Teachers' views on stress and internet addiction due to cultural differences

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Technology and internet usage, which has become a common practice in almost every context, sometimes becomes a source of stress for the individuals, on the other hand, it also acts as a means of coping with stress. The adaptation process to be experienced by individuals who have participated in a new culture may form stress sources in these individuals, and this stress may lead to internet addiction. The purpose of this research is to review the stress sources of the teachers assigned in Van province of Turkey from other provinces and the relationship between the stress sources and internet addiction tendency. The research was conducted with 17 teachers working in Van province. The data of the research was collected by semi-structural interview form developed by researchers. Descriptive analysis and content analysis techniques were used in the analysis of data. As a result of the research, it was found that teachers demonstrate tendency of internet addiction through developing stress due to cultural differences, however they do not attempt to prevent it. It is suggested to detect internet addiction tendencies in teachers assigned in different cultures by research, to prevent the development of addiction behaviour by early interventions and to include teachers assigned in new cultures in cultural adaptation trainings.

Introduction

The use of technology has constantly been entering into every field of life and continues to take a larger place in human life with new advances. Technology and internet usage, which has become a common practice in almost every context, sometimes becomes a source of stress and acts also as a means of coping with stress. With the bidirectional use of technology in the context of stress, its frequent use increases and many new types of behavioural addiction such as internet addiction and game addiction emerge.In fact, the relationship between addiction and stress has been demonstrated by many studies (Bergdahl & Bergdahl, 2002; Spada, Nikčevič, Moneta, & Wells, 2008, Velezmoro, Lacefield, &

Roberti, 2010). Moreover, previous research has revealed that stress is one of the important pioneers of internet and technology addiction for almost everyone (Ah & Jeong, 2011; Cho, 2006; Suh & Lee, 2007; Suler, 2004).

While stress and addiction cases are handled in a related way, they are frequently encountered during the adaptation process to new cultures. When considering the diversity of cultures in Turkey, teachers working in different contexts consist one of the most important components. Agnew (1992) argues that various types of tension, including cross-cultural transition, life stress, and negative social relationships, can cause negative emotions and then lead to deviant behaviour or addiction to escape negative emotions. In this context, it is important to reveal the stress and technology addiction of teachers emerging in relation to cultural differences.

Culture - cultural differences

Each of us is a part of the culture we live in and we are a reflection of it. As a matter of fact, ' culture' has been one of the most emphasized concepts in social sciences (Haddon, 2004). Hofstede (2011) defines culture as a collective programming of the mind that separates one group of people from another. According to Elmes (2013), culture is the common experience of people who share the same language, geographical location and traditions. Matsumo and Juang (2007) defined this concept as a unique meaning and information system that ensures survival, provides the pursuit of prosperity, and is passed on from one generation to the next. Accordingly, culture is a journey from the past to the future, from one generation to the next. From the common points in these definitions, it is understood that each society and nation has a unique culture with a special language, history and tradition.

There are cultural differences that distinguish each society from each other. Different national groups are associated with different cultures, and cultural differences are likely due to differences in the ecological contexts in which societies exist (Georgas, van de Vijver, & Berry, 2004). Hall (1981) stated that there is no area of life that is not related to culture and is not influenced by culture. How people express themselves, their way of thinking, their perspective on life, their way of acting, problem solving, designing living spaces, training, studies and alike are closely connected to the culture of the society in which they live. Individuals who start living in new cultures should learn how to communicate with people who think, believe, in different ways and have attitudes and behaviours again different from themselves in order to adapt to their novel environments (Gürgen et al., 2003). Otherwise, this can be a highly challenging process for these individuals causing severe psychological problems.

Stress and coping strategies

The concept of stress is derived from the Latin word 'stritus' and it means tense (Van Wyk, 1998: 18). Selye (1974: 8) considered stress as (i) a physical pressure or coercion (ii) pressure or burden on an object, and (iii) a psychological condition caused by the special demands of an environment from the individual. Stress with pathological consequences is the third option. In this study, stress has been approached in this very sense.

Any factor that exceeds an individual's own resources can be a source of stress (Lazarus & Folkman 1984). With a broad definition, stress can be defined as a final adaptation request based on the combination between a stimulus and its response (Branno & Feist, 2004). It is a fact that the adaptation process that will be experienced by individuals participating in a new culture can create stress sources in individuals because they need to adapt to a new physical,

social or psychological environment. This adaptation is a change, and every change creates a certain amount of stress in the life of the individual because this change is a process between the individual and the environment. Learning as well is an independent source of stress because it requires the adaptation of new knowledge and behaviour (Hoy & Woolfok, 1993). From this point of view, it is thought that individuals who teach in a new culture may experience some sources of stress upon meeting the new features of a new culture. Teachers can experience a certain level of stress that can affect the teaching process, their personal lives and most importantly, their students (Adams, 1999).

