthermore, the standardised factor loading values are between $S2=.40$ and $S9=.70$ and all factor loading values are significant at $p<.00$ level. Based on these findings, it

can be stated that the single-factor structure of the scale is in accordance with the current research data (Hair et al., 2019). The Cronbach's Alpha internal consistency coefficient calculated in the context of the reliability of the scale is $\alpha=.80$, indicating that the required criterion is met (Lester et al., 2014).

Data Collection and Data Analysis

In order to collect data within the scope of the research, the necessary permission was obtained from Batman University Ethics Committee with the decision dated 05.09.2024 and numbered 2024/06-03. The research data were collected during October 2024-2025 academic year. The research data were analysed through SPSS 25 and AMOS 24 statistical software. Initially, the data set was checked for missing data and it was determined that there was no missing data. In the second phase, the distribution of the data set was analysed through skewness and kurtosis coefficients. In this respect, the first analysis showed that the coefficients of occupational stress, occupational resilience and teacher job performance variables were outside the range of ± 1.96 and the assumption of normal distribution was not met (Field, 2009). Therefore, outliers were determined by using boxplots (Büyüköztürk, 2011). Based on the findings obtained, the data of 14 participants were considered to be outliers and the related data were deleted from the data set and the subsequent analyses were conducted on the data set of 498 participants. Table 1 below presents the skewness and kurtosis values calculated after the removal of outliers. The relevant values are within the range of ± 1.96 for all variables, indicating that the data set exhibits a normal distribution (Field, 2009).

Table 1

Skewness and Kurtosis Values

Dimension/Scale	n	Skewness	S.E.	Kurtosis	S.E.
Occupational stress	498	-,29	,11	-,64	,22
Professional resilience	498	,15	,11	-,11	,22
Task performance	498	-,07	,11	-,86	,22
Contextual performance	498	,09	,11	-,26	,22
Adaptive performance	498	,19	,11	-,48	,22
Teacher job performance	498	,23	,11	-,52	,22

As seen in Table 1, the data set meets the assumption of normal distribution in terms of all research variables. Based on this finding, parametric tests were utilized and arithmetic averages and standard deviation were used within the scope of descriptive analyses, and Pearson Product Moment Correlation Coefficient (r) was used to determine the mutual relationships between variables. In the interpretation of the correlation coefficient, considering the criteria set forth by Singh (2007), $r < .20$ was considered as very low, $r > .20$ - $r < .40$ as low, $r > .40$ - $r < .70$ as moderate level and finally $r > .70$ as high level relationship.

In the study, structural equation modelling was used to test the prediction level of perceived occupational stress and teacher professional resilience variables on job performance (task, contextual, adaptive). The choice of structural equation modelling, which is a very powerful and flexible analysis procedure, in the present study, which includes two independent and one dependent variable, can be attributed to various reasons. Firstly, structural equation modelling can model latent variables with multiple observed indicators by taking measurement error into account (Bollen, 1989). Secondly, structural equation modelling provides goodness-of-fit values that allow assessing the extent to which the predicted model fits the data (Hu & Bentler, 1999). Thirdly, however, structural equation modelling provides elaborative outputs such as parameter estimates, standard errors and modification indices (Schumacker & Lomax, 2016). Due to the aforementioned advantages, structural equation modelling was adopted in the present study to reveal the relationships between variables.

Separate modelling was preferred for each dimension of job performance. Mertler and Vannatta (2017) state that VIF, Tolerance and Condition Index values should be calculated in order to check whether there is overlap between independent variables in cases where more than one predictor variable predicts another variable or variables and provide certain criteria for the relevant values. Accordingly, Tolerance value < 1.00 , VIF value < 10.00 and Condition Index < 30 indicate that there is no multicollinearity problem in the model. The findings (Tolerance=.99; VIF=1.01 and Condition Index (Occupational stress and occupational resilience)=7.00 and 21.01) show that there is no multicollinearity problem among the independent variables (Mertler & Vannatta Reinhart, 2017). The goodness of fit values of the tested models were evaluated through $Cmin/df$; CFI ; $AGFI$; TLI ; $RMSEA$; $SRMR$ values and the criteria suggested by Hair et al. (2019) were taken into account.

Findings

This section covers descriptive statistics and relationships between variables (occupational stress, resilience, and job performance).

