THE RELATIONSHIP BETWEEN THE CAREER BARRIERS OF FEMALE TEACHERS AND THEIR ANGER AND STRESS LEVELS

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Abstract:

It was aimed, in this study, to determine the relationship between the career barriers of female teachers and their anger and stress levels. The data of this research, which was designed in the relational survey model, were obtained from 502 teachers working in the central districts of Mersin. In the study, "Career Barrier Scale of Female Teachers" with 27 items was used to determine the career barriers of female teachers, "Organizational Stress Scale" with 71 items to determine the organizational stress level of teachers, and an 18-item "Anger Scale" was used to determine the anger levels of teachers. Regarding the results of the study, female teachers stated that women experienced more career barriers than male teachers in the "family", "school-environment" and "gender stereotypes" sub-dimensions of career barriers. It was also revealed that female teachers think more positively than men in "participation in decisions" and "professional appearance" of organizational stress while no significant difference was found between the views of male and female teachers in the anger sub-dimensions. It was observed that as the career barriers of female teachers increased, so did their stress levels but their anger management decreased. As a result, career barriers experienced by female teachers predict their stress levels and anger management levels, though low.

Keywords: career, gender stereotypes, anger, stress, career barriers of female teachers

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1. Introduction

There has been a change every day since the existence of the world. Along with this change, new concepts and different dynamics that occur as a result of the effects of these concepts on each other have emerged. One of these concepts is career. Career, which can be expressed as the development of an individual in his/her job, is a lifelong dynamic process with "individual" and "organization" dimensions. Therefore, it can be said that the individuals are affected by many variables arising from themselves or their environment. However, some obstacles called 'career barriers' can be seen in front of this development.

One of the primary goals of every organization is success and for this, organizations should use their human resources in the most effective way. However, it is not possible to say that this effectiveness is valid for non-professional organizations. For example, in all ages of history, although women and men have demonstrated a common workforce and have done the same job, female employees still receive lower wages and continue to work with lower status than male employees. This situation still appears as a problem in terms of human resources. It is obvious that the participation rate of women in the labor force is increasing day by day, and women are employed, especially in areas such as education more than men. However, in the hierarchical structures of organizations, it is observed that the proportion of female employees is quite low as one moves up to higher levels such as management (Directorate General for Status of Women [DGSW], 2011). Based on this and in the light of the researches, it is useful to reveal how important the career barriers women face due to being "women" constitute a problem in their professional development.

In the literature, there are various studies on the careers of women teachers and trying to determine the various obstacles women face in their career process (Usluer, 2000; Çelikten, 2005; İnandı, Peker, Özkan, & Atik, 2009; Gündüz, 2010; Altınkurt & Yılmaz, 2012). There are also studies showing that the majority of school administrators are men and that the number of women is very low at the higher levels of educational administration (Otaran, Sayın, Güven, Gürkaynak, & Atakul, 2003; Aycan, 2004; Çelikten, 2005; Gündüz, 2010;DGSW, 2011; Altınkurt and Yılmaz, 2012).

It is thought that the obstacles faced by women employees that slow or stop their career development may have negative impact on their performance, motivation, job satisfaction, organizational commitment, sense of organizational justice and trust, organizational commitment and lead to burnout and organizational cynicism. According to Weis (1993), if a person works in an environment where he/she sees himself/herself as a part, feels valuable, and is supported, he/she enjoys his job and accordingly his productivity, self-confidence and success increase. However, if employees cannot find the opportunity to realize themselves in their environment and are constantly prevented, it is inevitable that some negative consequences will arise in employees as a result of these obstacles and this situation can sometimes have a vital importance in the professional and social lives of employees.

Eliminating the career barriers of women and therefore the individual and social negativities caused by these obstacles may lead individuals to be more beneficial to themselves and the society they live in, to reach the goals of organizations more easily and to the development of countries at a higher level. Teaching, which is one of the most stressful professions, should have priority in terms of individual and public health, in terms of observing labor productivity. Otherwise, teachers' motivation and efficiency may decrease, and they may experience negative emotions such as stress and even anger. In many definitions of anger and stress, the expression "frustration" is among the reasons for the emergence of these emotions. There are various studies showing that the career barriers are related to many perceptions, attitudes and behaviors of the individual. However, there is no study on the career barriers experienced by teachers which result in their anger and stress, and it is considered important to reveal the relationship between these variables mentioned in this study.

2. Literature Review

2.1 Career Barriers of Female Teachers
Career is a lifelong process that includes progress, stagnation or regression experiences. It is inevitable that there will be some factors that interrupt this process, which are regarded as "career barriers". Due to the gender structure in patriarchal cultures, women may experience career barriers more intensely. These can be classified as family barriers, school-environmental barriers, barriers related to education, working hours, age and marital status, gender stereotypes, and women's view of administration.

- *Family barriers*: Undertaking multiple roles that we encounter within the scope of family barriers cause them to encounter career barriers as women carry out various roles such as individuals, mothers, spouses and employees (Korkmaz, 2014). According to the data of TURKSTAT (2016), the reason why 57.3% of women who could not participate in the labor force were "*engaged in housework*" (DGSW, 2017). Women could not spare the time to develop themselves in order to carry the good mother-good wife characteristics imposed on them for years and kept a distance from in-service training programs, conferences, projects, union activities, and research and development activities (İnandı et al., 2009). Accordingly, women experience conflicts as they have limited time left for other roles while fulfilling the requirements of one role, experience increased tension and fatigue while performing tasks related to one role but reflecting on the tasks required by other roles. In addition, different behaviors related to different roles are incompatible with each other, and this situation makes the person successful in one role and fails in the other. In addition, the fact that women have played many roles can negatively affect the social dimension of business life. Communication networks are essential in terms of adapting to and maintaining organizational culture, and women are generally at a disadvantage in this sense. It has been uncovered that men maintain their network by participating in sports, social activities and evening meetings after work hours, and women stay away from such

organizations to spare time for their families (Temel et al., 2006). This situation may cause women to be disconnected from communication networks in their workplaces, which poses a career barrier.