Moos (1993) states that individuals use two ways to cope with stress, the first of which is the logical analysis of the situation. This is the approach that is characterized by positive re-evaluation and problem solving. The second one is coping with submission, emotional discharge, cognitive avoidance and new satisfaction. It is the avoidant coping style characterized by searching for resources. Lazarus and Folkman (1984) similarly mentioned two types of coping strategies, which are problem and emotion-focused coping strategies. While problem solving, decision making or direct-action methods are used to change the stressful situation in problem-focused coping, the meaning of the stressful situation is changed cognitively without changing the real situation in the emotionally focused coping method and sad emotions are tried to be regulated in this way. It has been stated that drug and substance use is also one of the strategies of coping with stress and has a temporary effect on stress (Arévalo, Prado, & Amaro, 2008). Not only substance addictions but also behavioural addictions are coping strategies used to escape from stress (Ungless, Argilli, & Bonci, 2010). Stress can lead to behaviours such as cyber addiction, sex addiction, job addiction and shopping addiction in individuals (MacLaren & Best, 2010; Okasaka, Morita, Nakatani, Fujisawa, 2008, Semaille, 2009). Therefore, the concept of stress should not be taken on its own but together with the pathological, risky problems and behaviors it will cause (Tavolocci, Ladner Grigioni, Villet, & Dechelotte, 2013).

Internet addiction

Internet addiction is defined as a legal psychological disorder that has significant effects on individuals' cognitive, emotional and social development (Price, 2011). Another name commonly used for this disorder is PUI - Problematic Internet Use. PUI can be explained as using the internet at a level that causes an individual to have problems in psychological, social, school and / or work life (Beard & Wolf, 2001). Internet addiction is a growing phenomenon, affecting people all over the world with varying frequencies, and it produces negative effects on the academic, relational, financial and professional areas of life (Chou & Hsiao, 2000; Griffiths, 2000; Young, 1998). Studies have shown that excessive internet use causes depression, social anxiety, and substance addiction (Ögel, 2012: 119).

Young (1998) developed a questionnaire for the diagnosis of internet addiction by making some changes on the DSM-IV's gambling addiction items. Young (1998) stated that individuals who answered "yes" to five or more of these diagnostic criteria are internet addicts.

- Do you think your mind is constantly busy with the internet? (Think about your last activity online or your first activity that you will do next.)
- Do you feel the need to increase the time you use on the internet in order to enjoy (take pleasure by) the internet?

- Do you have repeated unsuccessful efforts to reduce, control or stop your internet usage?
- Do you feel restless, pessimistic, depressed or angry when you try to reduce or stop your internet usage?
- Is your time spent on the Internet exceeding your planned time?
- Are you risking important relationships, professional, educational or career opportunities because of your internet use?
- Do you lie to your family members, therapist or other people because of your internet use?
- Do you use the internet to escape from your problems, relieve bad feelings (like despair, guilt, anxiety or depression)?

As with other behavioural addictions, internet addiction can be characterized by six components of Griffiths (2005). These components are (i) salience (ii) mood modification (iii) tolerance (iv) withdrawal (v) conflict and (vi) relapse. The table below provides descriptions and examples of these components:

Table 1. Phenomenological characteristics of behavioural addictions (Serenko & Turel, 2020)

Component	Definition	Example
Salience	The behavior becomes an extremely important activity in one's life, dominates one's thinking, creates cognitive distortions, and causes cravings.	Someone addicted to shopping may devote as much time as possible to this activity as well as crave and ruminate on shopping when being unable to shop due to time or financial constraints.
Mood Modification	The arousing or tranquilizing shift in one's mood as a result of an addictive behavior.	A morning gambling session may boost one's mood, but an evening session may have an opposite, calming effect on the same person. The predictable shift in one's mental state allows the person to manipulate his/her mood by means of addictive behavior.
Tolerance	Longer and/or higher intensity behavioral sessions are required to achieve the mood-modification effect.	To experience the same "high," a person addicted to tanning might need to spend increasing amounts of time tanning and/or increase the level of exposure in a tanning bed.
Withdrawal	Unpleasant psychological feelings (e.g., agitation, mood swings, emotional exhaustion) and/or physical discomfort (e.g., nausea, headache, insomnia, loss of appetite) are experienced when the addictive activity is reduced or suspended.	A person addicted to food may become very irritable even when not hungry if he/she is unable to eat.
Conflict	The addictive behaviour is at odds with other activities – such as school, social life, hobbies, work, familial responsibilities, and so on – leading to various negative consequences for the individual and/or others.	Someone addicted to exercise may sacrifice family time and/or reduce work hours due to an inability to moderate the exercise activity
Relapse	A person repeatedly tries to reduce or discontinue the addictive behavior but reverts to the previously established behavioral patterns. All attempts to moderate or terminate the behavior fail, and the previous levels of behavior are restored after abstinence periods.	Someone addicted to sex may make numerous attempts to cease the behavior but will revert to it even after long periods of abstinence.

