

Examination Of The Relationship Between Psychological Resilience Levels Of Psychological Counselors And Methods Of Coping With Stress According To Some Variables

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Abstract – It is aimed to figure out how the relationship between psychological resilience levels of psychological counselors and methods of coping with stress differs according to some variables with this research. The sample of the study consisted of 331 psychological counselors. In the study, Short Psychological Resilience Scale, Stress Coping Attitudes Inventory/Scale (SCAS) and personal information form were used as measurement tools. The collected data were analyzed through the SPSS 25 package program. The data were analyzed using independent sample *t-Test*, one-way ANOVA and correlation methods. In the study, it was observed that psychological resilience and methods of coping with stress differed according to the gender and age of the counselors; that married counselors used the avoidance-isolation attitude more in coping with stress than single counselors; that, however, psychological resilience and other stress coping attitudes of psychological counselors did not differ significantly according to their marital status; that psychological resilience and stress coping attitudes of psychological counselors did not differ significantly according to their educational status; that, according to the variable of years of service, there were significant relationships between psychological resilience levels and attitudes towards coping with stress; that psychological resilience and stress coping attitudes of psychological counselors did not differ significantly according to the types of institutions; that there are significant relationships between psychological resilience and the attitudes of coping with stress, such as active planning, avoidance abstraction, and acceptance-cognitive restructuring.

Keywords – Psychological Counselor, Stress Coping Methods, Psychological Resilience

I. INTRODUCTION

1.1. Status of the Problem

Individuals are in the process of development, interaction and communication from the mother's womb to death, and in this process, they encounter sometimes challenging and sometimes empowering life events. These challenging life events sometimes create stress in the individual and cause him to feel vulnerable, and sometimes they make him feel strong when overcome. Some stressors or challenging situations and events affect the increase or decrease of individuals' psychological resilience (Öztörel, 2018). The individual tries to adapt to the situation or event s/he is in with this effect. It is also thought that the psychological resilience of individuals who have a high adaptation capacity and use effective methods to cope with stress is also high.

Psychological counseling as a professional assistance profession can be expressed as one of the occupational groups that contain professional disinformation, feelings of exhaustion and stress in their dynamics (Arslan, 2018). Psychological counselors

make intensive use of all their cognitive processes in order to portray the world as a safer place for their clients and students. Psychological counselors work hard to create an environment of unconditional acceptance and respect for their clients in their work areas and an environment of trust (rapport). This can sometimes cause the process to be a source of stress. In addition, psychological counselors may face different negative situations, stories, relationships or experiences in their field of work. In schools, which are one of the most common fields of study of psychological counselors in our country, communication problems and problems arising from the interactions of psychological counselors with students, parents, teachers and administrators can be a source of stress. This can adversely affect the psychological resilience and well-being of psychological counselors, their professional satisfaction, and their ability to cope with stress (Aykaç, 2016). In order for psychological counselors who perform a professional profession not to transfer these negativities to the counseling process, their level of psychological resilience and their way of coping with stress are important.

When the literature on the concept of psychological resilience is reviewed, it is possible to see different definitions. In basic terms, psychological resilience is expressed as the ability of the individual to endure a challenging situation (Jackson et al., 2007). In another definition, psychological resilience is defined as the ability to adapt to the new situation that arises as a result of stress source and traumatic life events (Keskin, 2020). In addition, Gilligan (1997) expresses psychological resilience as the potential for individuals to overcome the negativities that arise after challenging life events.

Research indicates that individuals with high levels of psychological resilience use effective methods to cope with stress (Terzi, 2005). This issue comes out between the concepts of stress and coping with stress and psychological resilience.

Stress is defined as spiritual tension by TDK (2021). In the 18th and 19th centuries, stress was expressed as "force, pressure and coercion directed against the person, mental structure, organs or objects" (Şahin, 1998). Soft (2007) defines stress as the reaction of the organism as a result of encountering a threat that will disrupt the equilibrium state it is in. The concept of coping with stress is defined as "cognitive and behavioral effort that arises to meet and overcome the demands that require an effort above the skill of the organism after the event, situation or experience that is the source of stress" (Lazarus and Folkman; quoted by Aksaç, 2004).

In another definition, coping with stress is expressed as an effort to overcome the threats or stimuli coming from the organism's own interior or external environment (Örücü Çakmak, 2021). In the definition put forward after the research conducted by Karahan and Epli Koç (2005, p.115), coping with stress is expressed as "reactions to external negative events with the aim of changing, tolerating or avoiding stress sources".

1.2. Importance and Justification

Today, psychological counselors are faced with different worrisome situations due to the various responsibilities brought by the age and on them. To give an example of these situations, earthquakes, flood disasters, fires, terrorist attacks and new situations brought about by epidemic diseases in the past and present stand out (Karairmak, 2006). It can be challenging to adapt to these new situations, to adapt to the difficult situations that occur after these situations, and to strive to be useful to people even when they are in this situation.

During the period of Natural Disaster, Suicide, Migration, Abuse, Terror, Mourning, Epidemic Disease and the recent epidemic process, which are life events that constitute a crisis, the expectations from psychological counselors have increased and as a result, the workload of psychological counselors has augmented. Psychological counselors undertake the most effective role in the implementation of psychoeducation programs prepared by the Ministry of National Education and psychoeducation activities during the epidemic period (Öztan Ulusoy and Cihangül, 2020). In addition, by the Psychosocial Protection, Prevention and Crisis Intervention Directive published by the General Directorate of Special Education and Guidance Services of the Ministry of National Education, psychological counselors are given the task of delivering and implementing such programs to students, families and teachers. In this process, psychological counselors who fulfill their responsibilities with the aim of being useful to people have been curious about how they cope with the stress they have experienced and their level of psychological resilience in this process.

In addition, for psychological counselors, there are different sources of stress that can be observed in all people. We can group these resources under three headings as individual, familial and environmental factors (Gizir, 2007). In this context, sources

of individual stress can be counted as physiological and psychological disorders, low self-esteem and self-esteem, feeling worthless, negative belief that difficulties can be overcome, over-arousal, unnecessary sensitivity, addictive substance use, etc. The sources of familial stress are family conflict and communication problems, problematic divorce process, problematic substance use and domestic violence in the family, financial problems, etc. Environmental stress, on the other hand, can be listed as negative friend circle, negative work environment, negative work life, being in a group with negative behavior patterns and bad role models etc.

At this point, how psychological counselors cope with these negative situations, which coping methods, styles or attitudes they use becomes very important in this context. It comes to mind that the concept of psychological resilience plays an important role in the formation of reactions that arise with attitudes to cope with stress. When the literature is examined, there are definitions of psychological resilience as cognitive flexibility, stretching, and easily returning to the old state. Research points out that people with high psychological resilience cope more successfully with the difficulties they are exposed to (Doğan, 2015).

