



Book Series

## *Research on Stress and Coping in Education*

Series Editors

Christopher J. McCarthy, *University of Texas at Austin*; Richard G. Lambert, *University of North Carolina at Charlotte*

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.

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### **Call for Submissions**

We are currently seeking volume editors as well as invited authors to submit manuscripts that present new and innovative empirical work focusing on stress and/or coping in any of the contexts, positions, peoples, and activities encompassed under the umbrella of education. Book ideas should 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 and educational settings.

Volume proposals should include responses to the following (1000 words total):

- \* Who is/are the author(s)/editor(s)?
- \* An outline of the overall objectives and significance of the book project in a detailed statement of purpose
- \* If this is an edited volume, include a list of contributors/affiliations. Please indicate if this is a tentative list.
- \* Who is your audience for this book? (e.g., academic or professional, adoption potential or reference work)?
- \* How could the book be marketed (e.g., are there professional societies or SIGs that would be interested in this book)?
- \* How do you expect readers to make use of this book?

\* How does the book extend current knowledge in your field of study?

\* How does the project explore previously unrecognized or infrequently considered topics in the literature?

\* What is the timeline to completion for the proposed volume?

Please direct all inquiries to the Series Editors: IAPStress.Coping@wsu.edu

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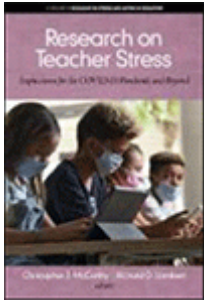
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## Research on Teacher Stress Implications for the COVID-19 Pandemic and Beyond

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

2023. Paperback 979-8-88730-213-3 \$52.99. Hardcover 979-8-88730-214-0 \$94.99. eBook 979-8-88730-215-7 \$85.

This volume informs our understanding of how educational settings can respond to the challenges of the COVID-19 pandemic and beyond. Teaching has always been a challenging profession but the pandemic has added unprecedented levels of demands. Much of what we know about stress and trauma in education predates the COVID-19 pandemic.

As the pandemic recedes, it seems likely that recruiting and retaining teachers, always a challenge, will become even more difficult. This could not be worse for students, who face steep losses in their academic and socio-emotional progress after more than two years of pandemic-impacted schooling. The silver lining is that scholars who study the occupational health have spent the past several years studying the effect of the pandemic on teachers, which led us to edit this volume to collect what is known and have these experts explain how we can better support teachers in the future.

This book documents the many impacts of the pandemic on the teaching profession, but also leverages research to chart a path forward. Part I examines the contours of stress, with a particular emphasis on COVID-19 impacts. These contributions range from parents' achievement worries to compassion fatigue, and, more optimistically, how teachers cope. Part II examines pandemic impacts on pre-school teachers, in both the U.S. and in Australia. Given the social distancing in place during the pandemic, pre-school students and their teachers were under unique demands, as there is no substitute for the personal connection critical at that age. It is likely that students entering elementary school in the next few years will have work to do in their social skills. Part III focuses on mentoring and stress during the pandemic. Mentoring is an important part of teacher's professional development, but the pandemic scrambled traditional forms of mentoring as all teachers were thrown into unfamiliar online technology. The final section of this book, Part IV, includes links between teacher stress and trauma during the pandemic. Clearly, with the ongoing nature of the pandemic, it is easy to see how trauma is likely to manifest in years to come.

Readers of this book will better understand teacher demands, as well as the resources teachers will need going forward. Teachers made heroic efforts during the pandemic to help their students both academically and personally. We owe to them to learn from research during the pandemic that points to the way to a healthier occupational future.