Internet addiction and its subtitles (smartphone, online game, social media addictions) have become a phenomenon that increasingly affect larger audiences and create psycho-pathological, academic, relational, financial and business problems (Chou & Hsiao, 2000; Griffiths, 2000; Young, 1998). Research on Internet addiction has shown that this disorder has related with decrease in social cycle dimension, depression and loneliness (Kraut et al., 1998), low self-esteem and low life satisfaction (Ko, Yen, Chen et al., 2005), emotion seeking (Lin & Tsai, 2002), poor mental health (Yang, 2001; Young & Rogers, 1998) and low family ties (Armstrong, Phillips, & Saling, 2000).

It has been found that online game addiction, which is one of the subtitles of internet addictions creates depression (Kim et al., 2017), anxiety (Loton, Borkoles, Lubman, & Polman, 2016), decline in academic achievement (Livingstone & Smith, 2014), aggression (Ferguson, San Miguel, Garza, & Jersabeck, 2012) and sleep problems (Lam, 2014). Especially in children, results such as associating the game with their real life, disrupting their duties due to playing the game and preferring playing to other activities occur. It is thought that these situations will negatively affect the socialization and academic success of the child and the perception of reality may change (Horzum, 2011). Violent games can lead to the development of an angry and aggressive personality in individuals, as well as an increase in feelings such as insensitivity to violence and fear (Boışık & Karayağız, 2009). This will affect both individuals and societies negatively and will cause an increase in economic, social and interpersonal problems.

Social media addiction, another of the internet addictions, is a psychological problem that develops with cognitive, affective and behavioural processes and causes problems such as occupation, mood regulation, repetition and conflict in many areas of life such as private, academic, work-related, social life (Tutkun) -Unal, 2015: 93). Researchers have found that social media addiction causes problems related to education and academic failure (Kirschner & Karpinski, 2010; Kuss & Griffiths, 2011), decreased work performance (Andreassen, Torsheim, & Pallasen, 2014), negative emotions such as unrest and loneliness (Kırık, Arslan, Çetinkaya, and Rose, 2015), social anxiety (Vannucci, Flannery, & Ohannessian, 2017), depression and anxiety disorders (Barry, Sidot, Briggs, Reiter, & Lindsey, 2011). There are behavioural addictions within social media platforms that cause addiction and create a new type of addiction. For example, Facebook addiction caused by excessive use of Facebook can turn into a lifestyle and turn into social and psychological problems such as anxiety, loneliness, self-esteem, and poor interaction. In addition, excessive use of this type of social media can lead to a decrease in academic success, asocial behaviours, narcissistic tendencies, and aggressive movements, and can also harm family and friend relationships (Rosen, Whaling, Rab, Carrier, Cheever, 2013).

People want to get away from the stressful environment they are in and enter a different world. It seems that this escape route may lead to some problematic behaviour, especially behavioural addictions. However, these behavioural addictions can lead to bigger problems and can make people confront with more serious psychopathological developments. People who try to get away from stress factors in their daily lives may encounter more psychopathological problems by developing internet addictions.

Every year, thousands of teachers are assigned to the eastern provinces in reference to Turkey's education policies and fulfil their mandatory service. Within the scope of the relevant research e.g. about the teachers assigned in eastern provinces, giving education in another culture (Aygül and Korkmaz, 2018; Özpınar, 2008; Sahin and Anali, 2019; Kozikoglu

and Senemoğlu, 2018), the stress factors of teachers from a certain branch, who are in the first years of their profession or who work in a certain region (Demjaha, Minor, Stoleski, & Zahirova, 2015; Jepson & Forrest, 2006; Harmsen, Maulana, Helms-Lorenz, & vanVeen, 2018 , Ngidi and Sibaya, 2002; Olivier and Venter, 2003) were analysed. We have not found a study examining the stress factors experienced by teachers from a different culture and its relationship with behavioural addictions. However, it is immensely significant to evaluate the stress level of teachers, as their stress will not only influence themselves but also their students, their school environment and their region in a step by step fashion. In other words, the stress experienced by the teacher will be reflected in both education and students. To that end, this study is significant as it investigates the stress factors and coping strategies of teachers working in a different culture, as well as their internet addiction tendencies.

Accordingly, the problem of this study is the increase of internet addiction tendencies among teachers working in different culture due to the stress. The aim of this study is to examine the stress sources of teachers assigned to Van, in Turkey from other provinces and the relationship between these stress sources and internet addiction tendency. The research questions of this study are as follows:

(1) What are the stress factors of teachers from different cultures assigned to Van?
(2) What strategies do these teachers use to cope with these stress factors?
(3) Is there an increase in internet usage of teachers who experience stress due to cultural differences? Do these teachers see the internet as a way to escape reality? Do these teachers develop internet addiction due to the stress they experience?