Table 2

Descriptive Statistics

Dimension/Scale	n	Min.	Max.	$\bar{x}$	S.D.
Occupational stress	498	1,00	5,00	3,17	,94
Professional resilience	498	2,56	5,00	3,87	,47
Task performance	498	3,31	5,00	4,38	,40
Contextual performance	498	2,33	5,00	3,88	,58
Adaptive performance	498	3,08	5,00	4,18	,43
Teacher job performance	498	3,19	5,00	4,19	,38

Min.=Minimum, Max.=Maximum

Table 2 presents the descriptive findings related to the research variables. When the findings are examined, it has been found that the arithmetic mean of the scores obtained by the teachers participating in the study from the perceived occupational stress scale is ($\bar{x}=3,17$; S.D.=,94) and can be interpreted as “undecided (moderate level)”. According to the perceptions of the participants, it can be said that the teaching profession is a moderately stressful profession.

On the other hand, the arithmetic mean of the professional resilience variable scores is ($\bar{x}=3,87$; S.D.=,47) and can be interpreted as “frequently (slightly high level)”. With this regard, it can be inferred that teachers’ professional resilience levels are at a high level in light of the perceptions of the participants. The findings regarding the overall and dimensions of the teacher job performance scale can be summarised as follows.

The arithmetic mean of task performance scores is ($\bar{x}=4,38$; S.D.=,40) and it is “always (high level)”; the arithmetic mean of contextual performance scores is ($\bar{x}=3,88$; S.D.=,58) and it is “sometimes (quite high level)”; the arithmetic mean of adaptive performance scores is ($\bar{x}=4,18$; S.D.=,43) and can be interpreted as “mostly (moderately high level)” and finally, the arithmetic mean of the overall teacher job performance is ($\bar{x}=4,19$; S.D.=,38) and can be interpreted as “mostly (moderately high level)”. In this context, it can be said that the teachers participating in the study have a moderately high level of job performance.

Table 3*Relationships between Research Variables*

Dimension/ Scale		Task Performance	Contextual Performance	Adaptive Performance	Job Performance
Occupational Stress	<i>r</i>	,05	,06	-,21**	-,12*
	<i>p</i>	,23	,16	,00	,01
	<i>n</i>	498	498	498	498
Professional Resilience	<i>r</i>	,49**	,43**	,47**	,55**
	<i>p</i>	,00	,00	,00	,00
	<i>n</i>	498	498	498	498

* $r < ,01$; ** $r < ,001$

Table 3 shows the findings regarding the relationships between the research variables. Based on the research findings obtained, teachers' perceived occupational stress has been found to correspond to task performance ($r=.05$; $p=.23$) and contextual performance ($r=.06$; $p=.16$); however, these relationships were not statistically significant. Furthermore, perceived occupational stress was associated with adaptive performance ($r=-.21$; $p=.00$) and teacher job performance ($r=-.12$; $p=.01$), and these relationships were negative-oriented and statistically significant. The relationship between perceived occupational stress and adaptive performance can be interpreted as “low” and the relationship between teacher job performance as “very low”.

According to the findings obtained in Table 3, teachers' professional resilience is correlated with task performance ($r=.49$; $p=.00$), contextual performance ($r=.43$; $p=.00$), adaptive performance ($r=.47$; $p=.00$) and teacher job performance ($r=.55$; $p=.00$). Moreover, these relationships are positive-oriented and statistically significant. Additionally, the relationships between occupational resilience and job performance scale and dimensions can be concluded as “moderate.”

Table 4

The Prediction Level of Occupational Stress and Occupational Resilience on Task Performance

Path	β	S.E.	p	Hypothesis
(1) Occupational Stress→Task Performance	-,01	,02	,86	Confirmed
(2) Professional Resilience→Task Performance	,61	,05	,00	Disconfirmed

* $p < .05$; ** $p < .01$

Table 4 presents the findings of the model in which perceived occupational stress and occupational resilience variables are included as independent variables and task performance as dependent variables. Firstly, the goodness of fit values of the model were computed and the relevant values were $Cmin/df=2.14$; $p=.00$; $CFI=.93$; $AGFI=.88$; $TLI=.92$; $RMSEA=.05$; $SRMR=.05$. The relevant values meet the criteria sought in the literature (Hair et al., 2019). When the standardized path coefficients were examined, it was found that the effect of occupational stress on task performance was not statistically significant ($\beta=-.01$; $p=.86$). Nonetheless, it was concluded that the professional resilience variable had a statistically significant effect on task performance ($\beta=.61$; $p=.00$). The variables of occupational stress and professional resilience explain 37% of the variance in task performance ($R^2=.37$).