In this study, it is aimed to reveal the relationship between psychological resilience levels of psychological counselors' stress coping methods, styles or attitudes. In addition, it will be examined whether stress-coping attitudes and psychological resilience differ according to demographic variables such as gender, age, marital status, education status, years of service in the profession and type of institution. The data obtained by studying the psychological counselor sample will contribute to the literature at the scientific level in line with these objectives.

1.3. Aim

The main purpose of this research is to determine the psychological resilience levels and stress coping attitudes of psychological counselors and to bring the relationship between psychological resilience levels of psychological counselors and methods of coping with stress to the literature. In addition, it is aimed to examine whether psychological resilience and methods of coping with stress differ according to demographic variables such as gender, age, marital status, education status, years of service in the profession, type of institution.

In the research, the following questions were sought to be answered:

- Do psychological counselors' levels of psychological resilience and attitudes to cope with stress differ significantly according to their gender?
- Do psychological counselors' levels of psychological resilience and attitudes to cope with stress differ significantly according to their age?
- Do psychological counselors' levels of psychological resilience and attitudes to cope with stress differ significantly according to their marital status?
- Do psychological counselors' levels of psychological resilience and attitudes to cope with stress differ significantly according to their educational status?
- Do psychological counselors' levels of psychological resilience and attitudes to cope with stress differ significantly according to their years of service in the profession?
- Do psychological counselors' levels of psychological resilience and attitudes to cope with stress differ significantly according to the types of institutions they work in?
- In what way and to what extent does the relationship between psychological counselors' attitudes to cope with stress and their level of psychological resilience differ?

1.4. Assumptions

The research was based on the following assumptions:

It was assumed that the psychological counselors participating in the research responded to the scales within the scope of the research reflecting their real situation and sincerely.

It was assumed that the sample reached in the research had all the characteristics of the universe and represented the universe sufficiently.

1.5. Scope and Limitations

The research is limited to psychological counselors who were reached online in October and December 2021 and agreed to participate in the research.

In addition, the research is limited to the qualities measured by the "Short Psychological Resilience Scale" and the "Stress Coping Styles Scale" used in the research.

II. METHOD

In this section, the model, sampling, research process, data collection tools and analysis of the data are included.

2.1 Method of Research

Research is divided into two as quantitative and qualitative according to the basic philosophy they receive. Quantitative research has a positivist view that treats reality as external the influence of the researcher and considers reality to be objective and measurable. In this research, quantitative research method will be used. It is thought that reality and emotion are separated, that what is external is only one reality and is measurable in quantitative research. Quantitative data are collected in the research and then the process continues by analyzing the data. It is aimed to prove the relationships between the variables at his point. The researcher has goals such as making predictions, making generalizations and establishing a causal link (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2015). This research is designed within the framework of quantitative research and relational screening and comparison methods from general screening models will be used as methods in the research.

2.2. Study Group

Approximately 331 of the psychological counselors working in private or public institutions affiliated to the Ministry of National Education will constitute the sample group within the scope of the research. The psychological counselors who will participate in the research were determined by applying the convenience sampling method on the basis of accessibility and suitability from the purposeful sampling methods. Appropriate sampling method is called choosing from the units where the level of accessibility and implementation is easier (Kıncal, 2014). The scales were prepared online by the researcher. The prepared form was delivered to the psychological counselors in the environment using Google Forms and other social media channels and they were asked to deliver the form to the psychological counselors in their own environment. It is stated that the psychological counselors reached by the scales will be asked to accept the informed consent form and that the information shared by the psychological counselor will remain confidential.

2.3. Data Collection Tools

Personal Information Form: It is created by the researcher. In the personal information form, it is aimed to obtain information from the participants about demographic variables such as gender, age, marital status, education status, years of service in the profession, type of institution served. In addition, the Voluntary Informed Consent Form, which must be accepted by the participants, is included in this section.

Short Psychological Resilience Scale: It is the scale developed by Smith et al. in 2008 to measure the psychological resilience levels of individuals. It was adapted into Turkish by Doğan in 2015. The scale is a five-item Likert type measurement tool consisting of 6 items. On the scale, the 'Never agree' option is rated 1, and the 'I completely agree' option is rated 5. The high scores obtained from the scale indicate that psychological resilience is high. Doğan (2015) found out the internal consistency coefficient of the scale as .83 in the adaptation. When the indicators as a result of the study are evaluated, it is revealed that the scale is a valid and reliable measurement tool that can be applied in Turkish culture.

Stress Coping Attitudes Inventory/Scale: It is an inventory of attitudes towards coping with stress created by Özbay (1993) for students from different ethnic backgrounds studying at US faculties. At the same time, it was adapted to our language by Özbay and Şahin (1997). The aim of this scale is to measure people's ability to cope with stress in various stress situations. As a result of the factor analysis in the adaptation of our language, 43 items from the original coping inventory of 56 items were

combined under the roof of 6 factors. The test is planned with a 5-pack likert-style scale. The 6 elements selected by factor analysis were named as active planning, seeking external help, resorting to religion, avoidance-abstraction (emotional-action), avoidance abstraction (bio-chemical) and acceptance-cognitive restructuring. In addition to the structure factor analysis, the validity of the criterion was also found to be valid for the test through the same inventory. The inventory of stress coping styles adapted to our language by Şahin and Durak (1995) was taken as a benchmark. A relationship of .54 ($p < .001$) was found between S.B.T.Ö and S.B.T.E. The reliability of the test was calculated by the Cronbah Alpha internal consistency method. The overall reliability coefficient of the test was determined as .81. The subtest contents are as follows.

Active Planning: It consists of 10 options that include rational activities and solutions that involve taking action more dynamically, starting direct processing, increasing active efforts, creating action plans, focusing on that moment and being in a problem-solving mechanism.

Seeking External Help: The turn to environmental assistance can be caused by two reasons. It is the instrumental desire for external help and the tendency to ask for emotional external help. There are 9 options that target the emotional, cognitive, and physical counting of subscale support seeking behaviors.

Resorting to Religion (Turning to Religion): In this context, the substances that unite aim to believe in the creator, to ask him and to receive support from spirituality. It is represented by 6 substances.

Avoidance-Abstraction (Emotional-Actional): Avoidance-Abstraction is a two-dimensional factorial structure. These items process the person's stress coping behaviors in the form of isolating himself from the unresponsive situation and include 7 items.

Avoidance-Isolation (Biochemical): This dimension can be considered as the orientation to make physiological difference in the organism as a method of overcoming emotional-action avoidance and abstraction differently and unresponsively. They are biochemical coping methods such as tobacco, alcohol, drug and substance use. It consists of 4 items.

Acceptance-Cognitive Restructuring: It is not to ignore the current problem and to look for alternative solution options at the cognitive level. This subscale includes 7 items and emphasizes the perspective of the person rather than changing the situation individually in combating it.