- *School-environmental barriers*: Each organization has a culture and climate that is composed of its own unique values and beliefs. The spirit felt by this culture is dispersed throughout the organization and can be positive or negative (Özçelik, 2017). In organizational cultures with a male-oriented understanding, priority is given to male employees in the training required for professional development, travels, courses and conferences. In a study by Badjo and Dickson, it was emphasized that organizational culture is extremely effective on gender discrimination in the workplace and that it is very difficult for women to advance in their careers in organizations where hierarchical authority and male-oriented culture are dominant (cited by Örücü et al., 2007).

- *Barriers related to education, working hours, age and marital status*: Women who want to advance in their careers may be at a disadvantage compared to male employees in terms of raising their education level or participating in trainings that facilitate their promotion. Responsibilities related to home and family can interfere with these educational activities. Accordingly, it can be stated that marital status will also have an impact on career, and it can be expected that married women have more home-family responsibilities to negatively affect their career progress. Likewise, working hours, which will increase with management, may cause women to worry about neglecting their housework and their families. On the other hand, career developments, which are constantly postponed due to these and similar problems, can now be seen as completely unnecessary at advanced ages.

- *Gender stereotypes*: Stereotypes are the most remembered qualities that can be related to the characteristics of people such as their gender, race, religious beliefs, and the geography they live in. In traditional societies, individuals are raised according to their gender roles from the moment they are born, and gender roles are applied to individuals at all stages of the socialization process including the playing age. Generally, men are thought to have the characteristics of being independent, successful, self-confident and assertive, whereas women have the characteristics of being gentle, understanding, and timid. Individuals are also expected to make choices and progress in business life according to these characteristics, and it is thought that jobs with high income and reputation and requiring competition are more suitable for men. Consequently, male managers are more respected than female managers. For this reason, women may also need to display a masculine attitude in order to be respected when they reach the top management position attributed to men in society. On the other hand, the gender approach has socialized women and men differently, and although this function is performed against women, it is seen in all systems of society (organizations, work and occupation, working relations) and in all areas of life (Savcı, 2000). It is necessary to draw attention to the effect of this situation on women's preferences such as teaching and nursing. Individuals generally have to choose the

professions that their families and society deem appropriate for them, thus a 'women's job' and 'men's job' classification emerges: taxi driver, inspector, car mechanic, general directorate, etc. as men's jobs; secretary, public relations, nursing and librarianship, etc. as women's jobs (Hoşgör et al., 2016).

- *Women's view of administration*: Personal preferences and perceptions are the kinds of obstacles women put themselves in front of senior positions. These obstacles appear as situations such as women seeing themselves inadequate for change or development, a dilemma between family and work, the belief that they cannot change the system, and not being able to afford to fulfill the requirements of career advancement. In fact, if we consider that housework is seen as women's work and working outside and earning money is seen as men's work, it becomes more understandable how women internalize this situation even in textbooks. Tavris conducted a research on "Managerial Behaviors" on 2000 men and women and determined the rate of those who think that the reasons why women fail in working life should be looked for in themselves as 48% (Özçelik, 2017).

Although all these barriers have no legal basis in general terms, legally women also seem to have the same chance of promotion as men. However, it cannot be denied that women frequently face the career barriers mentioned above. Therefore, women who frequently encounter such obstacles may experience learned helplessness after a while. At this point, it seems necessary to mention the "glass ceiling syndrome":

- *Glass ceiling syndrome*: Glass ceiling is a concept used to express the discrimination in promoting to higher levels (such as the inability of women, blacks, Indians, Jews to rise to the upper positions). This concept, being associated with the "Flea Experiment", which is frequently mentioned in personal development books, can be explained as women trying to act without knowing what prevents them in business life and not being able to come to management positions, as a result, they face "learned helplessness" in the context of career barriers similar to fleas in the experiment (Korkmaz, 2014). The word "glass" used in the concept is used to denote that the obstacles in front of individuals are uncertain and artificial, and the word "ceiling" is used to express that individuals cannot rise due to these obstacles.

Career barriers that affect the course of the work life of individuals can create an environment for the emergence or increase in the frequency of negative emotional states such as anger and stress.

2.2 Anger

Anger is a natural, universal and emotional response to unfulfilled requests, unwanted consequences and unmet expectations (Soykan, 2003). Anger, one of the emotions that arise as a result of conflict, can be observed in all age groups or cultures (Gündüz et al., 2013).

According to the cognitive approach, the reason for anger is actually the thought about that event (Şahin, 2004). Beck (1975) also stated that the important factor in the emergence of anger emotion is the meaning that the person attributes to the stimulus

(Karataş, 2008). Based on these expressions, it can be said that the individual's perception of the situation or person is determinant in the emergence of anger or its reflection in behavior.

While anger gives an important sign to the individual that things are not going as planned or expected, it is also important to control anger and to manage the situation well. Especially in work life, it is necessary for the individual to cope with many negative experiences.

While Biagio (1989) expresses anger as a strong emotion related to cognitions that occur in the face of a real or delusional frustration, threat or injustice and that directs the person to eliminate disturbing stimuli, Berkowitz (1994) describes it as a tendency to be verbally or behaviorally aggressive as a result of the inhibition of the individual. expresses. These explanations are noteworthy in the sense that "frustration" is among the reasons of anger (Balkaya & Şahin, 2003; Öztürk & Özan, 2015).