**CONTENTS:** Introduction—Teacher Stress and Coping During the Pandemic: What Can We Learn and How Can We Move Forward? *Christopher J. McCarthy and Richard G. Lambert.* Acknowledgments. **PART I: EXAMINING THE CONTOURS OF STRESS AND COPING IN EDUCATION.** Linking Parents' Achievement Worries to Children's Felt Pressure and Poor Scholastic Performance, *Ann-Kathrin Hirschauer, Miguel Kazén, and Julius Kuhl.* Bearing Witness: A Phenomenological Study on Teacher Compassion Fatigue and Coping in Southern California During COVID-19, *Rebecca S. Levine, Amy Vatne Bintliff, and Caren Holtzman.* Proactive Coping and Teacher Stress Vulnerability in High-Stress Teaching Contexts, *Rachel E. Gaines, Christopher J. McCarthy, and Sally Lineback.* **PART II: COVID-19 STRESS AMONG EARLY CHILDHOOD EDUCATORS.** Teacher Stress During the COVID-19 Pandemic: An Examination of North Carolina Early Childhood Educators, *Richard G. Lambert, Archana V. Hegde, T. Scott Holcomb, Bryndle Bottoms, Kayla Geistman, and Taylor Brown.* COVID-19 Has Made a Grave Situation Worse: Depression Symptoms Among Early Childhood Teachers, *Nail Hassairi, Gail E. Joseph, Heather Cook, Janet S. Soderberg, Juliet Taylor, Linghui Chu, Maria C. Limlingan, and Anran Ouyang.* Early Childhood Educators' Experiences During an Australian COVID-19 Lockdown, *Rebecca A. Thomas and Emily Berger.* **PART III: MENTORING TO SUPPORT PRE-SERVICE AND EARLY CAREER TEACHERS DURING COVID-19.** Examining the Mentor-Mentee Dyad to Understand the Role of Early Career Teacher Stress Created by COVID-19, *Sonya Haidusek-Niazy and Rob E. Carpenter.* First-Year Teachers Seek Mentoring and Stress Management During a Pandemic, *Sharon Daley, Tammi Davis, Jackie Sydnor, and Margaret Ascolani.* **PART IV: CONNECTIONS BETWEEN EDUCATOR STRESS AND TRAUMA DURING COVID-19.** Examining Elementary Educators' Awareness and Perceptions of Trauma-Informed Teaching Approaches, *Lucy T. Callicott and Katherine Baker.* At Risk of Trauma: The Exacerbation of Teacher Stress During the COVID-19 Pandemic, *Helen H. Min and Patricia A. Jennings.* Evaluation of a Teacher Stress Reduction Group During a Pandemic, *Maytal Eyal, Cassandra A. Gearhart, Kristen C. Mosley, and Christopher J. McCarthy.* It's Just About Helping Them Feel Safe: Exploring The Impact of a Trauma-Informed Care Group for Pre-Service Teachers, *Travis D. Bauer and Christopher J. McCarthy.* Teacher Stress During the Pandemic: What Have We Learned and How Can We Move Forward? *Richard G. Lambert and Christopher McCarthy.*



## Higher Education for the People Critical Contemplative Methods of Liberatory Practice

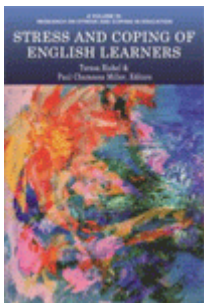
Maryann Krikorian, Loyola Marymount University

2022. Paperback 979-8-88730-009-2 \$52.99. Hardcover 979-8-88730-010-8 \$94.99. eBook 979-8-88730-011-5 \$85.

This monograph aims to uncover value-belief-systems underlying dominant narratives in modern IHEs, impacting the lives of many multidimensional adult learners. To do so, Eurocentrism and neoliberalism are used to analyze the socio-cultural political movements of the U.S. and its influence on higher education trends. Then, models of adult consciousness and transformative approaches to adult learning are introduced to problematize dominant narratives and make the case for more complex epistemologies. With critical contemplation, acts of compassion for interdependence, self-compassion for intentionality, authentic relationships for political consciousness, listening for non-duality, and mindfulness for impermanence (CALM) are introduced as ways to emphasize self-transformation and self-actualization. CALM practice is just one way to join others in the social justice work of wholeness and humanity to better support multidimensional adult learners.

Along with this understanding comes the potential to disrupt dominant narratives with a moral stance, honoring innate human value and the diverse human condition. The future of institutions of higher education must be guided by a moral position in the name of healing and wellness. Together, we can transform higher education so that institutions are a place where adult learners create the conditions of freedom to actualize the right to self-worth, the liberty to connect with others, and the pursuit of personal fulfillment, honoring this nation's guiding principles of life, liberty, and happiness.