2.4. Data Collection Process

First, the problem situation was determined by the researcher, and then literature reading/reviewing studies were carried out regarding the identified problem situation. As a result of the literature review, the aims and sub-objectives of the research were revealed. Then, the method, sample and data collection tools of the research were determined. After these stages, data collection activities for the research were carried out in the fall semester of 2021-2022. The ethics committee approval required for the implementation phase was obtained from Tokat Gaziosmanpaşa University Institute of Educational Sciences. In the study, Short Psychological Resilience Scale, Stress Coping Attitudes Inventory/Scale (SBTÖ) and personal information form were used as measurement tools. Necessary permissions were obtained from the scale owners via e-mail regarding the use of the forms. The scales were prepared by the researcher as online forms. The prepared forms were used to reach the psychological counselors in the environment by using Google Forms and other social media channels and they were asked to deliver the form to the psychological counselors in their own environment. The psychological counselors reached by the scales were asked to accept the informed consent form and it was stated that the information shared would remain confidential. The collected data were analyzed through SPSS 25 package program. The results of the study were evaluated in line with the literature data and shared as discussions and suggestions.

2.5. Data Analysis

The collected data were analyzed through SPSS 25 package program. George and Mallery (2010) have accepted that the variables have a normal distribution if the flatness and distortion values between the variables are in the range of ± 2 . After the analysis of the findings obtained in the study, it was revealed that the distortion values between the variables were between -.488 and 1.561, and the flatness values were between -.843 and 1.750. As a result of these analyzes, it was assumed that the data showed a normal distribution. Descriptive statistics were used during the analysis stage of the collected data. The data were analyzed using independent sample *t-Test*, *one way ANOVA* and correlation methods. Scheffe test technique was used to

determine which group was the source of the differences detected between the groups and for post-hoc analysis. It is stated that the Scheffe test does not require equality in the number of samples observed in data analysis, is free from type I error and reveals more reliable data (Kayri, 2009). The results of all these analyzes were evaluated in line with the literature data and shared in the discussion and suggestions section.

III. FINDINGS AND INTERPRETATIONS

In this part of the research, the findings of the analyzes of the data obtained in order to achieve the general objectives and sub-objectives were shared.

3.1. Demographic Information About Participants

In this section, demographic information of the participants (gender, age, marital status, education status, years of service, type of institution) was shared.

Table 1. Demographic Information About Participants

Variables	Categories	<i>n</i>	%
Gender	Woman	216	65.26
	Male	115	34.74
	Sum	331	100
Age	23-29	78	23.57
	30-34	113	34.14
	35-39	60	18.13
	40-44	45	13.60
	45 and above	35	10.57
	Sum	331	100
Marital Status	Married	245	74.02
	Single	86	25.98
	Sum	331	100
Education Status	Undergraduate	267	80.67
	Postgraduate	64	19.34
	Sum	331	100
Year of Service	1-10	176	53.17
	11-20	109	32.93
	21 and above	46	13.90
	Sum	331	100
Institution Type	Preschool	17	5.14
	Primary school	66	19.94
	Secondary school	81	24.47
	High school	102	30.82
	Public Training Center	2	0.60
	Guidance and Research Center	47	14.20
	Other	16	4.83
	Sum	331	100

In Table 1, 65.26% (n= 216) of the participants were female and 34.74% (n=115) were male and it is observed that 74.02% are married (n= 245) and 25.98% (n= 86) are single. In terms of age groups, 23.57% (n= 78) participants between the ages of 23-29, 34.14% (n= 113) between the ages of 30-34, 18.13% (n= 60) between the ages of 35-39, 13.60% (n= 45) between the ages of 40-44, and 10.57% (n= 35) participants aged 45 and over were included in the study. In addition, when the educational status of the participants was examined, it was found that 80.67% (n= 267) had an undergraduate degree and 19.34% (n= 64) had a

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postgraduate degree. The service year groups of the participants were 53.17% (n= 176) between 1-10 years, 32.93% (n=109) between 11-20 years, and 13.90% (n= 46) between 21-20 years. Finally, in Table 1, the distribution of the types of institutions in which the participants worked was seen as 5.14% (n= 17), primary school 19.94% (n= 66), middle school 24.47% (n=81), high school 30.82% (n= 102), public education center 0.60% (n= 2), guidance and research center 14.20% (n= 47) and employees in other institutions 4.83% (n= 16).

Differences in Psychological Resilience Levels and Attitudes to Cope with Stress According to Demographic Information

In this section, it was searched whether the psychological resilience scores and the sub-dimension scores of the sample coping with stress showed significant differences according to some demographic variables (gender, age, marital status, education status, professional service year, type of institution).

Differences in Psychological Resilience Levels and Attitudes to Cope with Stress by Gender

Whether the psychological resilience and stress coping attitudes of psychological counselors differed according to their gender was analyzed using *the t-test*. The results are given in Table 2.

Table 2. Differing Attitudes of Psychological Resilience and Coping with Stress by Gender

Variables	Gender	n	\bar{X}	Ss	Sd	t	p
Psychological Resilience	Woman	216	20.19	3.87	0.26	-3.16	0.002*
	Male	115	21.61	3.89	0.36		
Active Planning	Woman	216	28.59	5.22	0.35	-0.64	0,522
	Male	115	28.98	5.38	0.50		
Seeking External Help	Woman	216	25.36	6.27	0.43	3.86	0.000*
	Male	115	22.53	6.52	0.61		
Resort to Religion	Woman	216	13.02	6.59	0.45	1.89	0,060
	Male	115	11.57	6.76	0.63		
Avoidance Abstraction	Woman	216	12.56	4.91	0.33	5.94	0.000*
	Male	115	9.30	4.47	0.42		
Avoidance Abstraction	Woman	216	1.17	1.97	0.13	-2.99	0.003*
	Male	115	1.90	2.38	0.22		
Acceptance-Cognitive Restructuring	Woman	216	16.03	3.60	0.25	0.21	0,835
	Male	115	15.95	3.33	0.31		

* $p < .05$

As indicated in Table 2, the psychological resilience of psychological counselors was significantly differentiated according to their gender ($p < .05$, $t = -3.16$). The psychological resilience of male counselors ($\bar{x} = 21.61$) is higher than that of female counselors ($\bar{x} = 20.19$). These results obtained from the research show that the psychological resilience of male psychological counselors is higher than the psychological resilience of female psychological counselors.

In addition, It is observed that psychological counselors' attitudes towards coping with stress differ significantly from seeking external help ($p < .05$, $t = 3.86$), avoidance abstraction ($p < .05$, $t = 5.94$) and avoidance isolation ($p < .05$, $t = -2.99$) attitudes. Attitudes of female psychological counselors in coping with stress such as seeking external help ($\bar{x} = 25.36$) and avoidance isolation ($\bar{x} = 12.56$); male counselors were found to be higher than attitudes of seeking external help ($\bar{x} = 22.53$) and avoidance isolation ($\bar{x} = 9.30$). However, it was observed that the avoidance isolation ($\bar{x} = 1.90$) attitudes of male psychological counselors were higher than the avoidance isolation ($\bar{x} = 1.17$) attitudes of female psychological counselors in coping with stress.