The problems and inhibitions in the process of achieving the goals and objectives of the individual are expressed as one of the most important sources of anger. In this sense, teaching is one of the professions where negative consequences and obstacles are frequently encountered since it involves relationships and processes related to various stakeholders such as student-parent-administration-school environment. Therefore, teachers may experience negative emotions such as anger as a result of negative experiences. Demirkasımoğlu (2007) states that teachers sometimes feel under pressure while trying to fulfill their duties and roles, and they may experience difficulties and even obstacles, as a result of which they may experience anger at school (Öztürk & Özan, 2015). According to the results of the study conducted by Öztürk and Özan (2015), the most important factors that cause teachers to be angry are the school administration's use of a strong style in front of other individuals while warning them, and their prejudice against teachers in line with the parents and students' opinions. As a result of the same study, it was determined that the greatest source of anger for teachers was the implementation of wrong and unfair management at school and the demand for time-consuming activities other than useful things. Therefore, negative experiences encountered in the education process should not be considered independent of teachers' psychological states and emotional reactions.

2.3 Organizational Stress

The rapid changes in societies in technological, social, cultural, political and economic terms have also brought about some problems. These problems can create stress in the individual, and stress is accepted as a concept that affects the health and productivity of the individual (Şahin, 2005). In general, stress, which is considered as a term that affects people's behaviors, performances and relationships with other people and describes negative stimuli, is seen in two types: Positive stress (good stress) is the one that produces positive results giving the individual satisfaction and joy of life instead of anxiety while reaching the difficult goal. Negative stress (bad stress), on the other hand, is the stress

that causes the individual to lose self-confidence, encourages feelings of inadequacy, and causes despair, hopelessness and disappointment (Gök, 2009).

Stress, which can be experienced in all areas of life, can also be seen frequently in work life. When organizations do not prepare a peaceful and suitable working environment for their employees in order to achieve their goals, they may encounter consequences such as stress (Güllüoğlu, 2012). Beehr and Newman stated that work stress is caused by individuals' jobs and their interaction with other people, is determined by changes and forces individuals to differ from their normal functions (Atılgan & Dengizler, 2007).

There are sources of stress that cause the emergence of stress and begin to affect the lives of individuals negatively as its level increases. Organizational stress may result from the characteristics of the job, roles, management and colleagues relations, difficulties in the career development process, organizational culture and norms, and conflicts between organizational and individual life (Gündüz et al., 2013). The stress caused by the emergence of one or more of these sources has organizational consequences such as low performance (Erdoğan, 1991; Steers, 1991), job dissatisfaction (Kreitner & Kinicki, 1989; Luthans, 1995), absenteeism (Eren, 1993), occupational accidents, power transfer (Sökmen, 2005), conflicts (Silah, 2005), alienation (Öncü, 1976; Davis & Newstroom, 1993), and fatigue (Önder & Kurt, 1987). On the other hand, individual's career planning and career expectations before starting his/her work life may conflict with the career management policies of the organization, which causes the stress and thus necessitates the search for solutions for the individual. However, it is necessary to draw attention to the necessity of the organization management to be active in the search for solutions, since the work life of the individual whose career development is negatively affected will also be negatively affected (Gümüştekin & Gültekin, 2009).

Stress, one of the concepts whose importance has increased with all the developments in business life, is mentioned in the United Nations 1992 report while it is shown as the disease of the century, it is described as "*an epidemic disease worldwide*" by the World Health Organization (Yamuç & Türker, 2015). Since the importance of work stress has been understood, many studies have been conducted on the subject, the results of which have the same meaning. Especially as the place of women in business life has increased, researches on the problems they face in business life have increased, and issues such as gender discrimination, unfair practices, sexual harassment, mobbing and the stress arising from these reasons have been frequently mentioned. These studies are important in terms of helping women to carry out their various roles and especially organizational responsibilities together and successfully (Yamuç & Türker, 2015).

3. Purpose of the Study

Career is a process in which disruptions and negative interventions can be experienced as well as various developments. It is common for an individual to encounter many situations that he/she can or cannot control, especially in work life. Uncontrollable

experiences, unmet expectations, unwanted results can cause negative emotional states such as anger and stress in the individual. Based on this, it can be predicted that with the emergence or increase of career barriers, the individual's stress may increase and move towards the limit of negative stress, experience anger and exhibit destructive behaviors. In this study, it was tried to determine the relationship between the career barriers women teachers experience in the teaching profession, which is considered to be one of the stressful professions, and their anger and stress levels. Thus, it is aimed to draw attention to the issue of "women's career barriers", which has a limited number of studies in the educational literature, and to contribute to social awareness.

4. Method

This study, in which the relationship between career barriers of female teachers and their anger and stress levels was tried to be determined, was designed according to the general survey model, one of the quantitative research designs. Quantitative research has the advantages that the most appropriate way to determine whether the experimental practice causes a differentiation in the dependent variable is to conduct experimental research, to combine the results of many studies and to make a strong judgment that cannot be obtained from a single study (Gliner et al., 2015).In addition, Şen and Yıldırım (2019) state that survey studies are used to measure the characteristics of a group, to reveal an existing situation and to describe the existing situation as it is. This research is also a relational study, as different groups are compared in terms of various variables (Erkuş, 2017).

4.1 Study Group
The study group of the research consists of 502 teachers selected through disproportional sampling. Information on the working group is given in Table 1:

Table 1: Distribution of teachers by gender, marital status and career goal

Variable	Category	N	%
Gender	Female	300	59,8
	Male	202	40,2
	Total	**502**	**100**
Marital Status	Married	381	75,9
	Single	121	24,1
	Total	**502**	**100**
Career Goal	Want to be administrator	177	35,3
	Does not want to be administrator	325	64,7
	Total	**502**	**100**

4.2 Data Collection Tool
The data of the study were collected with Career Barriers Scale (İnandı, 2009), Organizational Stress Scale (Aslan, 1995) and Continuous Anger Scale and "anger

management" sub-dimension of Anger Expression Scale, which were developed by Spielberg (1988) and adapted into Turkish by Özer (1995).

