Book Series

Research on Stress and Coping in Education

Series Editors
Gordon S. Gates, Washington State University; Shannon Calderone, Washington State University

This series of Works on stress and coping is centered on understanding the sources, experiences, and consequences of stress and coping in the educational arena. In formal organizations to informal experiences, those engaged in educational endeavors shape and are shaped by events and interactions that invoke salient to subtle stress and coping responses. We invite authors to submit manuscripts that present studies focused on stress and/or coping in any of the contexts, positions, peoples, and activities encompassed under the umbrella of education. Research using either qualitative or quantitative methodologies will be acceptable. The series is expected to appeal to a broad readership of scholars in the fields of education, psychology, sociology, and business who are interested in understanding the nature of stress and coping in education.

Books in this series:

- Stress and Coping of English Learners
- Mindfulness for Educational Practice
- International Perspectives on Teacher Stress
- Personality, Stress, and Coping
- Toward a Broader Understanding of Stress and Coping
- Emerging Thought and Research on Student, Teacher, and Administrator Stress and Coping
- Thriving, Surviving or Going Under
- Understanding Teacher Stress in an Age of Accountability
- Toward Wellness

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Stress and Coping of English Learners addresses the many ways that ELs face academic and socioemotional stress in the K–12 school environment, the consequences of this stress at school, how they cope with this stress, and how school personnel and families can provide support and help. While enrollment in school programs offers assistance to many ELs, it often fails to provide the socioemotional support that ELs need as they navigate the rough waters of schooling. American schooling is often not prepared and/or unwilling to help ELs as they adapt to an unfamiliar language, culture, social norms, communication techniques, and teachers' expectations. Given the proper foundation and emotional support, ELs will be positioned for greater academic success, comfort at school, and a decrease in their sense of alienation in both the school environment and at home as they try to negotiate between two cultural environments.

CONTENTS:

Mindfulness for Educational Practice: A Path to Resilience for Challenging Work
Gordon S. Gates, Washington State University

This book is the 8th Volume in the Research on Stress and Coping in Education Series. Mindfulness is gaining attention within many disciplines including education and the authors present original research and current theory for examining ways such practice can be used to improve school outcomes for students and strengthen supports for teachers and school leaders. The chapters are written to be useful for practitioners and pre-service educators by posing recommendations for those considering these strategies and techniques. Specific treatment is given to work of teachers, principals, and superintendents.

Research is beginning to document the acceptability and efficacy of mindfulness-based interventions (MBIs) in the reduction of stress and burnout, and in the improvement of occupational health and well-being, among educators and school administrators. In this groundbreaking volume of the Research on Stress and Coping in Education series - Mindfulness for Educational Practice: A Path to Resilience for Challenging Work, educational researchers and practitioners advance the exploration of MBIs in educational settings by asking how they might contribute not only to stress reduction and resilience enhancement, but also to the improvement of relationships and the everyday practices of leadership, teaching and learning in the schools.

Individual chapters in this volume focus on key questions in the field of study concerned with mindfulness in education.
today, including (1) What is the role of MBIs in enhancing emotional self-awareness and self-care in teachers, as well as their sense of efficacy and agency with regard to making broader educational changes? (2) Can mindfulness training; by enhancing attentiveness to counterfactual or novel information, as well as environmental conditions and other people’s perspectives more generally, benefit educational leaders in their work in guiding their staffs towards collaborative educational reforms? (3) Can the cultivation of emotional awareness and emotion regulation skills (e.g., non-reactivity) through mindfulness training help educators – from pre-service teachers to superintendents, to improve their interpersonal skills with students, families and community members? (4) In classroom settings, can the cultivation of mindfulness and compassion in teachers promote closer teacher-student relationships and greater student engagement in learning academic subjects like math? These are the timely and important pragmatic questions addressed theoretically, empirically, and practically in this volume.

The collective chapters in this volume, drawn largely from the experience of practitioners working in the schools everyday, are characterized by qualitative and action research methods and phenomenological reports of educators as they embark on a process of professional development through mindfulness training. As such, the volume marks a significant contribution in terms of documenting the perspectives, challenges, and triumphs educators are currently experiencing as they engage with MBIs in education both within and beyond the mindfulness-training context. The book is an excellent read and an important one for all those interested in research on mindfulness in education today.

Robert W. Roese
Professor of Psychology
Portland State University
Portland, Oregon
September 14, 2014


International Perspectives on Teacher Stress
Christopher McCarthy, University of Texas at Austin; Richard Lambert, University of North Carolina at Charlotte; Annette Ullrich, Baden-Württemberg Cooperative State University

This book is the latest volume in the Research on Stress and Coping in Education series. The authors present original research and current theory regarding the realities of coping with the stresses of teaching. The chapters highlight working conditions for teachers around the globe and the processes and strategies that teachers use to survive and thrive in their daily work with students, families, and educational administrators. Both stress researchers and educational policy makers will find that the chapters offer insights into sources of stress for teachers, strategies for stress prevention and coping, and the negative consequences that stress can have on teacher retention. Researchers from Norway, Turkey, Greece, the United States, the Netherlands, Germany, Russia, Italy, and China illustrate through a variety of research methods both the centrality of cultural context and the commonalities of teacher experiences around the world.