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Finally, in the light of the data obtained from Table 2, it was revealed that the attitudes of psychological counselors to cope with stress according to their gender did not differ significantly from active planning, resort to religion and acceptance-cognitive restructuring attitudes ($p > .05$).

Psychological Resilience Levels and Differences in Attitudes to Cope with Stress According to Age

Whether the psychological resilience and stress coping attitudes of psychological counselors differed according to their age was analyzed by using one-way ANOVA. The results are given in Table 3.

Table 3. Psychological Resilience and Stress Differences in Coping Attitudes by Age

Variables	Age	<i>n</i>	\bar{X}	<i>Ss</i>	<i>Sd</i>	<i>F</i>	<i>p</i>	Meaningful Difference
Psychological Resilience	23-29	78	19.05	4.12	0.47	5.45	0.000*	23-29<30-34 23-29<35-39 23-29<40-44 23-29<45+
	30-34	113	20.74	4.04	0.38			
	35-39	60	21.45	3.78	0.49			
	40-44	45	21.44	3.12	0.47			
	45 and above	35	21.89	3.33	0.56			
Active Planning	23-29	78	27.36	5.24	0.59	2.04	0,089	-
	30-34	113	28.97	4.88	0.46			
	35-39	60	29.18	6.18	0.80			
	40-44	45	29.87	4.88	0.73			
	45 and above	35	28.74	5.01	0.85			
Seeking External Help	23-29	78	25.51	5.87	0.66	1.93	0,106	-
	30-34	113	24.53	6.07	0.57			
	35-39	60	24.60	6.88	0.89			
	40-44	45	23.49	7.48	1.12			
	45 and above	35	22.11	6.73	1.14			
Resort to Religion	23-29	78	13.18	7.12	0.81	1.81	0,126	-
	30-34	113	11.75	6.35	0.60			
	35-39	60	12.38	6.28	0.81			
	40-44	45	11.69	7.07	1.05			
	45 and above	35	14.83	6.47	1.09			
Avoidance Abstraction	23-29	78	12.80	5.48	0.62	2.65	0.033*	23-29>45+
	30-34	113	11.07	4.49	0.42			
	35-39	60	11.38	5.41	0.70			
	40-44	45	11.31	4.81	0.72			
	45 and above	35	9.74	4.51	0.76			
Avoidance Abstraction	23-29	78	1.18	1.99	0.23	1.99	0,096	-
	30-34	113	1.34	2.10	0.20			
	35-39	60	1.90	2.71	0.36			
	40-44	45	1.84	2.04	0.31			
	45 and above	35	0.91	1.42	0.24			
Acceptance-Cognitive Restructuring	23-29	78	15.32	4.15	0.47	1.82	0,124	-
	30-34	113	15.88	3.05	0.29			
	35-39	60	16.60	3.43	0.44			
	40-44	45	16.80	3.56	0.53			
	45 and above	35	15.89	3.20	0.54			

* $p < .05$

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When the results in Table 3 were examined, it was observed that the psychological resilience levels of psychological counselors were significantly different according to ages ($p < .05$). For the purpose of determining the source of the differences detected between the groups Scheffe test technique was used from post-hoc analysis. According to the analyzes made with the Scheffe technique, significant differences were found only between the ages of 23-29 and other age ranges (30-34, 35-39, 40-44, 45 and above). As a result of this determination, it was revealed that the psychological resilience of psychological counselors in the 23-29 age range was lower than the psychological resilience of psychological counselors in other age groups.

In addition, as a result of the analysis of the data in Table 3, it was revealed that the avoidance and abstraction attitude of psychological counselors differed significantly according to age ($p < .05$). At this point, Scheffe test technique from post-hoc analyzes was used to determine the source of the differences detected between the groups According to the analysis carried out with the Scheffe technique, it was observed that the avoidance abstraction attitude of psychological counselors in coping with stress differed only between the ages of 23-29 and those aged 45 and over. From this point of view, it was determined that psychological counselors between the ages of 23-29 used the avoidance isolation attitude more in psychological counselors aged 45 and over in coping with stress.

Differences in Psychological Resilience Levels and Attitudes to Cope with Stress According to Marital Status

Whether the psychological resilience and stress coping attitudes of psychological counselors differed according to their marital status was analyzed using *the t-test*. The results are given in Table 4.

Table 4. Psychological Resilience and Stress Differences in Coping Attitudes by Marital Status

Variables	Marital Status	<i>n</i>	\bar{X}	<i>Ss</i>	<i>Sd</i>	<i>t</i>	<i>p</i>
Psychological Resilience	Married	245	20.79	3.67	0.24	0.83	0,408
	Single	86	20.38	4.60	0.50		
Active Planning	Married	245	93.67	17.00	1.09	-0.13	0,898
	Single	86	96.79	17.01	1.83		
Seeking External Help	Married	245	28.71	5.27	0.34	-1.07	0,284
	Single	86	28.79	5.31	0.57		
Resort to Religion	Married	245	24.15	6.47	0.41	0.26	0,797
	Single	86	25.02	6.53	0.70		
Avoidance Abstraction	Married	245	12.58	6.46	0.41	-3.03	0,003*
	Single	86	12.36	7.27	0.78		
Avoidance Abstraction	Married	245	10.94	4.74	0.30	-1.60	0,110
	Single	86	12.81	5.49	0.59		
Acceptance-Cognitive Restructuring	Married	245	1.31	2.04	0.13	-0.17	0,866
	Single	86	1.74	2.42	0.26		

* $p < .05$

As observed in Table 4, it is seen that psychological counselors differ significantly from coping with stress by avoiding, abstraction ($p < .05$, $t = -3.03$) attitudes according to their marital status. From this point of view, it can be stated that married psychological counselors ($\bar{x} = 12.58$) use the avoidance abstraction attitude more in coping with stress than single psychological

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counselors (\bar{x} = 12.36). In addition, as a result of the analyzes made in Table 4, it is observed that the psychological resilience and other stress coping attitudes of the psychological counselors are not significantly differentiated according to their marital status ($p > .05$).

Differences in Psychological Resilience Levels and Attitudes to Cope with Stress According to Education Status

Whether the psychological resilience and stress coping attitudes of psychological counselors differed according to their educational status was analyzed using *t-test*. The results are set out in Table 5.