The scale developed by Inandı (2009) has two parts: personal information in the first part, and 27 items on career barriers for women employees in the second part. Women Employees' Career Barriers Scale is divided into 5 sub-dimensions: family barriers, school-environment barriers, social gender stereotypes, women's view of administration, and barriers caused by education, working hours, age, economic reasons and marital status. The reliability of the scale was examined on all items and for all dimensions, and Cronbach Alpha was found .92 for the overall of scale. On the sub-dimension basis, Cronbach Alpha was calculated as .91 for family barriers, .87 for school-environment barriers, .83 for social gender stereotypes, .81 for women's view of administration, and .82 for the barriers caused by education, working hours, age, economic reasons and marital status.

Considering the reliability analysis for this study, Cronbach Alpha for the whole scale was found to be .91. On the sub-dimension basis, Cronbach Alpha was calculated as .91 for family barriers, .87 for school-environment barriers, .83 for social gender stereotypes, .81 for women's view of administration, and .82 for the barriers caused by education, working hours, age, economic reasons and marital status.

The organizational stress scale used in the study was developed by Aslan (1995) and rearranged by Merkan (2011). The scale consists of 71 items and 13 sub-dimensions: participation in decisions, communication, administrators' attitudes and behaviors, way of control, working conditions, promotion and development potential, professional assurance, professional appearance, organizational facilities, role conflict-role ambiguity, human relations, student' attitudes and behaviors, and parents' attitudes and behaviors. The reliability of the scale was checked on the basis of all items and for each dimension, and the Cronbach Alpha for the whole scale was found to be .97. Cronbach's Alpha values on the basis of factors are .78 for participation in decisions, .72 for communication, .84 for administrators' attitudes and behaviors, .69 for way of control, .80 for working conditions, .68 for promotion and development potential, .85 for professional assurance, .77 for professional appearance, .81 for organizational facilities, .69 for role conflict-role ambiguity, .88 for human relations, .90 for students' attitudes and behaviors, and .72 for parents' attitudes and behaviors.

Considering the reliability analysis for this study, Cronbach Alpha for the whole scale was found to be .98 . On the sub-dimension basis, Cronbach Alpha was calculated as .92 for participation in decisions, ..90 for communication, .94 for administrators' attitudes and behaviors, .92 for way of control, .91 for working conditions, .93 for promotion and development potential, .80 for professional assurance, .83 for professional appearance, .92 for organizational facilities, .80 for role conflict-role ambiguity, .91 for human relations, .95 for students' attitudes and behaviors, and .90 for parents' attitudes and behaviors.

The Continuous Anger Scale used in the study consists of 10 items and one dimension. The reliability of the scale on the basis of all items is between .82 and .90. In

the reliability analysis for this research, reliability value of .80 was obtained. The "anger management" sub-dimension of the Anger Expression Scale consists of 8 items and its reliability coefficient is .85. In the reliability analysis for this research, reliability value of .91 was obtained.

4.3 Analysis of Data

The data collected with the scale forms were transferred to the computer in accordance with the codes given to each scale question by the researcher before the application. The data for which the transfer process was completed was processed in line with the purpose of the research and necessary analyzes were made. T-test was conducted to determine whether teachers' perceptions of women's career barriers, anger and stress levels differ significantly by gender. In addition, the relationship between career barriers, anger and stress levels of female teachers was determined by correlation analysis. Information on whether female teachers' career barriers predicted their anger and stress levels was obtained by multiple regression analysis. Correlation and regression analyzes were made separately for female and male teachers in order to interpret the research findings more accurately. 0.05 and 0.01 were used as significance levels in the study.

5. Findings

This section contains findings on whether teachers' perceptions of women's career barriers, anger and stress levels differ significantly by gender. Afterwards, data on the relationship between the career barriers of female teachers and their anger and stress levels are given. Lastly, findings are presented on to what extent female teachers' career barriers predict their anger and stress levels.

Table 2: T-Test Results Related to the Opinions of Teachers
on Career Barriers, Organizational Stress and Anger of Women by Gender

		Gender	N	$\overline{X}$	Sd	t	p
Career Barriers	Family	Female	300	3,18	,95	4,156	,000**
		Male	202	2,83	,92		
	School-Environmental	Female	300	2,42	,91	2,900	,004**
		Male	202	2,19	,79		
	Education, Working Hours, Age, Marital Status	Female	300	3,02	,73	-,031	,975
		Male	202	3,03	,71		
	Gender stereotypes	Female	300	3,31	1,01	4,241	,000**
		Male	202	2,93	,92		
	Women's view of administration	Female	300	3,02	,94	-,648	,517
		Male	202	3,08	,90		
Organizational Stress	Participation in decisions	Female	300	3,39	1,28	2,428	,016*
		Male	202	3,11	1,19		
	Communication	Female	300	2,94	1,17	,726	,468
		Male	202	2,86	1,02		
	Administrators' attitudes and behaviors	Female	300	3,30	1,22	1,149	,251

		Male	202	3,17	1,21		
	Way of control	Female	300	3,20	1,19	1,366	,172
		Male	202	3,06	1,15		
	Work conditions	Female	300	3,29	1,03	1,540	,124
		Male	202	3,15	,94		
	Promotion and development potential	Female	300	3,49	1,22	-,114	,910
		Male	202	3,51	1,19		
	Professional assurance	Female	300	3,44	1,15	,776	,438
		Male	202	3,36	1,12		
	Professional appearance	Female	300	4,02	,96	2,391	,017*
		Male	202	3,81	,96		
	Organizational facilities	Female	300	3,97	1,16	,629	,530
		Male	202	3,90	1,13		
	Role conflict-Role ambiguity	Female	300	3,54	1,08	,149	,882
		Male	202	3,52	1,08		
	Human relations	Female	300	3,38	1,12	,844	,399
		Male	202	3,30	1,03		
	Students' attitudes and behaviors	Female	300	3,77	1,18	,700	,484
		Male	202	3,70	1,03		
	Parents' attitudes and behaviors	Female	300	3,74	1,21	,582	,561
		Male	202	3,68	1,11		
Anger	Continuous Anger	Female	300	1,80	,41	-,188	,851
		Male	202	1,81	,45		
	Anger Management	Female	300	3,08	,47	1,117	,264
		Male	202	3,03	,55		

In Table 2, while the gender variable showed a significant difference in the "family", "school-environment" and "gender" sub-dimensions of women's career barriers, no significant difference was found in the "barriers related to education, working hours, age and marital status" and "women's view of administration" sub-dimensions.