Table 5

Prediction Level of Occupational Stress and Occupational Resilience on Contextual Performance

Path	β	S.E.	p	Hypothesis
(1) Occupational Stress →Contextual performance	-,02	,03	,66	Confirmed
(2) Professional Resilience →Contextual performance	,55	,07	,00	Disconfirmed

Table 5 presents the findings of the model in which perceived occupational stress and occupational resilience variables are included as independent variables and contextual performance as dependent variables. In the first phase, the goodness of fit values of the model were calculated and the relevant values were found as $Cmin/df=2.34$; $p=.00$; $CFI=.93$; $AGFI=.90$; $TLI=.92$; $RMSEA=.05$; $SRMR=.05$. The relevant values meet the criteria sought in the literature (Hair

et al., 2019). As for the standardized path coefficients, the effect of occupational stress on contextual performance was not statistically significant ($\beta=-.02$; $p=.66$). On the contrary, it is understood that the occupational resilience variable has a statistically significant effect on contextual performance ($\beta=.55$; $p=.00$). The variables of occupational stress and professional resilience explain 30% of the variance in the contextual performance variable ($R^2=.30$).

Table 6

Prediction Level of Occupational Stress and Occupational Resilience on Adaptive Performance

Path	β	S.E.	p	Hypothesis
(1) Occupational Stress → Adaptive performance	-,18	,02	,00	Confirmed
(2) Professional Resilience → Adaptive performance	,56	,04	,00	Disconfirmed

Table 6 provides the findings regarding the model in which perceived occupational stress and occupational resilience variables are independent and adaptive performance is the dependent variable. The goodness of fit values of the model were calculated and the relevant values were found as $Cmin/df=2.88$; $p=.00$; $CFI=.90$; $AGFI=.86$; $TLI=.88$; $RMSEA=.06$; $SRMR=.07$. The relevant values meet the criteria sought in the literature (Hair et al., 2019). When standardized path coefficients are examined, it is seen that the effects of *occupational stress* ($\beta=-.18$; $p=.00$) and *professional resilience* ($\beta=.56$; $p=.00$) on adaptive performance are statistically significant. Occupational stress and occupational resilience explain 35% of the variance in adaptive performance ($R^2=.35$).

Table 7

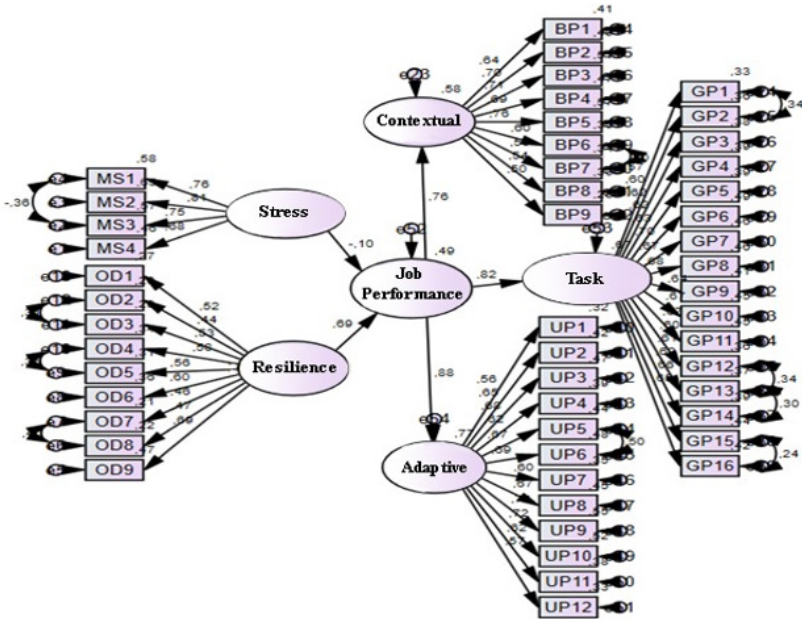
Prediction Level of Occupational Stress and Occupational Resilience on Job Performance

Path	β	S.E.	p	Hypothesis
(1) Occupational Stress $\rightarrow$ Job Performance	-,10	,03	,03*	Confirmed
(2) Professional Resilience $\rightarrow$ Job Performance	,69	,04	,00**	Disconfirmed