Table 5. Psychological Resilience and Stress Differences in Coping Attitudes According to Their Education Status

Variables	Education Status	<i>n</i>	\bar{x}	<i>Ss</i>	<i>Sd</i>	<i>t</i>	<i>p</i>
Psychological Resilience	License	267	20.54	3.84	0.23	-1.42	0,156
	Postgraduate	64	21.31	4.28	0.54		
Active Planning	Undergraduate	267	28.57	5.28	0.32	-1.15	0,252
	Postgraduate	64	29.41	5.19	0.65		
Seeking External Help	Undergraduate	267	23.97	6.38	0.39	-2.33	0.020*
	Postgraduate	64	26.06	6.73	0.84		
Resort to Religion	Undergraduate	267	12.70	6.77	0.41	0.99	0,325
	Postgraduate	64	11.78	6.24	0.78		
Avoidance Abstraction	Undergraduate	267	11.53	4.92	0.30	0.79	0,433
	Postgraduate	64	10.98	5.37	0.67		
Avoidance Abstraction	Undergraduate	267	1.52	2.19	0.13	1.58	0,116
	Postgraduate	64	1.05	1.92	0.24		
Acceptance-Cognitive Restructuring	Undergraduate	267	16.02	3.42	0.21	0.21	0,837
	Postgraduate	64	15.92	3.87	0.48		

* $p < .05$

As a result of the analyzes carried out in Table 5, it is observed that the attitude of psychological counselors to seek external help differs significantly from their educational status and their attitudes to cope with stress ($p < .05$, $t = -2.33$). In line with this result, it is observed that the rate of using the attitude of seeking external help by undergraduate psychological counselors (\bar{x} = 23.97) was less than that of psychological counselors with postgraduate education status (\bar{x} = 26.06).

As a result of the analyzes, it is determined that the psychological resilience and other attitudes of psychological counselors in coping with stress did not differ significantly ($p > .05$).

Differences in Psychological Resilience Levels and Attitudes to Cope with Stress by Year of Service

Whether the psychological resilience and stress coping attitudes of psychological counselors differed according to their years of service in the profession was analyzed by using one-way ANOVA. The results are shown in Table 6.

Table 6. Psychological Resilience and Stress Differences in Coping Attitudes According to Service Years

Variables	Year of Service	<i>n</i>	\bar{X}	<i>ss</i>	<i>sd</i>	<i>F</i>	<i>p</i>	Meaningful Difference
Psychological Resilience	1-10	176	19.97	4.17	0.31	6.82	0.001*	1-10<11-20 1-10<21+
	11-20	109	21.35	3.46	0.33			
	21 and above	46	21.87	3.52	0.52			
Active Planning	1-10	176	28.00	5.35	0.40	4.80	0.009*	1-10<11-20
	11-20	109	29.96	5.18	0.50			
	21 and above	46	28.59	4.73	0.70			
Seeking External Help	1-10	176	24.45	6.09	0.46	2.01	0,135	-
	11-20	109	24.96	6.93	0.66			
	21 and above	46	22.70	6.74	0.99			
Resort to Religion	1-10	176	12.28	6.84	0.51	1.32	0,269	-
	11-20	109	12.28	6.30	0.60			
	21 and above	46	14.00	6.84	1.01			
Avoidance Abstraction	1-10	176	11.74	5.06	0.38	0.76	0,468	-
	11-20	109	11.05	4.96	0.48			
	21 and above	46	11.09	4.91	0.72			
Avoidance Abstraction	1-10	176	1.27	2.13	0.16	1.68	0,188	-
	11-20	109	1.73	2.29	0.22			
	21 and above	46	1.28	1.78	0.26			
Acceptance-Cognitive Restructuring	1-10	176	15.50	3.65	0.28	5.42	0.005*	1-10<11-20
	11-20	109	16.88	3.27	0.31			
	21 and above	46	15.85	3.08	0.45			

**p*<.05

After the analysis of the results seen in Table 6, it was observed that the psychological resilience levels of the psychological counselors differed significantly according to the years of service in the profession (*p*<.05). Scheffe test technique was used from post-hoc analyzes to determine the source of the differences detected between the groups. According to the analyzes made with the Scheffe technique, significant differences were found between psychological counselors who had only 1-10 years of service and those who had service years in other ranges (11-20, 21 and above). Based on these findings, it has been demonstrated that the psychological resilience of psychological counselors who have a service period of 1-10 years in the profession is lower than the psychological resilience of psychological counselors working in other service year groups (11-20, 21 and above).

However, as a result of the analyzes based on Table 6, it was observed that the attitudes of psychological counselors coping with stress compared to their years of service in the profession were significantly different from active planning and acceptance-cognitive restructuring attitudes (*p*<.05). Scheffe test technique was used from post-hoc analyzes to determine the source of the differences detected between the groups. As a result of Scheffe test technique analysis, it was came out that psychological counselors with 1-10 years of service use active planning and acceptance-cognitive restructuring attitudes less than psychological counselors with 11-20 years of service.

As a result of the analyzes, it was determined that the attitudes of psychological counselors coping with other stress did not differ significantly according to their years of service in the profession (*p*> .05).

Differences in Psychological Resilience Levels and Attitudes to Cope with Stress by Institution Type

Whether the psychological resilience and stress coping attitudes of psychological counselors differed according to the types of institutions they worked for was analyzed by using one-way ANOVA. The results are given in Table 7.

Table 7. Psychological Resilience and Stress Differences in Coping Attitudes According to Institution Types

Variables	Institution Type	<i>n</i>	\bar{X}	<i>ss</i>	<i>sd</i>	<i>F</i>	<i>p</i>	Meaningful Difference
Psychological Resilience	Preschool	17	19.53	3.02	0.73	1.56	0,159	-
	Primary school	66	21.04	3.83	0.47			
	Secondary school	81	19.88	4.11	0.46			
	High school	102	20.90	3.71	0.37			
	ALSO**	2	22.50	3.54	2.50			
	HEM**	47	20.87	4.57	0.67			
	Other	16	22.37	3.14	0.78			
Active Planning	Preschool	17	28.35	5.95	1.44	0.99	0,434	-
	Primary school	66	29.94	5.49	0.68			
	Secondary school	81	28.41	4.82	0.53			
	High school	102	28.60	4.94	0.49			
	HEM**	2	31.00	2.83	2.00			
	HEM**	47	28.45	5.42	0.79			
	Other	16	27.12	7.26	1.82			
Seeking External Help	Preschool	17	26.47	6.07	1.47	1.49	0,181	-
	Primary school	66	24.83	6.42	0.79			
	Secondary school	81	24.76	5.53	0.61			
	High school	102	23.14	7.26	0.72			
	HEM**	2	20.50	13.43	9.50			
	GRC**	47	25.55	5.50	0.80			
	Other	16	23.25	7.79	1.95			
Resort to Religion	Preschool	17	13.29	6.25	1.52	0.43	0,859	-
	Primary school	66	12.20	6.34	0.78			
	Secondary school	81	13.05	6.41	0.71			
	High school	102	12.09	7.42	0.73			
	HEM**	2	11.00	4.24	3.00			
	GRC**	47	13.23	5.79	0.84			
	Other	16	11.19	7.84	1.96			
Avoidance Abstraction	Preschool	17	13.76	5.65	1.37	1.95	0,072	-
	Primary school	66	12.39	5.38	0.66			
	Secondary school	81	11.57	4.77	0.53			
	High school	102	10.90	5.03	0.50			
	HEM**	2	6.00	0.00	0.00			
	GRC**	47	10.77	4.34	0.63			
	Other	16	10.19	4.74	1.18			
Avoidance Abstraction	Preschool	17	1.00	1.27	0.31	2.92	0,009*	-
	Primary school	66	1.17	1.95	0.24			
	Secondary school	81	1.21	2.00	0.22			
	High school	102	1.26	1.83	0.18			
	HEM**	2	0.00	0.00	0.00			
	GRC**	47	2.34	2.84	0.41			