**CONTENTS:** CHAPTER 1: The Subtext of Higher Education: Dominant Narratives, Cultural Conflicts, and Moral Dilemmas. CHAPTER 2: Becoming a Person in Higher Education: Developmental Intentionality for Adult Consciousness. CHAPTER 3: Transforming Higher Education: Holding the Critical Amidst the Contemplative. CHAPTER 4: CALM Methods as Liberatory Practice: The Right to Worthiness, Liberty to Connect With Others, and Pursuit of Personal Fulfillment. CHAPTER 5: A People's Education: A Renewal of Values for the Public Good. About the Author.



## Stress and Coping of English Learners

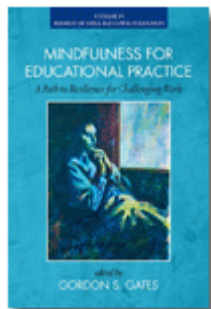
Teresa Rishel, Ball State University; Paul Chamness Iida

2018. Paperback 9781641131490 \$52.99. Hardcover 9781641131506 \$94.99. eBook 9781641131513 \$85.

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:** Acknowledgments. Problematizing the Experiences of English Learners in U.S. Schools, *Paul Chamness Miller and Teresa Rishel*. Secure Attachments in Schools: Adults as Ambassadors Mediating Newcomer Students' Social and Emotional Adaptation, *Alaisa Grudzinski, Andrea Honigsfeld, Alma Rocha, and Amy Eckelmann*. Language Brokering: Effects on Parent-Child Relationships, Bilingualism, and Cognitive and Emotional Development, *Yolanda Salgado and María D. Avalos*. The Role of School and Teachers in English Learners' Socioemotional Well-Being, *Victoria Christine Rodriguez, Shadab Fatima Hussain, and Amado Padilla*. Coping as a Line of Flight in a Linguistically Diverse Kindergarten Classroom, *Adrian D. Martin and Kathryn J. Strom*. "He Needs Help": Marking and Marginalizing English Learners Through Peer Interactions, *Meghan Corella and Jane Younga Choi*. Understanding English Learners From Socioemotional Perspectives, *Bogum Yoon and Boukary Ouedraogo*. Exploring the Collaborative Foundations of Trauma-Informed Service Provision for Refugee Students: A West Michigan Case Study, *Michelle L. Solorio*. Negative Emotion Discourses in School and Family

Contexts: A Narrative Inquiry Approach to an English Learner's Stories of Experience, *Hayriye Kayi-Aydar*. The Power of Relationships for English Learners: Friendships Cultivating Linguistic Agency, *Jennifer Collett*. Family Structures of Refugee Students in the U.S. and Their Effects on Schooling, *Madhavi Tandon*. Embracing Possibilities for English Learner Inclusion, Comfort, and Care, *Teresa Rishel and Paul Chamness Miller*. About the Authors. Index.



## Mindfulness for Educational Practice A Path to Resilience for Challenging Work

Gordon S. Gates, Washington State University

2015. Paperback 9781623968151 \$52.99. Hardcover 9781623968168 \$94.99. eBook 9781623968175 \$85.

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. Roeser

Co-Editor with Dr. Kimberly Schonert-Reichl of "Handbook of Mindfulness in Education: Theory, Research & Practice" (2015, Springer)

Professor of Psychology  
Portland State University  
Portland, Oregon

September 14, 2014

**CONTENTS:** About the Artist and Cover Art: "In Contemplation." Introduction. 1 I Don't Really Have Time to Think, Do I Feel Happy or Sad? The Role of Self-Awareness as a Change Mechanism in Stress Management Interventions, *Claire W. Lyons*. 2 Teacher Stress and Misbehavior Toward Students: A Problem of Work Motivation, *Zeynep Kiziltepe*. 3 Moving



Forward by *Sitting Still: An Autoethnographic Study of Mindfulness*, JoAnne Fabian. 4 *Mindfulness in Educational Leadership: Coping With Stress and Improving Professional Practice in the Superintendency*, Teena McDonald and Gordon S. Gates. 5 *In Pursuit of Reliability: A District-Level Action Research Concerned With Resilience*, Michelle R. Price. 6 *Inquiry on Supporting Urban High School Principals: Action Research for Mindfulness Practice*, Nancy E. Coogan and Gordon S. Gates. 7 *Moving Toward Mindfulness Instructional Expressions of Caring in Mathematical Education*, Janet Hart Frost and Barbara J. Gilbert. About the Contributors.