Table 7 gives the findings concerning the model in which perceived occupational stress and professional resilience variables are independent variables and job performance is the dependent variable. The goodness of fit values of the model were calculated and the relevant values were $Cmin/df=2.26$; $p=.00$; $CFI=.87$; $AGFI=.80$; $TLI=.86$; $RMSEA=.05$; $SRMR=.06$. The relevant values meet the criteria sought in the literature (Hair et al., 2019). When standardized path coefficients are examined, it is found that occupational stress ($\beta=-.10$; $p=.03$) and professional resilience ($\beta=.69$; $p=.00$) have a statistically significant effect on job performance. The variables of occupational stress and professional resilience explain 49% of the variance in the job performance variable ($R^2=.49$).

Figure 1

Occupational Stress and Occupational Resilience as Predictors of Job Performance



Conclusion, Discussion and Recommendations

In the current study, in light of the findings of descriptive analysis on the variables, it was revealed that the teachers' perceived occupational stress levels could be interpreted as moderate, reflecting an overall "undecided" tendency. Based on the perceptions of the participants in the current research, it can be said that teaching profession is a moderately stressful profession. It has also been found that this result correlates with previous studies in the literature (Dilekçi et al., 2025; Şanlı, 2017; Şengür, 2023; Yildirim et al., 2024). Although teaching profession was generally regarded as a low-stress profession in the previous years, this has changed significantly in the last three decades (Asaloei et al., 2020). Today, teaching profession is stated to involve both great responsibility and intense professional stress (Dilekçi et al., 2025; Yildirim et al., 2024). Occupational stress is also a factor that adversely affects both teachers and the quality of education (Klassen & Durksen, 2014). On the other hand, the results of the analyses indicate that teachers' professional resilience levels can be interpreted as moderately high, suggesting that they frequently demonstrate resilience in their professional roles. In this context, it can be deduced that teachers' professional resilience levels are at a high level. This finding is consistent with certain studies in the related literature (Botou et al., 2017; Erduran Tekin & Çayak, 2024; Limon, 2022). However, teaching profession is considered as a risky profession nowadays due to the ever-changing dynamics and increasing responsibilities in education (Clarà, 2017; Zhang, 2021). It is crucial for teachers to be resilient while executing this challenging and risky profession. Teachers' professional resilience is deemed as an indispensable skill for teachers themselves to successfully overcome the problems encountered in compelling and complicated educational conditions (Limon, 2022). As a matter of fact, resilient teachers are those who have the necessary skills to succeed in difficult circumstances, demonstrate mastery of classroom management, build solid relationships with their students, have a positive attitude, and develop as much commitment to their profession as possible (Mansfield et al., 2012; Mansfield et al., 2016). The findings regarding the overall elements and dimensions of the teacher job performance scale are summarized as follows. The findings suggest that teachers consistently fulfill task-related responsibilities, while contextual performance appears to be expressed less frequently. Adaptive performance, on the other hand, tends to be exhibited at a relatively high level, indicating that teachers are largely capable of adjusting

to changing circumstances. Accordingly, it is likely to conclude that the teachers who participated in the research have a high level of job performance. It is also seen that this result is in line with certain studies in the literature (Can and Zafer Güneş, 2023; Esen, 2023). In the current research, this result is considered critical since it can be said that the level of achievement in education largely relies on the quality of teachers' performance. Therefore, teacher job performance affects not only the education and training process but also the outcomes of this process (Mohammadi, 2021).

The first hypothesis of the current study is that teachers' perceived occupational stress significantly predicts their job performance. The findings partially confirm this hypothesis. In the current study, no significant relationship was found between perceived occupational stress and task and contextual performance. These findings suggest that occupational stress may not be a key determinant of teachers' task and contextual performance, indicating that other factors might play a more prominent role in shaping these dimensions of job performance. The fact that there is no significant relationship between these variables may be attributed to more than one reason. Stress might yield various effects on individuals. Some teachers are able to work efficiently under stress whereas some may be adversely affected by stress. Besides, it is thought that such factors as teachers' personal competencies, experiences, supportive environment of the school and working conditions may play a pivotal role among the factors that determine the relationship between occupational stress and task and contextual performance. In the study, it was concluded that there were negative-oriented and statistically significant relationships between occupational stress and adaptive performance and job performance. The relationship between perceived occupational stress and adaptive performance can be evaluated as "low" and the relationship between perceived occupational stress and teacher job performance as "very low". Correspondingly, it is also likely to infer that the decrease in professional stress experienced by teachers can increase their adaptive and work performance, albeit slightly. This finding of the study is consistent with the related literature (Kholis et al., 2024; Nwachukwu, 2024; Yildirim et al., 2024). To cite an example, Kholis et al. (2024) reported that stress experienced by teachers had a very low effect on their performance. In the research by Nwachukwu (2024), it was determined that teachers' stress level negatively affected their job performance.