Examination Of The Relationship Between Psychological Resilience Levels Of Psychological Counselors And Methods Of Coping With Stress According To Some Variables

	Other	16	2.56	3.08	0.77			
	Preschool	17	16.76	3.11	0.76			
	Primary school	66	16.18	4.25	0.52			
Acceptance-	Secondary school	81	15.60	3.20	0.36			
Cognitive	High school	102	15.62	3.42	0.34	1.02	0,411	-
Restructuring	HEM**	2	17.50	2.12	1.50			
	GRC**	47	16.66	3.17	0.46			
	Other	16	16.81	3.47	0.87			

* $p < .05$

**Public Training Center

** Guidance and Research Center

As a result of the ANOVA analyses observed in Table 7, it was revealed that the isolation attitude of psychological counselors avoiding stress coping attitudes differed significantly in the analysis according to the type of institution they worked in (in post-hoc analyzes made with $p < .05$); but Scheffve Tukey test technique, it was found that psychological resilience and stress coping attitudes of psychological counselors did not differ significantly according to institution types. From this point of view, it was observed that their psychological resilience and attitudes to cope with stress did not differ significantly according to the types of institutions.

The Relationship Between Levels of Psychological Resilience and Attitudes to Cope with Stress

In the study, correlation analysis was performed in order to determine the relationships between psychological resilience and stress coping attitudes determined as variables and to find out in which direction and to what extent they differed. The relationships of the variables with each other were determined using the Pearson moments multiplication correlation coefficient.

Table 8. Psychological Resilience and StressThe Relationship Between Coping Attitudes

Variables	P.S	A.P.	D.Y.A	D.S.	K.S-D. E	K.S-B	K.B.Y.Y
Psychological Resilience (P.S)	1						
Active Planning (A.P.)	.34**	1					
Seeking External Help(S.E.H.)	-.03	.33**	1				
Resort to Religion (R.R)	-.10	.11	.26**	1			
Avoidance-Abstraction (A.A)	-.26**	.01	.31**	.24**	1		
Avoidance-Isolation (A.I)	-.02	.02	.05	-.12*	.058	1	
Acceptance-Cognitive Restructuring (A.C.R)	.14*	.36**	.23**	.17**	.33**	.15**	1

* $p < .05$ and ** $p < .01$

When the analyses of Table 8 were examined, it was seen that there were significant relationships between psychological resilience and active planning, avoidance abstraction and acceptance-cognitive restructuring from stress coping attitudes. Accordingly, a moderately significant positive correlation was found between resilience and active planning, ($r = .34, p < .01$), and

a low-significant positive correlation between resilience and acceptance-cognitive restructuring ($r = .14, p < .05$). From this point of view, it can be stated that psychological resilience increases as the rates of using active planning and acceptance-cognitive restructuring attitudes in coping with stress increase. In addition, the relationship between psychological resilience and avoidance abstraction was observed as negative and low level significant ($r = -.26, p < .01$).

In addition, there was no significant relationship between the psychological resilience of psychological counselors and their attitudes of coping with stress and their attitudes of seeking external help, resorting to religion and avoidance isolation ($p > .05$).

IV. DISCUSSION & RESULTS

In this study, it was examined how the relationship between psychological resilience levels of psychological counselors and methods of coping with stress differs according to some variables. The findings and conclusions of the analyzes are discussed and interpreted below.

4.1. Discussion of Results Regarding Psychological Resilience Levels and Attitudes to Coping with Stress According to Gender Variable

The results obtained from the research revealed that the resilience of male psychological counselors was higher than the psychological resilience of female psychological counselors.

When the literature is examined, it is observed that the subject of psychological resilience is the subject of manresearches, but the research on psychological counselors is low. It has been determined that the researches reached mostly show similar results to this research. In the research conducted by Hoşoğlu, Kodaz, Bingöl and Batık (2018), it was revealed that the psychological resilience of the teacher candidates demonstrated a significant difference according to gender and the psychological resilience of the male candidates was higher than the female candidates. In addition, it is observed that there are similar results in various researches on university students (Altunkol, 2017; Aries, 2020; Fan and Yakar, 2019). Apart from these, Tura and Doğan (2020) obtained different results with this research. In the research, it was revealed that the psychological resilience of the moments of female and private cake psychological counseling was similar. In the research conducted by Aydın and Egemberdiyeva (2018), it was stated that the psychological resilience of university students did not differ according to gender. In addition to these, Özden (2015), Durmuş and Okanlı (2018), Atan and Ünver (2019) have revealed that women's psychological resilience is higher than men's in their researches.

In the research, when the attitudes of psychological counselors coping with stress are examined according to gender; the isolation attitudes of female psychological counselors to seek external help and avoidance in coping with stress; male counselors were found to be higher than their isolationist attitudes of seeking external help and avoidance. However, it was observed that the avoidance isolation attitudes of male psychological counselors were higher than the avoidance isolation attitudes of female psychological counselors in coping with stress.

When research on attitudes to cope with stress by gender was examined, it was found that different results were obtained; It has been observed that not much research has been done on psychological counselors. For example; In their research, Karakaş and Koç (2014) revealed that the sub-dimensions of coping with stress, such as Resort to Religion, Seeking External Help, Active Planning, Cognitive Restructuring and Avoidance Abstraction, did not demonstrate a significant difference according to gender. It was stated that the difference in the avoidance abstraction sub-dimension was significant and that women used the avoidance abstraction attitude more than men in coping with stress. Comparing the results with this research showed a similarity between the two studies in terms of avoidance abstraction, active planning, resort to religion and acceptance-cognitive restructuring attitudes in coping with stress by gender.

In a different study, it was stated that women used the acceptance-cognitive restructuring attitude more than men in coping with stress and that other attitudes did not show a significant difference according to gender (Erkmen and Çetin, 2008). By comparing the research conducted with this research, it was observed that the results were different. In a study conducted by Çoruh (2003) on students of the Faculty of Education, it was found out that women preferred the isolation attitudes of resorting to religion, seeking external help and avoidance more than men; men are more likely to prefer an active planning attitude.