While the gender variable showed a significant difference in the "participation in decisions" and "professional appearance" sub-dimensions of organizational stress, no significant difference was found in other sub-dimensions.

Lastly, gender variable showed no significant difference in anger sub-dimensions.

Table 3: Results of the Correlation Analysis Regarding the Relationship
Between Career Barriers and Stress According to the Views of Female Teachers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	$\overline{X}$	Sd
Family	1																		3,18	,954
School-environmental	,279**	1																	2,42	,917
Education, working hours, age and marital status	,330**	,420**	1																3,02	,739
Gender stereotypes	,261**	,612**	,446**	1															3,31	1,017
Women's view of administration	,279**	,412**	,432**	,377**	1														3,02	,940
Participation in decisions	,167**	,098	,005	-,008	,127*	1													3,39	1,281
Communication	,171**	,244**	,074	,110	,213**	,719**	1												2,94	1,172
Administrators' attitudes and behaviors	,201**	,215**	,074	,115*	,120*	,718**	,785**	1											3,30	1,224
Way of control	,173**	,222**	,125*	,125*	,132*	,693**	,750**	,893**	1										3,20	1,193
Work conditions	,207**	,144**	,093	,098	,154**	,735**	,711**	,754**	,771**	1									3,29	1,033
Promotion and development potential	,178**	,182**	,065	,137*	,128*	,668**	,726**	,761**	,758**	,809**	1								3,49	1,22
Professional assurance	,205**	,181**	,100	,098	,160**	,583**	,620**	,702**	,715**	,709**	,792**	1							3,44	1,159
Professional appearance	,189**	,135*	,095	,033	,130*	,506**	,451**	,520**	,567**	,601**	,621**	,663**	1						4,02	,966
Organizational facilities	,158**	,030	,016	-,060	,060	,447**	,410**	,467**	,788**	,558**	,612**	,590**	,716**	1					3,97	1,168
Role conflict-Role ambiguity	,233**	,150**	,157**	,033	,252**	,595**	,630**	,656**	,662**	,664**	,680**	,720**	,701**	,697**	1				3,54	1,087
Human relations	,282**	,247**	,181**	,077	,230**	,509**	,596**	,603**	,629**	,643**	,624**	,682**	,585**	,581**	,745**	1			3,38	1,120
Students' attitudes and behaviors	,248**	,222**	,126*	,043	,202**	,550**	,575**	,567**	,619**	,680**	,630**	,685**	,692**	,612**	,732**	,731**	1		3,77	1,180
Parents' attitudes and behaviors	,290**	,250**	,145*	,133*	,200**	,591**	,619**	,631**	,679**	,669**	,677**	,705**	,713**	,596**	,742**	,703**	,835**	1	3,74	1,215

Table 3 shows the results of the correlation analysis regarding the relationship between the career barriers of women and the stress they experience according to the opinions of female teachers. Accordingly, there is a positive strong and significant relationship between family barriers and all sub-dimensions of stress (p<.01). School-environmental barriers have a positive and significant relationship with all sub-dimensions of stress(p<.05), except for participation in decisions (r=.098, p>.05) and organizational opportunities (r=.030, p>.05).

Career barriers related to education, working hours, age, economic reasons and marital status have positive and significant relationship with way of control (r=.125, p<.05), role conflict-role ambiguity (r=.157, p<.05), human relations (r=.181, p<.05), student attitudes and behaviors (r=.126, p<.05) and parent attitudes and behaviors (r=.145, p<.05); however, no significant relationship was found between this sub-dimension of career barriers and other sub-dimensions of stress (p>.05).

Gender stereotypes have a significant positive relationship with administrators' attitudes and behaviors (r=.115, p<.05), way of control (r=.125, p .05), promotion-development potential (r=.137, p<.05) and parents' attitudes and behaviors (r=.133, p<.05) sub-dimensions. There is no significant relationship between gender stereotypes and other sub-dimensions of stress (p>.05).

There is a significant positive correlation between women's view of administration and all sub-dimensions of stress (p<.05), except for organizational facilities sub-dimension (r=.060, p>.05).

Table 4: Results of the Correlation Analysis Regarding the Relationship
between Career Barriers and Anger According to the Views of Female Teachers

	1	2	3	4	5	6	7	$\overline{\mathrm{X}}$	Sd
Family	1							3,18	,954
School-environmental	,279**	1						2,42	,917
Education, working hours, age and marital status	,330**	,420**	1					3,02	,739
Gender stereotypes	,261**	,612**	,446**	1				3,31	1,017
Women's view of administration	,279**	,412**	,432**	,377**	1			3,02	,940
Continuous anger	,110	,018	,025	,056	,026	1		1,80	,411
Anger management	-,201**	-,065	-,116*	-,077	-,008	-,359	1	3,08	,470

Table 4 shows the results of the correlation analysis regarding the relationship between the career barriers of women and anger according to the views of female teachers. Family barriers havea significant relationship with anger management sub-dimension (r=-,201; p<.01) while having no significant correlation with continuous anger sub-dimensions (r=,110; p>.05).The school-environmental

barriers have no significant relationship with continuous anger (r=.018; p>.05) and anger management (r=-.065; p>.05). Education, working hours, age and marital status-related barriers have a significant negative correlation with anger management (r=-,116; p<.05) while having no significant relationship continuous anger (r=,025; p>.05). The gender stereotypes have no significant relationship with continuous anger (r=.056; p>.05) and anger management (r=-.77; p>.05). Lastly, women's view of administration has no significant relationship with continuous anger (r=.026; p>.05) and anger management (r=-.008; p>.05).