The second hypothesis of the current research is that teachers' professional resilience significantly predicts their job performance. The research findings have been found to justify this hypothesis. In addition, the relationships between professional resilience and job performance scale and dimensions can be interpreted as "moderate". This finding is consistent with the literature (Chen & Chi-Kin Lee, 2022). In the research conducted by Chen and Chi-Kin Lee (2022), it was unveiled that teachers' professional resilience significantly predicted their job performance. According to the results of the present research, it can be said that the high level of professional resilience of teachers will positively affect their performance. As is known, teacher resilience determines teachers' ability to fulfill their jobs effectively and maintain their commitment to their profession (Zhang, 2021; Zhang & Luo, 2023). Resilient teachers have the ability to focus more on their profession. Teachers with high resilience feel more energetic and fit. This enables teachers to perform more successfully.

The results of the current research offer certain important implications both theoretically and practically. In light of the current research, it was seen that teachers' occupational stress and professional resilience levels predicted their job performance. These results show that it is of importance to minimize the factors that cause occupational stress and strengthen teachers' professional resilience in order to increase their job performance. It is thought that the due diligence of the administrators within educational institutions to create a positive workplace culture in their schools and to build a supportive and collaborative environment among teachers may reduce the teachers' professional stress. Stress management training, in addition, can be provided to teachers. Such topics as stress-coping strategies, breathing exercises and time management can be addressed in these trainings. In addition, arrangements can be made to improve teachers' workplace settings. These arrangements can contribute to the reduction of stress. A balanced distribution of the workload can help reduce the stress caused by overloading. School administrators can contribute to increasing the resilience of teachers by creating a safe working setting in the learning environment, attaching importance to teacher development, strengthening teamwork and cooperation, and providing a strong communication network. Also, providing administrators with access to the materials and technological instruments needed by teachers, motivating them and appraising their achievements can also have a positive effect on teacher resilience. In addition, psychosocial support and similar services can be provided to teachers.

Since the present study adopted quantitative research design, it may be useful to use qualitative and/or mixed methods that provide in-depth information in order to obtain more comprehensive data for further research. In this study, three variables were considered in the structural model tested. In this regard, in future studies, teachers' job performance can be examined through models with different variables. The sample is also limited to teachers in the province of Batman (Türkiye). Large-scale research can be carried out to cover different provinces.

Genişletilmiş Özet

Giriş

Günümüzde öğretmenler başta sınıf yönetimi, öğrenci davranışları, ani iş talepleri ve sorumluluklar olmak üzere pek çok stres kaynağıyla karşı karşıya kalmaktadır. Öğretmenlik mesleğinde görevlerin artan karmaşıklığı nedeniyle mesleki stres giderek daha sık görülmektedir (Dilekçi vd., 2025). Mesleki stresin, öğretmenlerin hem iyi oluşlarını hem de iş performanslarını olumsuz yönde etkileyen önemli bir problem olduğu söylenebilir (Bian ve Jiang, 2025). Mesleki stresin yol açtığı sorunlar, öğretmenlerin performansını etkileyerek onların iş başarılarını olumsuz yönde etkileyebilmektedir (Asaloei vd., 2020; Yildirim vd., 2024). Bu bağlamda öğretmenlerin yüksek performans gösterebilmeleri için mesleki streslerinin olmaması önemlidir (Hamid vd., 2015). Okullarda mesleki stres gibi üzerinde durulması gereken bir diğer husus ise öğretmenlerin dayanıklılığıdır. Yoğun iş yükü, duygusal zorluklar ve yetersiz destek gibi çeşitli etkenler öğretmenlerde tükenmişliğe ve mesleki refahın düşmesine neden olabilmektedir (Bian ve Jiang, 2025). Bu durum da öğretmen dayanıklılığını gündeme getirmektedir. Öğretmenin mesleğin zorluklarıyla karşılaştığında pes etmeden öğretmeye devam etme gücü olarak tanımlanan öğretmen dayanıklılığı (Buttler ve Engelbrecht, 2024), öğrencinin akademik açıdan başarısını arttırmak ve öğretim sürecine katkı sağlamak amacıyla öğretmenlerin amaçları ve bağlılıklarını devam ettirmelerini sağlayan güçlü bir unsur olarak da ifade edilebilir (Limon, 2022). Öğretmen dayanıklılığı, eğitim sürecinde öğretmenlerin karşılaştıkları stres ve zorluklara karşı direnç gösterebilme yeteneği olarak tüm olumsuzluklara rağmen olumlu sonuçlar elde etmelerini sağladığı için eğitim örgütlerinde büyük bir öneme sahiptir (Clarà, 2017). Çünkü dayanıklı öğretmenler, zorluklarla karşılaşsalar bile etkili bir öğrenme ortamı oluşturmayı ve sürdürmeyi devam ettirirler (Ebersöhn, 2014). Öğretmenler iş hayatında yüksek bir dayanıklılık