CONTENTS: Acknowledgements. Introduction. PART I: UNDERSTANDING INTERNATIONAL TEACHER STRESS USING A MULTIMETHOD, MULTI-CONTEXT APPROACH. The Impact of Cultural Values, Country Characteristics, and Educational Reform on Teacher Stress Levels in Norway, Mette Baran. Elementary Level Mathematics Teachers’ Stress at a Time of Curriculum Reform in Turkey, Emine Erktin and Zahid Kisa. Student Teachers’ Epistemological Beliefs, Conceptions about Teaching and Learning and Perceived Stress During Practicum: Are They Related? Constantin M.
Personality, Stress, and Coping: Implications for Education

Gretchen M. Reevy, California State University, East Bay; Erica Frydenberg, University of Melbourne, Australia


Nearly all chapters in this volume are contemporary original research on personality, stress, and coping in educational contexts. The research spans primary, secondary, and tertiary education. Research participants are students and teachers. The volume brings together contributions from the United States, Australia, Canada, Italy, Scotland, and Hong Kong. Outcomes of interest in the studies include achievement (e.g., grades), cognitive processes such as problem solving, and psychological/emotional health and well-being.

The book is divided into two sections. Part I focuses on personality, stress, and coping in children and young people and Part II addresses personality, stress and coping among adults. Each chapter is introduced by an abstract that summarizes the study. Each chapter makes a unique contribution and can stand alone; interested individuals may benefit from reading any of the chapters without the necessity of reading others. At the same time, there is frequent content overlap among chapters; many authors utilized some of the same measurement devices to assess study variables, and similar or identical variables are studied across chapters utilizing diverse theoretical perspectives or models. In measuring coping, several chapters used the Adolescent Coping Scale (Frydenberg & Lewis, 1993) and a number of others utilized the COPE scale (Carver, Scheier, & Weintraub, 1989). Particular personality models or variables were commonly studied. A few chapters investigated the Big Five, two studied self-efficacy and two researched implicit theories of personality.

Toward a Broader Understanding of Stress and Coping
Mixed Methods Approaches

Kathleen M. T. Collins, University of Arkansas at Fayetteville; Anthony J. Onwuegbuzie, Sam Houston State University; Qun G. Jiao, Baruch College, CUNY


Research on stress and coping phenomena has been among the most widely studied topics in social and behavioral sciences during the past several decades. Notwithstanding, the authors in this book have expanded the base of stress and coping research by providing a valuable reference source that includes guidelines and frameworks as well as empirical findings related to the application of mixed methods approaches to the study of stress and coping.

This book is intended not only for stress and coping researchers, but also for social and behavioral science researchers at various levels—from students, instructors, and advisors to applied researchers, research methodologists, and theorists. The 15 chapters are divided into three distinct sections. The five chapters in Section I focus mainly on topics pertaining to the conceptual and theoretical aspects of mixed methods research in the study of stress and coping. The five chapters in Section II address the major methodological issues of mixed methods research. Section III presents five empirical studies of mixed methods research as applied to the field of stress and coping.

This book illustrates the perspectives of innovative interconnections in the application of mixed methods research to the study of stress and coping. It also provides readers with new ways of designing and evaluating strategies and programs that aim to reduce stress and improve coping mechanisms.

Emerging Thought and Research on Student, Teacher, and Administrator Stress and Coping
Gordon S. Gates, Washington State University; Mimi Wolverton; Walter H. Gmelch, University of San Francisco

This collection of chapters presents research focused on emerging strategies, paradigms, and theories on the sources, experiences, and consequences of stress, coping, and prevention pertaining to students, teachers and administrators. Studies analyze data collected through action research, program evaluation, surveys, qualitative interviewing, auto ethnography, and mixed methods gathered from students and educators in the United States, Italy, Holland, Turkey, and Australia.


Thriving, Surviving or Going Under Coping with Everyday Lives
Erica Frydenberg, University of Melbourne, Australia

Understanding Teacher Stress in an Age of Accountability

Christopher McCarthy, University of Texas at Austin; Richard Lambert, University of North Carolina at Charlotte


School districts today face increasing calls for accountability during a time when budgets are stretched and students’ needs have become increasingly complex. The teacher’s responsibility is to educate younger people, but now more than ever, teachers face demands on a variety of fronts. In addition to teaching academic content, schools are responsible for students’ performance on state-wide tests. They are also asked to play an increasingly larger role in children’s well-being, including their nutritional needs and social and emotional welfare. Teachers have shown themselves to be more than capable of taking up such challenges, but what price is paid for the increasing demands we are placing on our schools? Understanding Teacher Stress in an Age of Accountability is about the nature of teachers stress and the resources they can employ to cope with it.

Accountability is a two-way street and the authors in this volume suggest remedies for reducing teacher stress and in all likelihood increasing student learning—greater administrative support, more and better instructional materials, specialized resources targeted at demanding children, parental support, and professional recognition. Readers will discover that lack of funding, low pay, concerns about academic performance and student misbehavior, and increased public and governmental scrutiny are not exclusive to the United States. In this volume, the third in a series on Research on Stress and Coping in Education, authors from Australia, Turkey, Malaysia, and the Netherlands sound the same alarms, post the same warnings, and draw similarly disturbing conclusions.

CONTENTS:

Toward Wellness
Prevention, Coping, and Stress

Mimi Wolverton; Gordon S. Gates, Washington State University


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