Table 5: Multiple Regression Analysis Regarding the Prediction of Women's
Career Barriers on Their Stress Level According to the Views of Female Teachers

Stress	Participation in decisions				Communication				Administrators' attitudes and behaviors				Way of control				Work conditions			
Variable	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T
Constant	2,817	,364	-	7,744	1,937	,326	-	5,947	2,307	,345	-	6,696	2,124	,337	-	6,298	2,357	,293	-	8,038
Family	,221	,082	,165	2,680	,140	,074	,114	1,900	,213	,078	,166	2,727	,146	,076	,117	1,914	,187	,066	,173	2,822
School-environmental	,167	,105	,120	1,599	,304	,094	,238	3,244	,274	,099	,205	2,764	,259	,097	,199	2,665	,092	,084	,082	1,095
Education, working hours, age and marital status	-,164	,119	-,095	-1,380	-,150	,107	-,094	-1,405	-,105	,113	-,063	-,932	,013	,110	,008	,121	-,042	,096	-,030	-,440
Gender stereotypes	-,160	,094	-,127	-1,698	-,093	,084	-,081	-1,107	-,044	,089	-,037	-,496	-,049	,087	-,042	-,561	-,019	,076	-,019	-,254
Women's view of administration	,164	,090	,120	1,816	,192	,081	,154	2,375	,040	,085	,031	,465	,038	,084	,030	,450	,101	,073	,092	1,389
	R=,234		R²=,039		R=,308		R²=,079		R=,269		R²=,056		R=,253		R²=,048		R=,239		R²=,041	
	F(5-294)=3,420				F(5-294)=6,141				F(5-294)=4,581				F(5-294)=4,020				F(5-294)=3,558			
	p<.01				p<.01				p<.01				p<.01				p<.01			

Stress	Promotion and development potential				Professional assurance				Professional appearance				Organizational facilities				Role conflict-Role ambiguity			
Variable	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T
Constant	2,519	,349	-	7,221	2,383	,327	-	7,279	3,291	,274	-	11,993	3,591	,334	-	10,742	2,302	,300	-	7,685
Family	,184	,079	,143	2,323	,200	,074	,164	2,691	,162	,062	,160	2,612	,211	,076	,173	2,790	,202	,068	,177	2,979
School-environmental	,175	,100	,131	1,746	,183	,094	,145	1,938	,136	,079	,129	1,724	,081	,096	,064	,846	,123	,086	,104	1,427
Education, working hours, age and marital status	-,124	,114	-,075	-1,089	-,044	,107	-,028	-,410	,013	,090	,010	,148	-,034	,109	-,022	-,313	,065	,098	,044	,659
Gender stereotypes	,039	,090	,033	,436	-,061	,085	-,054	-,724	-,114	,071	-,120	-1,610	-,177	,087	-,154	-2,050	-,186	,078	-,174	-2,397
Women's view of administration	,071	,087	,054	,819	,107	,081	,087	1,314	,075	,068	,073	1,099	,066	,083	,053	,799	,238	,074	,206	3,200
	R=,236		R²=,040		R=,256		R²=,050		R=,233		R²=,038		R=,203		R²=,025		R=,331		R²=,095	
	F(5-294)=				F(5-294)=				F(5-294)=				F(5-294)=2,531				F(5-294)=7,258			

	3,468				4,136				3,371						
	p<.01				p<.01				p<.01				p<.05		p<.01
Stress	Human relations				Students' attitudes and behaviors				Parents' attitudes and behaviors						
Variable	B	SE	β	T	B	SE	β	T	B	SE	β	T			
Constant	1,925	,303	-	6,347	2,561	,324	-	7,914	2,201	,332	-	6,622			
Family	,256	,069	,218	3,718	,248	,073	,201	3,384	,301	,075	,236	3,991			
School-environmental	,284	,087	,233	3,255	,309	,093	,240	3,314	,272	,096	,205	2,842			
Education, working hours, age and marital status	,061	,099	,040	,616	-,009	,106	-,006	-,085	-,038	,109	-,023	-,348			
Gender stereotypes	-,207	,079	-,188	-2,639	-,233	,084	-,201	-2,785	-,093	,086	-,078	-1,083			
Women's view of administration	,151	,075	,127	2,010	,157	,080	,125	1,953	,115	,082	,089	1,398			
	R=,376		R²=,126		R=,345		R²=,104		R=,352		R²=,109				
	$F_{(5-294)}=9,655$				$F_{(5-294)}=7,936$				$F_{(5-294)}=8,325$						
	p<.01				p<.01				p<.01						

Table 5 shows the results of multiple regression analysis regarding the prediction of women's career barriers on their stress according to the views of female teachers.

When the findings are examined, it is seen that there is a significant relationship between the career barriers of female teachers and the participation in decisions ($R=,234$; $R^2=,039$; $p<.01$). Accordingly, career barriers of female teachers explain about 4% of the variance in participation in decisions.

A significant relationship was found between the career barriers of female teachers and communication ($R=,308$; $R^2=,079$; $p<.01$). It can be said accordingly that career barriers of female teachers explain about 8% of the variance in communication. A significant relationship was also found between the career barriers of female teachers and administrators' attitudes and behaviors ($R=,269$; $R^2=,056$; $p<.01$). Accordingly, career barriers of female teachers can be said to explain about 6% of the variance in administrators' attitudes and behaviors.

A significant relationship was found between the career barriers of female teachers and way of control ($R=,253$; $R^2=,048$; $p<.01$). It can be said that career barriers of female teachers explain about 5% of the variance in way of control.