sergilediklerinde iş performanslarının daha iyi olması beklenmektedir (Fonte vd., 2021). Chen ve Chi-Kin Lee (2022) çalışmalarında öğretmen dayanıklılığının öğretmen iş performansını olumlu etkilediğini saptamışlardır. Bu bağlamda araştırmanın amacı, öğretmenlerin mesleki stres ve mesleki dayanıklılık düzeylerinin onların iş performanslarını yordama gücünü ortaya koymaktır. Bu kapsamda araştırmada iki hipotez oluşturulmuştur. Araştırmanın hipotezleri:

H1: *Öğretmenlerin algıladıkları mesleki stresleri iş performanslarını anlamlı bir biçimde yordamaktadır.*

H2: *Öğretmenlerin mesleki dayanıklılıkları iş performanslarını anlamlı bir biçimde yordamaktadır.*

Yöntem

Bu araştırma; öğretmenlerin mesleki stres, mesleki dayanıklılık ve iş performansı (görev, bağlamsal, uyumsal) düzeylerini ortaya koymakta ve ilgili değişkenler arasındaki ilişkileri irdelemektedir. Bu bağlamda araştırmada betimsel (Fraenkel ve Wallen, 2006) ve ilişkisel (yordayıcı) tarama (Mertens, 2010) olmak üzere iki farklı desenden faydalanılmıştır.

Araştırmanın evreni Batman ili (Türkiye) genelinde 2024-2025 eğitim öğretim yılında görev yapmakta olan 9144 öğretmenden; örnekleme ise söz konusu evrenden uygun örnekleme (Mertens, 2010) yöntemi ile ulaşılan 512 öğretmenden oluşmaktadır. Veri analizinden önce veri setinin dağılımı kontrol edilmiş ve normal dağılım varsayımının karşılanmadığı değerlendirilmiştir. Bu nedenle; uç değerler kutu grafiği yöntemi ile belirlenmiş ve 14 katılımcıya ait veri analiz dışı tutulmuştur. Krejcie ve Morgan (1970) tarafından önerilen örneklem büyüklüğü tablosu göz önünde bulundurulduğunda ulaşılan katılımcı sayısının evreni temsil etme yeterliliğine sahip olduğu söylenebilir.

Veri toplama aracı dört bölüm içermektedir. Birinci bölümde araştırmacı tarafından geliştirilen ve katılımcıların demografik özelliklerini belirlemeye yönelik soruların yer aldığı “Demografik Bilgi Formu” yer almaktadır. Demografik bilgi formunda yer alan sorular katılımcıların cinsiyet, öğrenim düzeyi ve görev yaptığı okul düzeyini belirlemeye yöneliktir. İkinci bölümde “Öğretmen İş Performansı Ölçeği” (Limon ve Sezgin-Nartgün, 2020), üçüncü bölümde “Algılanan Mesleki Stres Ölçeği” (Yıldırım vd., 2024) ve son bölümde “Öğretmen Mesleki Dayanıklılık Ölçeği” (Limon, 2022) yer almaktadır.