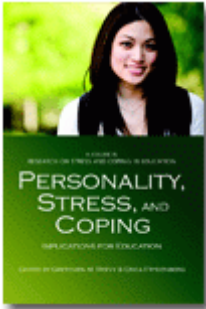
## International Perspectives on Teacher Stress

Christopher J. McCarthy, University of Texas at Austin; Richard G. Lambert, University of North Carolina at Charlotte; Annette Ullrich, Baden-Württemberg Cooperative State University

2012. Paperback 978-1-61735-915-6 \$52.99. Hardcover 978-1-61735-916-3 \$94.99. eBook 978-1-61735-917-0 \$85.

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 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? *Constantinos M. Kokkinos, George Stavropoulos, and Aggeliki Davazoglou*. Effects of Stress on Teacher Decision Making, *Gokce Gokalp*. A Mixed Methods Study of Stress, Coping, and Burnout Among Kindergarten and Elementary Teachers in Germany, *Richard G. Lambert, Annette Ullrich, and Christopher J. McCarthy*. Early Childhood Teachers' Experiences with Challenging Student Behavior in Germany, *Annette Ullrich, Richard G. Lambert, Christopher J. McCarthy, and Andreas Zimmer*. Washington State Elementary Teachers' Stress: The Importance of Occupational Commitment, *Gordon S. Gates and Effie Dean*. Assessment of Teacher Demands and Resources: Relationship to Stress, Classroom Structural Characteristics, Job Satisfaction, and Turnover, *Richard G. Lambert, Christopher J. McCarthy, Colleen McCarthy, Elizabeth Crowe, and Molly Fisher*. Assessing Multicultural Competence and Stress with Teachers, *Chris McCarthy, Sonia Hart, Colleen McCarthy, Betsy Crowe, Michele Guzmán, Rich Lambert, and Jenson Reiser*. Burnout and Coping Strategies Across Primary and Secondary Public Schoolteachers, *Russell L. Carson, Costas N. Tsouloupas, and Larissa K. Barber*. Effects of Collaborative Problem Solving on Stress, Burnout, and Coping Resources in Early Childhood Special Educators, *Jennifer Singleton, Pamela Shue, and JaneDiane Smith*. Understanding Teacher Stress in an Age of Globalization, *Richard G. Lambert and Annette Ullrich*. **PART II: UNDERSTANDING INTERNATIONAL TEACHER STRESS USING A MONO-METHOD, MULTI-CONTEXT APPROACH.** Measuring the Perceived Incidence of Challenging Student Behavior: The Development of the Utrecht Challenging Student Questionnaire for Teachers (UCSQT), *Huub A. Everaert*. A Mixed Methods Study of the Responses to Two Open-Ended Questions Regarding Stress in the Classroom from a Sample of Italian Teachers, *Stefano Castelli, Alessandro Pepe, and Loredana Addimando*. Stress in Teacher-Student Interactions and Teacher Activeness as a Positive Coping Resource, *Andrey Volochkov and Alexey Popov*. Teacher Stress in Working with Behavioral Problems of Students in Hong Kong: A Comparative Study, *I-Wah Pang and Sau-Wai Tao*. Predictors of Elementary Teachers' Burnout Symptoms: The Role of Teacher's Personal Resources, Perceptions of Classroom Stress, and Disruption of Teaching, *Christopher J. McCarthy, Richard Lambert, Megan O'Donnell, Sara Villarreal, and Lauren Melendres*. Consideration for a Global Approach to Understanding and Preventing Teacher Stress, *Christopher McCarthy, Ryan Douglas, and Monique Shah Kulkarni*. About the Contributors.



## Personality, Stress, and Coping Implications for Education

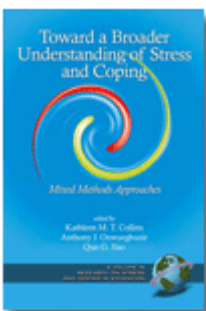
Gretchen M. Reeve, California State University, East Bay; Erica Frydenberg, University of Melbourne, Australia

2011. Paperback 978-1-61735-523-3 \$52.99. Hardcover 978-1-61735-524-0 \$94.99. eBook 978-1-61735-525-7 \$85.

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.