A significant relationship was also found between the career barriers of female teachers and work conditions ($R=,239$; $R^2=,041$; $p<.01$). Accordingly, career barriers of female teachers explain about 4% of the variance in work conditions.

A significant relationship was found between the career barriers of female teachers and promotion and development potential (R=,236; R²=,040; p<.01). It can be said that career barriers of female teachers explain 4% of the variance in promotion and development potential.

A significant relationship was found between the career barriers of female teachers and professional assurance (R=,256; R²=,050; p<.01). Accordingly, career barriers of female teachers explain 5 of the variance in professional assurance.

A significant relationship was found between the career barriers of female teachers and professional appearance (R=,233; R²=,038; p<.01). Accordingly, career barriers of female teachers explain about 4% of the variance in professional appearance.

A significant relationship was found between the career barriers of female teachers and organizational facilities (R=,203; R²=,025; p<.01). Accordingly, career barriers of female teachers explain about 3% of the variance in organizational facilities.

A significant relationship was found between the career barriers of female teachers and role conflict-role ambiguity (R=,331; R²=,095; p<.01). Accordingly, career barriers of female teachers explain about 10% of the variance in role conflict-role ambiguity.

A significant relationship was found between the career barriers of female teachers and human relations (R=,376; R²=,126; p<.01). Accordingly, career barriers of female teachers explain about 13% of the variance inhuman relations.

A significant relationship was found between the career barriers of female teachers and students' attitudes and behaviors (R=,345; R²=,104; p<.01). Accordingly, career barriers of female teachers explain 10% of the variance in students' attitudes and behaviors.

Lastly, a significant relationship was also found between the career barriers of female teachers and parents' attitudes and behaviors (R=,352; R²=,109; p<.01). Accordingly, career barriers of female teachers explain about 11% of the variance in work conditions.

Table 6: Multiple Regression Analysis Regarding the Prediction of
Women's Career Barriers on Their Anger Level According to the Views of Female Teachers

Anger	Continuous Anger				Anger Management			
Variable	B	SE	β	T	B	SE	β	T
Constant	1,655	,119	-	13,872	3,443	,134	-	25,684
Family	,049	,027	,113	1,804	-,096	,030	-,194	-3,146
School-environmental	-,018	,034	-,041	-,535	,001	,039	,002	,026
Education, working hours, age and marital status	-,012	,039	-,022	-,313	-,051	,044	-,080	-1,168
Gender stereotypes	,025	,031	,062	,809	-,012	,035	-,025	-,337
Women's view of administration	-,001	,030	-,002	-,035	,045	,033	,089	1,342
	R=,120		R²=-,002		R=,222		R²=,033	
	$F_{(5-294)}$=,866				$F_{(5-294)}$=3,059			
	p>.05				P<.05			

Table 6 shows the results of multiple regression analysis regarding the prediction of women's career barriers on their anger level according to the views of female teachers.

When the findings are examined, it is seen that there is no significant relationship between women's career barriers and continuous anger sub-dimension (p>.05). However, there is a significant relationship between women's career barriers and anger management sub-dimension (R=,222; R^2 =,033; p<.05). Accordingly, women's career barrier perceptions explain 3% of the variance related to the anger control sub-dimension.

6. Discussion, Recommendations and Conclusion

6.1 Discussion

This study aimed to determine the relationship between the career barriers of women teachers and their anger and stress levels. First of all, it was tried to reveal whether there is a significant difference in the opinions of teachers about career barriers, stress and anger by gender. According to these results, female teachers stated that, unlike male teachers, barriers related to family, school, environment and gender stereotypes prevent them from following a career. In almost all studies on career barriers of female teachers, it is shown that women experience more career barriers than men (İnandı, 2009a; İnandı, 2009b; Çelikten, 2005; Gündüz, 2010; Usluer, 2000; Altınışık, 1988). One of the underlying factors that female teachers experience more career barriers than male teachers is family barriers. Female teachers who perceive family responsibilities as their own may have stated that they have been subjected to an obstacle due to the concern about neglecting her child, husband and housework. The society also promotes the idea that career work is attributed to men, women are attributed to jobs with lower status, that high-level positions requiring power and responsibility are male jobs, which makes gender a kind of stereotype. Because of these stereotypes, female teachers can ascribe them to teaching more. With the idea that power and responsibility can be used by men, female teachers can think that the school and its environment were an important obstacle for them. As a result, women do not want to enter the career development process, under the influence of men who outnumber them in high-level positions and the male-dominated organizational culture established and maintained by them (Procter & Maureen, 1999).

When the stress levels of teachers are examined by gender, it is understood that women experience more stress than men in terms of participation in decisions and occupational appearance dimensions. It may be that female teachers are not able to participate enough in decisions or feel restricted in the issues that concern their organization and themselves (Köklü, 2012; Gürkan, 2006). In addition, professional appearance characteristics such as the fact that teaching is a profession that requires a lot of sacrifice, that teacher behavior is generally more restricted compared to the behaviors of other professions, the status of the teaching profession is low, negative attitudes towards the teaching profession in the society can mean stress factors for female teachers who feel the need to prove themselves more than male teachers (Forlin, 2001; Yamuç & Türker, 2015; Kaymaz, 2019).

There was no significant difference between the views of male and female teachers on continuous anger and anger management. It is observed that the feeling of anger is not experienced at a high level, no matter what kind of event occurs at school. Regardless of gender, a woman or a man, the teaching profession causes an emotional burnout (Avcı & Seferoğlu, 2011; Erçen, 2009) and stress (Dunham, 1981; Fletcher & Payne 1982; Akpınar, 2008; Günbayı & Tokel 2012), however, this does not go as far as anger. Considering the family barriers among the career barriers of women, their stress levels grow as the family barrier levels of female teachers increase. There is a significant positive

relationship between family barriers and all sub-dimensions of stress. The reason for this can be due to the fact that society's expectation from women is housework and motherhood, and most of the women have been raised with this perception since childhood. Despite these expectations, female teachers who continue to advance in line with their career goals may feel guilty towards their families and maintain this situation with intense stress in the organization they work for.