Araştırma verisi SPSS 25 ve AMOS 24 istatistik programları aracılığı ile analiz edilmiştir. İlk olarak veri seti, kayıp veri açısından kontrol edilmiş ve kayıp veri olmadığı belirlenmiştir. İkinci adımda veri setinin dağılımı çarpıklık-basıklık katsayıları aracılığı ile incelenmiştir. Veri seti bütün araştırma değişkenleri açısından normal dağılım varsayımını karşılamıştır. Bu bulgudan hareketle; parametrik testlerden yararlanılmış olup betimsel analizler kapsamında aritmetik ortalamalar ve standart sapması, değişkenler arasındaki karşılıklı ilişkileri belirlemek amacıyla ise Pearson Momentler Çarpım Korelasyon Katsayısı (r) kullanılmıştır. Araştırmada algılanan mesleki stres ve öğretmen mesleki dayanıklılık değişkenlerinin iş performansı (görev, bağlamsal, uyumsal) üzerindeki yordayıcılığını test etmek amacıyla yapısal eşitlik modellemesinden yararlanılmıştır.

Tartışma, Sonuç ve Öneriler

Bu araştırma öğretmenlerin mesleki streslerinin, mesleki dayanıklılıklarının ve iş performanslarının düzeylerini ve öğretmenlerin mesleki stres ve dayanıklılıklarının iş performanslarını yordama gücünü ortaya koymayı amaçlamıştır. Alanyazını temelinde oluşturulan hipotezler yapısal eşitlik modeli kullanılarak test edilmiştir.

Araştırma hipotezlerinden önce araştırmada yer alan değişkenlerle ilgili betimsel analiz sonuçları sunulmuştur. Araştırmaya katılan öğretmenlerin mesleki strese yönelik algılarının aritmetik ortalamasının $\bar{x}=3,17$ düzeyinde olduğu ve bunun “kararsızım” şeklinde yorumlanabileceği belirtilebilir. Araştırmada öğretmenlerin mesleki dayanıklılıkla ilgili görüşlerinin aritmetik ortalamasının $\bar{x}=3,87$ düzeyinde olduğu ve bunun “sık sık” şeklinde yorumlanabileceği söylenebilir. Araştırmada öğretmen iş performansı ölçeği görev performansı boyutunda öğretmen görüşlerinin ($\bar{x}=4,38$) “her zaman” bağlamsal performans boyutunda ($\bar{x}=3,88$) “bazen” ve uyumsal performans boyutunda ($\bar{x}=4,18$) “çoğunlukla” şeklinde olduğu görülmektedir. Araştırmaya dâhil olan öğretmenler iş performansı ölçeği genelinde ise ($\bar{x}=4,19$) “çoğunlukla” şeklinde görüş belirtmişlerdir.

Araştırmada elde edilen bulgulara göre öğretmenlerin algıladıkları mesleki stres ile görev performansı ve bağlamsal performans arasındaki ilişkiler istatistiksel olarak anlamlı değildir. Bununla birlikte algılanan mesleki stres ile uyumsal performans ve öğretmen iş performansı arasındaki ilişkiler negatif yönlü

ve istatistiksel olarak anlamlıdır. Algılanan mesleki stres ile uyumsal performans arasındaki ilişki “düşük” ve öğretmen iş performansı arasındaki ilişki “çok düşük” düzeyli olarak tespit edilmiştir. Öğretmenlerin mesleki dayanıklılıkları ile görev performansı, bağlamsal performans, uyumsal performans ve öğretmen iş performansı arasındaki ilişkilerin tamamı pozitif yönlü ve istatistiksel olarak anlamlıdır. Ayrıca mesleki dayanıklılık ile iş performansı ölçeği ve boyutları arasındaki ilişkiler “orta” düzeyli olarak yorumlanabilir.

Araştırmanın birinci hipotezi, öğretmenlerin algıladıkları mesleki streslerinin iş performanslarını anlamlı bir biçimde yordadığı yönündedir. Elde edilen bulgular söz konusu hipotezi kısmen doğrular niteliktedir. Algılanan mesleki stres ile görev ve bağlamsal performans arasında anlamlı bir ilişkiye rastlanmamıştır. Ancak mesleki stres ile uyumsal performans ve iş performansı arasında negatif yönlü ve istatistiksel olarak anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Algılanan mesleki stres ile uyumsal performans arasındaki ilişki “düşük” ve öğretmen iş performansı arasındaki ilişki “çok düşük” düzeyli olarak değerlendirilebilir. Araştırmada algılanan mesleki stresin uyumsal performansı ve iş performansını istatistiksel olarak anlamlı bir biçimde yordadığı görülmüştür.