**CONTENTS:** Acknowledgments. Introduction, *Gretchen M. Reeve and Erica Frydenberg*. **PART I: PERSONALITY, STRESS, AND COPING IN CHILDREN AND YOUNG PEOPLE.** Adolescent Coping Styles and Task-Specific Responses: Does Style Foreshadow Action? *Michelle Andrews, Mary Ainley, and Erica Frydenberg*. The Relationship Between Coping Strategies, Decision Coping Patterns, and Self-Efficacy in Adolescence, *Leon Mann, Laura Nota, Salvatore Soresi, Lea Ferrari, and Erica Frydenberg*. Implicit Theories of Personality Predict Motivation to Use Prosocial Coping Responses After Bullying in High School, *David Scott Yeager and Adriana S. Miu*. Coping Styles and Anxiety Among Female Victims of Bullying, *Katherine Poynton and Erica Frydenberg*. Understanding Adolescent Risk-Taking Behavior: Exploring the Motivations, Personalities, and Coping Styles of Young People in a School-Based Population, *Nicola Cogan and Matthias Schwannauer*. The Relationship Between Positive Development During the Transition to Adulthood and Education, Temperament, and Personality, *Meredith O'Connor, Ann Sanson, and Erica Frydenberg*. **PART II: PERSONALITY, STRESS, AND COPING AMONG ADULTS.** Optimism, Emotional Support, and Depression Among First-Year University Students: Implications for Psychological Functioning Within the Educational Setting, *Melina Condren and Esther R. Greenglass*. College Students' Meaning Making Following Significant Loss, *Crystal L. Park and Craig L. Esposito*. Implicit Theories of Personality, Stress, and Coping of Chinese Nursing Students, *Joanne Chan Chung Yan*. Relationships of Big Five Traits and Coping Mechanisms With College Grade Point Average, *Gretchen M. Reeve*. Personality Traits, Preventive Coping, and Self-Care in Master's Level Counselor Training, *Minda Markle and Christopher J. McCarthy*. "You Are Who You Are:" A Mixed-Method Study of Affectivity and Emotion Regulation in Curbing Teacher Burnout, *Russell L. Carson, Stefanie Plemmons, Thomas J. Templin, and Howard M. Weiss*. Building Inner Resilience in Teachers and Students, *Linda Lantieri, Eden Nagler Kyse, Susanne Harnett, and Charlotte Malkmus*. Personality Hardiness as a Pathway to Resilience Under Educational Stresses, *Salvatore R. Maddi*. About the Authors.



## 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

2010. Paperback 978-1-59311-720-7 \$72.99. Hardcover 978-1-59311-721-4 \$104.99. eBook 978-1-60752-299-7 \$85.

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.