Method

The design of the research
    The model used in this research is a phenomenological study which is a qualitative research design. Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences within the world (Neubauer, Witkop and Varpio, 2019). According to Husserl (1970) phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions. Without any hypotheses or preconceptions, this study is considered as a phenomenological study.

Working group
    The study group of the research consists of 17 teachers working in the province of Van. The study group was selected by purposeful sampling method in order to interview people who could get richer information (Patton, 2002). In the process of determining the teachers, gender, place of residence, branch and professional experiences were taken into consideration and diversity was tried to be created in this way. Working group characteristics are given in Table 2:

Table 2. Characteristics of interviewed teachers

Characteristic	Category	Number (n)
Sex	Woman	8
	Man	9
	Total	17
Branch	English	5
	Classroom Teacher	3
	Music	3

	Social Sciences	2
	Biology	1
	School Counselor	1
	Visual Arts	1
	Computer	1
Place of Residence	Provincial Center	6
	District Center	7
	Village	3
Professional Experience	1-5	9
	5-10	7
	10+	1

As seen in Table 2, 8 of the interviewed teachers are female and 9 are male. 5 of the teachers are English teachers, 3 of them are classroom teachers, 3 of them are music teachers, 2 of them are social studies teachers, 1 of them is a biology teacher, 1 of them is a school counsellor, 1 of them is a visual arts teacher and 1 of them is a computer teacher. 6 of the teachers used to work or are working in the city centre, 7 in the district centre and 3 in the villages. 9 of the teachers have 1 to 5, 7 of them 5 to 10 and 1 of them has more than 10 years of professional experience.

Data collection tools

The research data were obtained using a semi-structured interview form consisting of 10 questions developed by two researchers. While preparing the interview form, open-ended questions were determined where teachers could best explain the stress factors brought about by cultural differences, how they cope with this stress and whether this stress leads them to use the internet and social media in an increasing manner . These questions are classified under six themes: difficulties brought by cultural differences and stress, ways to relieve stress, the purposes of using technology and internet, the findings about the harms of technology and the internet, the findings about internet addiction, and the findings about the ways to relieve internet addiction. Additional questions were prepared for situations where the questions were not clearly understood by the teachers. In order to determine whether the questions in the interview form were clear, understandable and purposeful, 3 experts were consulted. While the questions on the draft, on which the majority of the experts (2 in 3) agreed, were taken as they were, some other questions were purposefully rearranged based on expert feedback and suggestions.

In the pilot interviews with two teachers, it was tested whether the questions were understood correctly by the teachers, whether the questions were suitable for the purpose, and it was clearly seen that both were positive. The interviews with the participants were conducted in the form of a video call with the "Zoom" application on the days and times determined during the pandemic process in the second semester of the 2019-2020 academic year. The voice recording feature, which is one of the features of the program, was turned on during the interview with the permission of the teachers. The interviews with each teacher lasted approximately 20-22 minutes. Afterwards the interviews were transcribed using a computer.

Analysis of data

The voice recordings of the interviews are the major data source of this study. The notes taken during the interviews constitute the data of the research. Descriptive and content analysis techniques were used in data analysis. All interviews recorded on the Zoom application were transcribed and analysis was made on these transcripts. The data obtained

through the descriptive analysis technique used were summarized and interpreted according to predetermined themes. The data obtained according to this analysis are summarized and interpreted under previously determined headings (Altunışık, Coşkun, Yıldırım, Bayraktaroğlu, 2010) In this study, a conceptual framework was created from the interview questions, and the data obtained from the interview questions were placed in this framework in a way that they formed a meaningful whole.

After the descriptive analysis, the data in the conceptual framework were taken into content analysis. Codes and sub-themes were determined by examining all of the data organized under the main themes in the frame. The data were reviewed and reorganized according to this theme, sub-themes and codes. It was calculated how often the codes (teacher expressions) were repeated under which sub-theme and frequency and percentage tables were created for each theme accordingly. These tables are supported by direct quotations from teachers.

In order to ensure the reliability and validity of the data obtained in the study, the questions were expressed clearly and understandably as suggested by Miles and Huberman (1994), and the researcher's role in the research was clearly expressed and the consistency between the coding was examined. In order to increase external reliability (verifiability), details about the research group, its processes, and the conceptual framework were presented. In order to increase internal reliability (consistency), data analysis was performed according to a conceptual framework that was predetermined and explained in detail. The data obtained from the interview questions were encoded separately by two different encoders and the agreement percentages of these two encoders were calculated. Miles and Huberman (1994) state that if the percentage of consistency between coders is 70%, it will be sufficient. The consistency in this study was 72% and the study was found to be sufficiently reliable. Sample theme and coding are presented in Table 2 to better understand data analysis.