4.2. Discussion of Psychological Resilience Levels and Attitudes to Cope with Stress According to Age Variable

Based on the results of the research, it was revealed that the psychological resilience levels of psychological counselors were significantly different according to ages. It was determined that the psychological resilience of psychological counselors in the 23-29 age range was lower than the psychological resilience of psychological counselors in other age groups. Based on these results, it can be stated that psychological resilience of psychological counselors increases as they get older.

Based on the research findings, it can be stated that the psychological resilience of psychological counselors increases as a result of the differentiation of the experiences and events encountered as they get older.

When the researches on psychological resilience were examined, different results were encountered and not enough research on the psychological resilience levels of psychological counselors could be reached. In research conducted as a result of the investigations, it was found out that the psychological resilience of psychological counselors did not change according to their age (Tura and Doğan, 2020). This result differs from the result of our research.

Research conducted by Aydın et al. (2019) and by Tümlü and Receptoğlu (2013) found that there was a significant positive difference between age and psychological resilience. In addition, Ulukan (2020) stated in his research that the psychological resilience of teachers under the age of 45 was lower than that of teachers aged 45 and over. These results are similar to the results of our research.

In the research conducted by Koçak et al. (2017), no significant difference between age and psychological resilience could be identified. For this reason, the results of our research differ from the research.

As a result of the analysis of the data of our research, it was observed that the avoidance and abstraction attitude of psychological counselors from coping with stress was significantly different according to ages. Accordingly, it was determined that psychological counselors between the ages of 23-29 used the avoidance isolation attitude more than psychological counselors aged 45 and over in coping with stress.

In the literature review, significant differences were found out with different stress coping attitudes of different age groups.

In the research conducted by Erkmén and Çetin (2008), it was observed that the use of physical education teachers' isolation attitude of avoidance and avoidance to religion to cope with stress differed significantly. This differentiation is that the attitude of resorting to religion is used more in physical education teachers under the age of 30 than in those over 30; avoidance abstraction and avoidance abstraction attitudes are that the rate of use decreases as we get older. In this respect, the results of our research differ from the research.

Research conducted by Ertemli (2019) and Koç (2020) did not find a significant difference between stress coping styles and age. In addition, it has been revealed by Taşğın and Çağlayan (2011) that the attitudes exhibited in coping with stress do not differ according to age. Again, Ergin et al. (2014) found that the age variable did not make a significant difference in coping with stress; however, they noted that as they aged, active coping attitudes were used more to cope with stress. In the comparison with these researches, it was determined that the differentiation between the attitudes of psychological counselors coping with stress between the ages of 23-29 and the ages of 45 and over was not seen in other researches.

4.3. Discussion of Results Regarding Psychological Resilience Levels and Attitudes to Cope with Stress According to Marital Status Variable

In the research, it was observed that psychological counselors significantly differed from their attitudes of coping with stress with their avoidance abstraction attitude according to their marital status. As a result of the analyzes, it can be said that married psychological counselors use the avoidance abstraction attitude more in coping with stress than single psychological counselors. However, it was found that psychological resilience and attitudes of psychological counselors to cope with other stress did not differ significantly according to their marital status.

In the literature review, there was no research investigating the relationship between the marital status of psychological counselors and their psychological resilience and attitudes to cope with stress. When the research conducted with different sample groups are examined;

It was revealed that the results of the research conducted by Şaşmaz (2016) on married and unmarried individuals with children were similar to our research and that there was no significant difference between marital status and psychological resilience.

In addition, in the research conducted by Kınter (2020) on individuals over the age of 18 and Türker (2018) on adult individuals, it was stated that there was a significant difference between marital status and psychological resilience and that married individuals had a higher level of psychological resilience than single ones. Therefore, it was seen that the results of these researches were not similar to our research.

In the literature review related to the difference between stress coping attitudes and marital status, it was seen that different results were obtained. In the research conducted by Karakaş and Koç (2014) on the residents of Sakarya province, no significant difference was found between stress coping attitudes and marital status. In the research conducted by Bozkurt (2005), no significant difference was found between teachers' attitudes and marital status in coping with stress. When these studies and our research are compared, it is seen that similar results are revealed except for the use of the avoidance abstraction attitude in coping with stress.

In addition, a study conducted with physical education teachers revealed that single physical education teachers use the attitude of resorting to religion more than married physical education teachers in coping with stress (Erkmen and Çetin, 2008). With this research, it was determined that the results of our research also indicated differences.

4.4. Discussion of Results Regarding Psychological Resilience Levels and Attitudes to Cope with Stress According to the Variable of Education Status

As a result of the analyzes, it was observed that the attitude of psychological counselors to seek external help differed significantly from their educational status and their attitudes to cope with stress. In line with this result, it was observed that the rate of using the attitude of seeking external help by undergraduate psychological counselors was less than psychological counselors with graduate education status. In addition, as a result of the analyzes, it was determined that the psychological resilience of psychological counselors and their other attitudes in coping with stress did not differ significantly according to their educational status.

When the literature is examined, there is no research examining the differentiation of psychological resilience and stress coping attitudes of psychological counselors according to their educational status. However, in the researches conducted with different sample groups, studies showing similarities and differences with the findings of our research were encountered.

In a study conducted on 350 participants, it was revealed that the level of psychological resilience did not differ between educational status and psychological resilience (Karal and Biçer, 2020). In his research, Kınter (2020) determined that the level of education and the level of psychological resilience did not differ. Again Parmaksız (2019) stated that psychological resilience and education level did not differ significantly in the research he conducted on adults.

As a result of the screening, it was also found that research revealing that educational status and psychological resilience level differed. For example, as a result of a research conducted with the participation of 350 Turkish women in London, it was determined that having a high level of education was associated with having high psychological resilience (Çakır, 2009). In addition, Koç Yıldırım et al. (2015) and Bektaş and Özben (2016) have shown in their research that the level of psychological resilience and the level of education do not differ.

Some of the studies on the relationship between educational status and attitudes to cope with stress have demonstrated similarities and differences with the findings of our research.

In the research conducted by Taşcı, Özer and Koştı (2007) on 154 nurses, there was no significant difference between educational status and strategies to cope with stress. This result is similar to the findings of our research.

When we look at the researches that differ with the findings of our research, in a study conducted on parents with children with intellectual disabilities, it was revealed that mothers and fathers with different education levels used active planning and avoidance-isolation attitudes to cope with stress with variability. In the same research, it was revealed that mothers used the attitude of seeking external help more as their education levels increased in coping with stress (Çan Aslan, 2010). In addition, in

the research conducted by Söylemez (2019) on hockey referees in Turkey, it was determined that undergraduate referees used the safe approach to cope with stress more than high school graduate referees.