Araştırmanın ikinci hipotezi, öğretmenlerin mesleki dayanıklılıklarının iş performanslarını anlamlı bir biçimde yordadığı yönündedir. Elde edilen bulgular söz konusu hipotezi doğrular niteliktedir. Öğretmenlerin mesleki dayanıklılıkları ile görev performansı, bağlamsal performans, uyumsal performans ve öğretmen iş performansı arasında pozitif yönlü ve istatistiksel olarak anlamlı bir ilişki olduğu saptanmıştır. Ayrıca mesleki dayanıklılık ile iş performansı ölçeği ve boyutları arasındaki ilişkiler “orta” düzeyli olarak yorumlanabilir. Araştırmada mesleki dayanıklılığın görev, bağlamsal, uyumsal ve iş performansını istatistiksel olarak anlamlı bir biçimde yordadığı görülmüştür.

Bu araştırmanın sonuçları hem teori hem de uygulama açısından bazı önemli çıkarımlar sunmaktadır. Mevcut araştırma sonucunda, öğretmenlerin mesleki stres ve mesleki dayanıklılık düzeylerinin iş performanslarını yordadığı görülmüştür. Bu sonuçlar, öğretmenlerin iş performanslarını artırmak için mesleki stresi oluşturan faktörlerin minimize edilmesinin ve mesleki dayanıklılıklarının güçlendirilmesinin önemli olduğunu göstermektedir. Eğitim kurumu yöneticilerinin okullarında pozitif çalışma kültürü oluşturmaya, öğretmenler arasında destekleyici ve iş birlikçi bir ortam oluşturmaya özen göstermelerinin

öğretmenlerin mesleki streslerini azaltabileceği düşünülmektedir. Bununla birlikte öğretmenlere stres yönetimi eğitimi sunulabilir. Bu eğitimlerde stresle başa çıkma stratejileri, nefes egzersizleri ve zaman yönetimi gibi konular ele alınabilir. Ayrıca, öğretmenlerin çalışma ortamlarını iyileştirmeye yönelik düzenlemeler yapılabilir. Bu düzenlemeler stresin azalmasına katkı sağlayabilir. İş yükünün dengeli bir şekilde dağıtılması, aşırı yüklenmeden kaynaklanan stresi azaltmaya yardımcı olabilir. Okul yöneticileri öğrenme ortamında güvenli bir çalışma ortamı oluşturmak, öğretmen gelişimlerine önem vermek, takım çalışmasını ve iş birliğini güçlendirmek, güçlü bir iletişim ağı sunarak öğretmenlerin dayanıklılığını arttırmaya katkıda bulunabilir. Aynı zamanda yöneticilerin öğretmenlerin ihtiyaç duyduğu materyal ve teknolojik araçlara erişmeyi sağlaması, öğretmenleri motive etmesi ve onların başarılarını takdir etmesi de öğretmen dayanıklılığına olumlu yönde etki edebilir. Bununla birlikte öğretmenlere psikososyal destek ve benzeri hizmetler de sunulabilir.

Mevcut araştırmada nicel araştırma deseni kullanılmıştır. Gelecek çalışmalarda daha kapsamlı verilere ulaşmak amacıyla derinlemesine bilgi sağlayan nitel ve/veya karma yöntemlerin kullanılması faydalı olabilir. Bu araştırmada test edilen yapısal modelde üç değişken ele alınmıştır. Bu doğrultuda gelecekte yapılacak araştırmalarda öğretmenlerin iş performansı, farklı değişkenlerin yer aldığı modellerle test edilebilir. Örneklem Batman ilindeki öğretmenlerle sınırlıdır. Farklı illerleri kapsayacak geniş ölçekli benzer araştırmalar yürütülebilir.

Author Contribution: This study was derived from the first author's master's thesis, which was completed under the supervision of the second author.

Conflict of Interest: There is no conflict of interest between the authors in this study.

Ethical Statement: The authors hereby declare that the present study has been conducted in full compliance with the principles outlined in the Directive on Scientific Research and Publication Ethics of the Council of Higher Education. No actions involving violations of research or publication ethics have been undertaken. Furthermore, it is affirmed that all authors have contributed to the study, that no conflict of interest exists among the authors, and that all responsibility for potential ethical breaches lies solely with the authors.

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