**CONTENTS:** Foreword, *Gordon S. Gates*. Introduction. **SECTION I: CONCEPTUAL AND THEORETICAL PERSPECTIVES.** A Framework for Assessing Legitimation in Mixed Research: Implications for the Field of Stress and Coping, *Anthony J. Onwuegbuzie, R. Burke Johnson, and Kathleen M. T. Collins*. Integrated Methods for Studying a Systemic Conceptualization of Stress and Coping, *Abbas Tashakkori, Lisa M. Brown, and Peter Borghese*. Unpacking the Barriers and Finding Solutions for Successful Mixed Research Studies in Stress and Coping Research and Beyond, *Nancy L. Leech*. Guidelines for Conducting and Reporting Mixed Research in the Field of Stress and Coping and Beyond, *Nancy L. Leech and Anthony J. Onwuegbuzie*. A Call for Mixed Analysis Among Stress and Coping Researchers: Deconstructing Separatist Qualitative and Quantitative Analysis in Mixed Research, *Anthony J. Onwuegbuzie, R. Burke Johnson, and Kathleen M. T. Collins*. **SECTION II: METHODOLOGICAL PERSPECTIVES.** Stress and Coping in Families of Children with Disabilities: A Mixed Research Perspective, *Lisa A. Turner and R. Burke Johnson*. 7 A Meta-Framework for Conducting Mixed Research Syntheses for Stress and Coping Research and Beyond, *Anthony J. Onwuegbuzie, Kathleen M. T. Collins, Nancy L. Leech, Amy B. Dellinger, and Qun G. Jiao*. A Mixed Methods Approach to Conducting Literature Reviews for Stress and Coping Researchers: An Interactive Literature Review Process Framework, *Julie P. Combs, Rebecca M. Bustamante, and Anthony J. Onwuegbuzie*. Toward More Rigor in Focus Group Research in Stress and Coping and Beyond: A New Mixed Research Framework for Collecting and Analyzing Focus Group Data, *Anthony J. Onwuegbuzie, Wendy B. Dickinson, Nancy L. Leech, and Annmarie G. Zoran*. An Innovative Method for Stress and Coping Researchers for Analyzing Themes in Mixed Research: Introducing Chi-Square Automatic Interaction Detection (CHAID), *Anthony J. Onwuegbuzie and Kathleen M. T. Collins*. **SECTION III: APPLIED RESEARCH PERSPECTIVES.** School-Based Stress and Coping Program for Adolescents in Sri Lanka: Using Mixed Methods to Facilitate Culture-Specific Programming, *Bonnie K. Nastasi, John H. Hitchcock, Kris Varjas, Asoka Jayasena, Sreeroopa Sarkar, Rachel Bernstein Moore, Frances F. Burden, and Lauren Albrecht*. Identifying and Alleviating the Stresses of College Students Through Journal Writing, *Melissa A. Kelly and Leasha M. Barry*. Interview Techniques Used in Coping and Stress Mixed Methods Studies, *Thomas W. Christ*. A Mixed Methods Investigation of Hispanic Students' Sense of Self-Efficacy in Reaction to Bullying Stressors, *Rebecca A. Robles-Piña, Paulette Norman, and Carrie Campbell-Bishop*. Professional Burnout and Job Demands Among High School Principals: A Mixed Methods Study, *Julie P. Combs and Stacey L. Edmonson*. About the Contributors.



## 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

2007. Paperback 978-1-59311-718-4 \$52.99. Hardcover 978-1-59311-719-1 \$94.99. eBook 9781607526049 \$85.

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.

**CONTENTS:** Foreword, *Kathleen A Moore*. Adolescent Problem Solving Efficacy and Coping Strategy Usage in a Population of Australian Adolescents, *Ramon Lewis and Erica Frydenberg*. The Best of Coping: Improving Coping Strategies in Italian Adolescents, *Lea Ferrari, Laura Nota, Salvatore Soresi and Erica Frydenberg*. Yoga as an Anxiety Reducing Technique with Elementary Students, *Michael Brooks*. Understanding and Addressing Attendance Problems in Urban Schools, *Jeffrey J. Wood*. Teachers' Stress and Gender Perceptions of Challenging Student Behavior, *H.A. Everaert and J.C. van der Wolf*. Teacher Occupational Stress in Istanbul, *Zeynep Kiziltepe*. Teacher Stress and Classroom Structural



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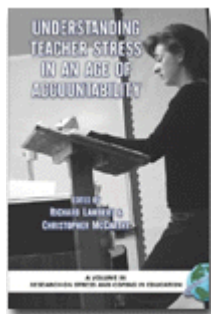


## Thriving, Surviving or Going Under Coping with Everyday Lives

Erica Frydenberg, University of Melbourne, Australia

2006. Paperback 1-59311-195-9 978-1-59311-195-3 \$52.99. Hardcover 1-59311-196-7 978-1-59311-196-0 \$94.99. eBook 9781607524847 \$85.

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## Understanding Teacher Stress in an Age of Accountability

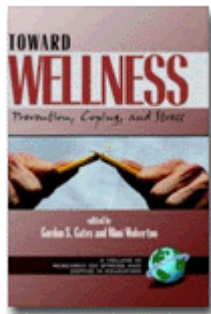
Christopher J. McCarthy, University of Texas at Austin; Richard G. Lambert, University of North Carolina at Charlotte

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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.

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Mimi Wolverson; Gordon S. Gates, Washington State University

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**Mission Statement:** 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.

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