It can be said that as female teachers' school-environmental barriers increase, so do their stress levels in all sub-dimensions except for participation in decisions and organizational opportunities. The reason for this is that the women's struggle for survival in work life has changed shape and now evolved into a struggle for women to have equal rights in work life and to advance in their careers. Nevertheless, such a struggle continues to be one of the main reasons of organizational stress for women. On the other hand, the reason that the situations related to participation in decisions and organizational possibilities in educational organizations do not have a stressful effect on female teachers may be that these situations can be regulated by laws, not perceptions.

As female teachers' career barriers arising from education, working hours, age and marital status increase, their stress levels also rise in way of control, role conflict and ambiguity, human relations, student attitudes and behaviors, and parent attitudes and behaviors. The fact that the teaching profession makes it compulsory to work on the profession outside of working hours can make teachers anxious and stress while performing their roles. Likewise, the fact that working hours can be excessive or variable in management may cause female teachers to experience a dilemma between their home and work responsibilities, and thus to experience stress due to role conflict and ambiguity. At this point, the fact that female teachers are married can be an important obstacle to their careers. It is common to send male teachers to some training that needs to be completed for management, or to prefer single female teachers (Evaluation of In-Service Training Activities of the Ministry of National Education, 2006; Alparslan et al., 2015). Moreover, it is another remarkable point that female teachers experience stress in their career planning, considering that they have passed their career age after a certain age.

As the gender stereotypes increase, the female teachers' stress levels also increase in way of control, administrators' attitudes and behaviors, promotion-development potential, parents' attitudes and behaviors. Since there is a male-dominated culture in the society and our social structure accepts career as a male job, female teachers may also think that the inspections are not objective and can also be used as a means of pressure. The idea that female teachers should take care of home and family in their out-of-school time may cause their relations with their colleagues to be limited to school and not to be maintained outside of school. This situation can negatively affect friendship, cooperation, interaction and harmony among teachers. On the other hand, gender stereotypes of society can easily pave the way for parents to see the teacher responsible for the failure of the student, and then the school administrators not to stand with the teacher and support her.

As career barriers related to women's view of administration increase, their stress level also increases in all dimensions other than organizational facilities. The fact that women perceive themselves emotional due to their nature can lead to the thought that they will have difficulties in taking some decisions in management and can create stress. In addition, the fact that career is seen as 'male job' by the society, family-housework as 'women's work' (Alparslan et al., 2015) and female teachers are surrounded by such gender-discriminatory perceptions both in the society and work environment can cause them to think that they will not be successful and eventually experience stress (Gündüz, 2017).

Finally, career barriers experienced by female teachers predict their stress levels, though low. The reason for this is the expression "frustration", which is frequently used in the definitions and causes of stress (Aslan, 2008; Ülkü & Bilgin, 1983; Davis, 1983:442; Stoner & Fryer, 1983:34). The individual maintains his/her life by setting goals and striving to achieve these goals. Situations that prevent this progress create stress in the individual. The teaching profession is also a stressful profession in terms of discipline problems, crowded classes, inadequate physical conditions, excessive extra-curricular obligations, inadequate rewarding and decision-making. Moreover, teaching involves requirements such as establishing positive relationships with administrators and colleagues, and meeting the expectations of students and parents (Cemaloğlu & Şahin, 2007). Teaching, which naturally includes various stress situations, can become even more stressful with the career barriers experienced by female teachers who aim to advance in their career.

When considering family barriers, anger management decreases as the level of family barriers increases. Family barriers can cause teachers to be angry, albeit not constantly. Like stress, one of the main causes of anger is "frustration" (Şahin, 2005; Soykan, 2003; Özmen, 2004; Eroğlu and İrdem 2006). Female teachers have various roles related to home and school. In addition, female teachers, who also have various responsibilities regarding students, parents and administrators, are also charged with responsibilities regarding their spouse, home and children. Stuck between these obligations of roles and their careers, female teachers may have difficulty in controlling anger from time to time.

As career barriers arising from working hours, economic status, education and age of female teachers increase, their anger management decreases. Career barriers related to working hours, economic status, education, and age may cause them to feel instantaneous anger, even if they do not cause continuous anger. There was no significant difference between the other career barriers and the continuous and instantaneous anger. Career barriers experienced by female teachers predict their anger management levels, albeit low. The reason for this may be that while female teachers have expectations such as being accepted as female employees, having the same chance of working and promotion as male teachers, they are generally exposed to familial, organizational and social restrictions and barriers. This situation may negatively affect female teachers' feelings of justice (Özyer & Azizoğlu, 2014; Tunç & Özmen, 2016), trust, belongingness

(Güzel, 2009) and job satisfaction (İnandı et al., 2013), as well as controlling their anger in the face of inequalities.

6.2 Recommendations

The Ministry of National Education should organize flexible working hours for women teachers to pursue a career, encourage and stand behind women for eliminating school-environmental barriers and gender stereotypes. Women teachers should be supported by senior administrators and opportunities should be created for them in reducing stress levels and managing their anger.

In this study, the relationship between career barriers experienced by female teachers and their anger and stress levels was tried to be determined. Other researchers can investigate whether the career barriers experienced by female teachers reflect negatively on their job performance. In addition, identifying other emotional states that may be triggered by the career barriers experienced by female teachers and that will negatively affect their quality of life can be useful in improving the working conditions of teachers.

6.3 Conclusion

When the results of this study are examined, it can be said that the barriers related to family, school, environment and gender stereotypes create a serious barrier in front of female teachers, and that increase in career barriers stress them and make their anger management difficult, even if it does not cause an anger problem.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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