Table 3. Example of coding qualitative data set

Teacher's Expression	Theme	Sub-Theme	Code
"If it goes to the extreme, it should definitely be treated, as in all other addictions."	Ways to Relieve Internet Addiction	Getting Help	Contacting a Professional
"I did not experience the disadvantages with the students, but with the parents. My physical appearance was different to them because I am from a different culture. Even the way I talk was different for them "	Challenges and Stress of Cultural Differences	Language and Communication Problem	Communication with parents
"I use it a lot for information purposes. Wikipedia, "Ekşi Sözlük" are very useful for these. "	Technology and Internet Use Purposes	Personal Development and Research	Obtaining Information on Curious Subjects

In qualitative studies, internal validity is related to whether the findings obtained are significant and their credibility, and external validity allow for the transferability or suitability of the obtained findings to other situations (Miles & Huberman, 1994). According to Miles and Huberman (1994) model, internal validity is related to the credibility of the findings and how significant it is, while external validity is related to the transferability or appropriateness of the findings to other situations. The researcher tried to increase the internal validity by reviewing the integrity and consistency of the findings. The internal consistency of the

answers was ensured by asking such the questions to the participants as "What do you think about the cultural differences between you and your students? What are the advantages and disadvantages of cultural differences in the teaching process? What kind of stress do you think this difference creates for you? " as well as "Have you had a hard time after you started teaching here? What were the most challenging things for you? Did these cause your stress life? How?". In addition, interview periods were tried to be kept as long as possible. Experts who were knowledgeable about the subject were allowed to examine the research, and the aim was to reach maximum diversity by using different variables (such as gender, place of duty, the most used technological device and branch) and the findings were supported with quotations. In order to increase external validity, all processes (preparing the interview form, data collection and analysis) were explained in detail, and the research findings were presented in the form of themes, sub-themes and codes.

Findings

The data obtained from this research has been shaped under six main themes.

The findings regarding the challenges and stress of cultural differences

Teachers from different cities and working in Van were asked "What do you think about the cultural differences between you and your students? What are the advantages and disadvantages of cultural differences in the teaching process? What kind of stress do you think this difference creates for you? " and "Have you had a hard time after you started teaching here? What were the most challenging things for you? Did these cause any stress in your life? How?" respectively. According to the interviews with the teachers, sub-themes, statements regarding the difficulties experienced under each sub-theme and the frequency of these expressions are presented in Table 4.

Table 4. Expressions related to difficulties and stress caused by cultural differences and their frequency (n:17)

Theme	Sub-theme	f	%	Codes Regarding Challenges	f
The Findings Regarding the Challenges and Stress of Cultural Differences	Language and Communication Problem	15	88	• Communication with Students • Communication with Parents • Communication with Colleagues • Communication with Local People	10 7 5 1
	Feeling Insecure and Fear of Being Not Accepted	8	47	• Feeling Insecure • Not Being Accepted	4 7
	Feeling Not Belonging	11	65	• Conservatism / Traditionalism • Piety • Nationalism / Tribal Structure • Different Political Thoughts • Limited Environment	5 5 7 2 4
	Feeling of Insufficiency	10	59	• Feeling Insufficient in Education • Feeling of not doing anything against students' problems and parents' indifference	7 6
	Withdrawing	3	18	• Becoming isolated from the profession • Isolation and withdrawal	2 1

When Table 4 is examined, it is seen that 5 sub-themes emerge: language and communication,

feeling insecure and fear of not being accepted, feeling not belonging, feeling of insufficiency and withdrawing. 88% (n: 15) of the teachers who participated in the interview stated that they had difficulties and stress related to language and communication. Withdrawing sub-theme was the least expressed by teachers with a rate of 18% (n: 3).

The teachers were coded as P1, P2... P17. The prominent statements of the participants regarding this theme are as follows:

Communication with student

P3: "Our languages are separate. They speak Kurdish at home, they try to learn Turkish when they come to primary school, I try to teach them English in the second grade. In fact, I fell into a huge confusion."

P17: "Although they knew Turkish, they always spoke Kurdish among themselves, and I did not understand anything. This situation affected my lesson, and it did not go in the way I wanted. I thought I could not be useful. This process affected me a lot and I experienced a lot of stress. "

P12: "First of all, their mother tongue is Kurdish. I am an English teacher. They are very biased towards learning English. They say that they do not know Turkish, how will they learn English? They always came to me with this prejudice."

As emphasized in the teachers' expressions above, more than half of the interviewed teachers (59%) stated that the most challenging factor for them was the difference between their students and their mother tongue. 40% of the teachers who talk about this problem are from English, 20% from Classroom Teaching, 10% from Music, 10% from Guidance, 10% from Social Studies and 10% from Computer Teaching branches.