4.5. Discussion of Results Regarding Psychological Resilience Levels and Attitudes to Cope with Stress According to the Service Year Variable

When the findings of our research were analyzed, it was revealed that the psychological resilience of psychological counselors who had a service period of 1-10 years in the profession was lower than the psychological resilience of psychological counselors working in other service year groups (11-20, 21 and above). In addition, as a result of the analyzes made in our research, it was determined that psychological counselors who have a service period of 1-10 years compared to their years of service in the profession use active planning and acceptance-cognitive restructuring attitudes less than psychological counselors with a service period of 11-20 years .

As a result of the examinations, it was observed that the researches examining the relationship between the psychological resilience of psychological counselors and their attitudes to cope with stress with the years of service in the profession revealed different results. In one of the researches, it was suggested that the psychological resilience of psychological counselors did not change according to professional seniority (Tura and Doğan, 2020). In the research conducted by Güzel (2021), no significant difference was found between the working time of psychological counselors and their psychological resilience.

When the researches examining the relationship between the stress coping attitudes of psychological counselors with the service year in the profession are examined, it is revealed that the attitudes of psychological counselors to cope with stress do not differ according to the service year (Sav, 2007).

4.6. Discussion of Results Regarding Psychological Resilience Levels and Attitudes to Cope with Stress According to the Institution Type Variable

As a result of the analysis of the findings obtained from the research, it was seen that the psychological resilience and stress coping attitudes of the psychological counselors did not differ significantly according to the types of institutions.

In the literature, different researches examining the relationship between psychological resilience and coping attitudes of psychological counselors and coping with stress and types of institutions have been reached.

Research examining the psychological resilience of psychological counselors and the relationship between types of institutions has revealed similar results to our research. In the research conducted by Tura and Doğan (2020), it was determined that there was no significant difference between the psychological resilience of psychological counselors and the types of institutions they work for. However, Güzel (2021) determined in her research that there is no significant difference between the type of institution in which psychological counselors work and their psychological resilience. In addition, as a result of a research conducted on special education teachers, no significant difference was found between psychological resilience and the types of institutions studied (Uçar, 2014).

Looking at the researches examining the relationship between psychological counselors' attitudes to cope with stress and types of institutions; In the research conducted by Sav (2007), no significant difference was found between the ways in which psychological counselors cope with stress according to the type of institution. Again, Erkmen and Çetin (2008) stated in their research among physical education teachers that the way physical education teachers cope with stress does not change according to the type of institution. In addition, in a different study conducted on psychological counselors, no significant difference was determined between the type of institution studied and the methods of coping with stress and problem solving, seeking social support and avoidance strategies (Aysan and Bozkurt, 2004). Çetin (2019) found that there was no significant difference between the type of institution and the way they cope with stress as a similar result in his research on teachers.

4.7. Discussion of the Consequences for the Relationship Between Psychological Resilience and Attitudes to Cope with Stress

As a result of the analyzes made on the research findings, it was observed that there were significant relationships between psychological resilience and active planning, avoidance abstraction and acceptance-cognitive restructuring from stress-coping attitudes. In other words, it was determined that as the psychological resilience of the counselors increased, the rate of using

active planning and acceptance-cognitive restructuring attitudes in coping with stress increased, and as their psychological resilience increased, the rate of using the avoidance-isolation attitude in coping with stress decreased. In addition, the study did not find a significant relationship between the psychological resilience of psychological counselors and their attitudes of coping with stress and their attitudes of seeking external help, resorting to religion and avoidance isolation. Based on these results, it can be stated that psychological counselors use positive strategies or attitudes to cope with stress as their psychological resilience levels augment.

When we look at the literature, active planning and acceptance-cognitive restructuring attitudes are expressed as problem-focused coping methods, while the attitudes of resorting to religion and seeking external help are expressed as emotion-focused coping methods (Koç, 2020). However, as a result of the literature review, no different research was found investigating the relationship between psychological resilience of psychological counselors and their attitudes to cope with stress. However, it was found that there were researches on different sample groups and the results differed.

Koç (2020) conducted a research on Sakarya University Faculty of Education students and revealed that there is a positive high-level significant relationship between cognitive flexibility and psychological resilience, and that psychological resilience increases as cognitive flexibility increases. In the same research, a significant relationship was also found between cognitive flexibility and attitudes to cope with stress. From this point of view, based on the results of the research, it can be said that there is a positive relationship between psychological resilience and attitudes towards active planning, acceptance, cognitive restructuring, resorting to religion and seeking external help, and a negative relationship between avoidance and avoidance isolation attitudes. In another study conducted by Küçüktahtlıdil (2016), it was revealed that there is a very weak positive relationship between psychological resilience and seeking external help, one of the attitudes towards coping with stress, a weak positive relationship with active planning, and a weak negative relationship with avoidance and isolation.

Varıcıer (2019) determined in his research on adults that as the rate of seeking social support, optimistic approach and using safe approach increases from the stress coping styles, their psychological resilience also increases. However, it has been demonstrated that psychological resilience increases as the rate of using the submissive and helpless approach from the coping styles of people with stress decreases. In a study conducted on high school students, it was stated that as resilience increases, the rate of using problem-focused coping styles increases, while resilience decreases, while the rate of using the avoidant approach increases (Şahin&Hepsöğütü, 2018). In this case, as a result of increasing psychological resilience, it can be concluded that the stress coping styles used are positive techniques. Çetin (2019) reached the same conclusion as our research and stated that teachers use positive strategies to cope with stress as their psychological resilience levels increase. In addition, it has been determined that similar results have been revealed in different researches (Aydoğdu, 2013; Tailor, 2005; Noble, 2018).

As a result, as a result of the analysis of the findings of our research, it was determined that the high level of psychological resilience of psychological counselors was related to their high tendency to use positive methods to cope with stress. It was observed that the studies with different samples mostly reached the same result with the search of the literature.

V. SUGGESTIONS

5.1. Suggestions for Psychological Counselors

- When the age and years of service in the research are evaluated, it is recommended that psychological counselors who have just started their profession should participate in various activities (training programs, in-service trainings, seminars, etc.)

5.2. Suggestions for Researchers

- By increasing research variables and adding different scales to the research, it is recommended that more research be conducted to measure the relationship between psychological resilience and attitudes of psychological counselors to cope with stress.
- When measuring the relationship between psychological resilience and stress coping attitudes of psychological counselors, it is recommended to conduct different researches by increasing the number of samples and filling the scales face to face in order to increase the reliability of the results.

5.3 Suggestions for Policymakers

- When the findings of the research on the age and years of service in the profession are evaluated, it is recommended by the Ministry of National Education to prepare programs (seminars, events, in-service training, etc.) aimed at increasing their psychological resilience and improving their skills to cope with stress in a healthy way in order for psychological counselors who are new to the profession with the cooperation of universities to cope with the challenging life events they encounter and the effects of the challenging life events of the people who are offered help, and to apply them at regular intervals.

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