Communication with parents

P6: "I did not experience the disadvantages due to the students, but because of the parents. My appearance was different to them because I am from a different culture. Even the way I talk was different for them "

P8: "I had the biggest trouble communicating with the parents. You cannot explain your problem. This is misunderstood by the parents when you show interest, affection and love to children. When I was distant to the children, parents from the west, such as civil servants and soldiers, wanted me to stay close to the children this time. I am surprised how to treat whom. The cultural conflict between parents here makes me very nervous. "

P11: "Parents do not mind that you come from a different culture and expect you to be like them. They lack empathy. "

41% (n: 7) of the teachers stated that they had difficulties in communicating with parents. Looking at the workplaces of these teachers, it is possible to say that this problem is experienced both in provincial (28%) and district (43%) centers and in villages (28%).

Not being accepted

P4: "Yes, I come from a different culture, but they also have to work or be with someone from a different culture. This creates an acceptance problem. If you are not accepted, you do not accept them as well. It's a very tiring thing psychologically."

P16: "There is always a fear of being misunderstood. Not being accepted, even being despised, condemned ... You need to be careful about dressing constantly here."

P10: "The perspectives are different. They see you differently because you come from outside. This put me under stress. I thought 'if I could wear this at school or not', I always restricted my dress, my thoughts, my speech."

41% (n: 7) of the teachers interviewed with stated that they were afraid of being accepted and experienced ostracization problems. 71% of these teachers are female and 29% are male teachers.

Feeling insufficient in education

P2: "I also have difficulties with men, but female students are more difficult. Some things brought about by culture can prevent me from being able to teach, tell something or even make any warning, and I don't know how to overcome this. Because our mission is to teach and add something to the student no matter how hard it is, but sometimes we cannot cross this line."
P8: "I do not know what to do, how to teach, how to make them like the lesson. I do not know what to do to attract their interest. I do many things, but they do not work. I cannot make them study."

41% (n: 7) of the teachers i mentioned the stress created by feeling insufficient in education. When we look at the percentage distribution of these teachers, it is seen that 28% are Classroom teachers, 28% come from English, 14% from Music and 14% from Social Studies branches.

Findings regarding coping with stress

First, we asked the teachers interviewed: "What do you do to feel better under stress, when you feel tense and unhappy?" Although there were many different answers to this first question, only 1 person (6%) said that they used the internet in these situations. The next question was "Are you turning to technology and the internet when you are stressed? Do you think these reduce your stress? Why is that?" 88% (n: 15) of the teachers who participated in the interview answered positively. According to the answers from the teachers, the sub-themes of this theme and the codes related to the ways of coping with stress under each sub-theme and the frequency of these codes are presented in Table 5.

Table 5. Expressions and frequency of ways to relieve stress (n:17)

Theme	Sub-Theme	f	%	Codes Regarding Coping Ways	f
Ways of Coping with Stress	Outside Activities	7	41	• Walking	3
				• Attending Trips	1
				• Mingling with Nature	3
	Hobbies, Art and Sports	11	65	• Reading	6
				• Watching movies	1
				• Playing an instrument	4
				• Listening to Music	2
				• Dance	1
				• Art activities	3
				• Sports	2
	Moving Away	7	41	• Moving away from the stress factor	3
				• Staying alone and thinking	1
				• Sleeping	1
				• Drinking Alcohol	4
	Working	3	18	• Carry out research about the profession	2
				• Academic research	1
	Socializing	6	35	• Spending time with friends	6
	Using Technology and Internet	15	88	• Making online contacts	2
				• Social media	6
				• Playing Games	3
				• Watching videos, movies	6

	• Reading online	2

When Table 5 is examined, it is seen that 6 sub-themes emerge: outside activities; hobbies, arts and sports; moving away; working; socializing and using technology and the internet. 88% of the teachers stated that while they were stressed, they turned to internet and technology. Most of the teachers (65%) who participated in the interview stated that they tend to deal with their hobbies , arts and sports activities. Working to relieve stress was the least expressed sub-theme by teachers with a rate of 18% (n: 3).

The prominent statements of the teachers regarding this theme are as follows:

Spending time with friends (Socializing)

P6: "We go to the shore of the lake, do something and spend time with my colleagues and teachers. So, I prefer socializing. Frankly, I love talking about problems with my friends, being justified by them and then being told – " let this feeling go away, it will pass. "

P8: I spend time with friends. I like musical instruments like the "saz". So, I hug my friends. When you are alone, you exaggerate more and 'multiply' the problem more in your mind. So, friends, good that they exist!

As emphasized in the teacher expressions above, 35% (n: 6) of the teachers interviewed stated that they socialized and spent time with their friends while they were stressed. 66% of these teachers (n: 4) are English teachers, 17% are Biology teachers (n: 1) and 17% are Computer teachers.

Social media (Using internet and technology)

P7: "The phone does not fall out of our hands when we are bored. Always Instagram, Facebook, Twitter… I was physically pulled from the real environment. I'm looking at what people are doing. "

P2: "My branch, music is an applied lesson, and we follow the masters on social media all the time. Van is a distant city. In order to improve ourselves, I constantly watch their posts on social media. I can also relieve my stress in this way."

As emphasized in the teacher statements above, 35% (n: 6) of the teachers interviewed stated that they used social media tools more when they were stressed out. 50% of these teachers work in the city centre, 33% in the village and 17% in the district centre.

Watching various videos (Using internet and technology)

P14: "For example, I go on Youtube and watch funny videos. This way I am relaxed, I am relieved. So, I can get through that tense situation. You move away either cognitively or physically and escape the tense, stressful situation. This is cognitive distancing. "

P13: "About the subjects I was curious about; for example, I like to watch videos about the take-off of planes, it is good for me. Apart from that, they shoot screen videos of new PC games. Watching them like watching movies makes me very comfortable."

As emphasized in the teacher expressions above, 35% (n: 6) of the teachers interviewed stated that they watched videos online while they were stressed. 67% of these teachers are male (n: 4) and 33% are female (n: 2).

Findings regarding the purposes of using technology and the internet

"For what purpose do you use technological devices mostly? What are the applications / sites you use most often?" questions were asked to the teachers interviewed. According to the interviews with the teachers, sub-themes, statements about the difficulties experienced under each sub-theme and the frequency of these expressions are presented in Table 6.

Table 6. Expressions Regarding the Purposes of Technology and Using the Internet and Their Frequency (n:17)

Theme	Sub-Theme	f	%	Codes about the Purposes	f
Purposes of Using Technology and the Internet	Tracking News	4	23	• Following the news and improvements	4
	Communication and Following	17	100	• Making contacts • Following people	14 7
	Personal Improvement and Research	10	59	• Academic research • Getting information on the subjects that are being interested in	2 10
	For Work	8	47	• Using the internet constantly due to the nature of the job	8
	For Entertainment Purposes	9	53	• Watching movies, series and videos • Playing games	8 2

When Table 6 is examined, it is seen that 5 sub-themes emerge: tracking news; communication and following; personal improvement and research; for work; for entertainment purposes. 100% (n: 17) of the teachers who participated in the interview stated that they use technology and internet for communication purposes and for following people. Following the news and developments is the least used sub theme by teachers with a rate of 23% (n: 4).

Some prominent statements of the teachers regarding this theme are as follows:

Communication

P4: "I use it to communicate. This is the only way you can spend time with your loved ones since you live far away. "

P6: "My very close friends are always far away; I contact them with video chat all the time."

As emphasized in the teacher expressions above, 82% (n: 14) of the interviewed teachers stated that they used technology and internet for communication. Almost all of our teachers continue to communicate with their loved ones who live far away, regardless of their branch, gender, or place of duty.

Following the news and improvements

P2: "For example, to keep track of current things. We need to keep a constant update, so we need to read, write and listen, so I use it more like that. "

As emphasized in the teacher statements above, only 23% of the teachers interviewed follow the news. 50% of these teachers are male and 50% are female.

Findings regarding the harmful effects of technology and internet

"Are there times when you prefer the virtual world on the internet to real life? In what situations do you feel this way?" and "Do you think internet / technology addiction can harm you in the long run? What kind of harm can it do?" were asked to the teachers interviewed. According to the interviews with the teachers, sub-themes, statements about the difficulties experienced under each sub-theme and the frequency of these expressions are presented in Table 7 and Table 8.

Table 7. Responses and frequency of preferring virtual world to reality (n:17)

Question	Response	f	%	Code	f
Are There Times When You Prefer the Virtual World to Reality?	YES	4	23	• Laziness and sloth	1
				• Deprivation	2
				• Longing for the old and happy moments	1
	NO	13	77		

When Table 7 is examined, it is seen that the rate of teachers who stated that they prefer virtual world to reality is 23% (n: 4). 50% of these teachers (n: 2) stated that this was due to deprivation, 25% (n: 1) stated that sometimes they feel lazy for real communications, and 25% (n: 1) stated that they long for the old days and happiest moments.

Deprivation

P4: "It is a fact that it affects human psychology a lot. Especially if you are not in a place that you want and cannot reach such a place, the things you see on the internet become your deprivation because of your routine in your life. Then you prefer your virtual environment."

P16: "When I worked in the village, I had no social life. School, home, home and school. Nervousness and stress emerged because of the other teachers at the school… My life was only eating, drinking and going to bed. Back then, I definitely preferred virtual life."

The rate of teachers who stated that they prefer the virtual world because of the deprivation they feel as emphasized in the teacher expressions above is 12% (n: 12). Both of them are female.

Table 8. Statements and frequency of the harms that technology and the internet can cause (n:17)

Theme	Sub-theme	f	%	Codes Regarding the Harms	f
Harmful Effects of Technology and Internet	Harming and weakening real relationships	12	70	• Harming relationships	10
				• Decreasing communication skills	10
	Tendency to harmful Habits	2	12	• Getting used to readiness and laziness	2
				• Alcohol, drugs and others	1
	Psychological problems	8	41	• Drifting away from reality	7
				• Comparing yourself with others and envying others	3
				• Inability to focus on work and education	1
	Other health problems	6	35	• Damage to brain functions	3
				• Physical disorders	5
	Being manipulated and used	1	6	• Being used by the internet for the purposes of others-not clear	1

When Table 8 is examined, it is seen that 6 sub-themes emerge. They are harming and weakening real relationships; tendency to harmful habits; psychological problems, other health problems and being manipulated and used. 70% (n: 12) of the teachers who participated in the interview stated that technology and the internet can harm real relationships and communications. The sub-theme of being manipulated was the least expressed sub-theme by teachers with a rate of 6% (n: 1).

The prominent statements of the teachers regarding this theme are as follows:

Harming relationships

P1: "It also weakens social relations. Of course, we all establish our relationships, talk and message over the Internet, but it can weaken our face-to-face relationships. Many of our human qualities can even weaken."
P5: "It takes people away from socialization. Mutual relations are only through texting".

As emphasized in the teacher expressions above, 59% (n: 10) of the interviewed teachers stated that too much use of technology and internet can harm real relationships. It is seen that 30% of these teachers are teachers who say they prefer virtual world to real world from time to time.

Decreasing communication skills

P13: "I know such people, they can no longer listen to the other person. It affects real human communication. The man I am sitting across is sending the video on WhatsApp instead of showing me in his hand. "
P12: "The communication you have with the people you talk to face to face is completely different, the communication you establish here with a video conference or via WhatsApp or Instagram is completely different. And you actually create whoever you want. You are not actually you."

As emphasized in the teachers' expressions above, 59% (n: 10) of the interviewed teachers stated that using technology and internet too much could harm their communication skills. It is seen that 20% of these teachers are teachers who sometimes say that they prefer virtual world to real world.

Drifting away from reality

P14: "One of our students was game sick. He plays war games on the internet and he believes that the situation is also valid in real life. He thinks that someone from the corner of the door will shoot him. This is a fifth grader, and he's not too young. I think it is necessary to explain the measure of this to the child first. That is to say, it can cause harm, such as mixing real and virtual life, especially at young ages. In the period of abstract operations, the child may not be aware of reality and fake. This can create problems for the individual's psychology. "
P10: "When you start to think things on social media are real, look at the filtered photos and envy them, the risk of depression increases as nothing like this happens in real life."

As emphasized in the teachers' expressions above, 41% (n: 7) of the interviewed teachers stated that too much use of technology and internet could harm the perception of reality. Only 1 of these teachers (14%) said that they sometimes prefer virtual world to real world.

Findings regarding internet addiction

"Do you consider yourself an internet addict? Why is that?" were asked to the teachers interviewed. According to the interviews with the teachers, sub-themes and statements related to the perception of internet addiction under each sub-theme and the frequency of these expressions are presented in Table 9 and Table 10.

Table 9. Statements regarding perceiving oneself as an internet addict (n:17)

Question	Yes	Partly	No
Do you think you are an internet addict?	N:6	N:3	N:8

When Table 9 is examined, it is seen that the rate of teachers who perceive themselves completely as internet addicts is 35% (n: 6), the rate of teachers who think they are partially addicted is 18% (n: 3), and the rate of teachers who do not consider themselves internet addicts is 47% (n: 8).

Table 10. Expressions related to explaining the case of internet addiction and repetition frequency (n:17)

Theme	Sub-themes	f	%	Codes Regarding Addiction	f
Expressing 'internet addiction'	Inability to replace the Internet with something else	14	82	• Spending most of the time online	10
				• Affecting many aspects of life	4
				• To share on social media continuously	1
	Having deep psychological problems	5	29	• Not feeling safe without the internet	4
				• Fear of falling behind and not knowing	2
				• Having trouble with real relationships and communications	2

When Table 10 is examined, it is seen that two sub-themes emerged: inability to replace the internet with something else and having deep psychological problems. 82% (n: 14) of the teachers who participated in the interview stated that internet addiction is an inability to replace the internet. The sub-theme of experiencing deep psychological problems was expressed by 29% (n: 5) of the teachers.

Some highlights from the teacher statements regarding this theme are as follows:

Spending most of the time online

P6: "I am not an internet addict because I can restrict myself and I always prefer real life, natural life. I can say to myself 'stop'. When I see that I've spent more than half an hour online, I put it aside and I'm dealing with something else."
P15: "Sometimes yes I think I am an internet addict because sometimes I really spend a lot of time. Sometimes I see that I am online for over four or five hours, sometimes even over seven or eight hours. Sometimes it stays under one or two hours."
P17: "No, I don't think I am addicted. Because I use it purposefully and in moderation."

As emphasized in the teacher expressions above, 59% (n: 10) of the interviewed teachers stated that they perceive internet addiction as spending too much time on the internet. 30% (n: 3) of these teachers perceive themselves as internet addicts.

Sharing on social media continuously

P14: "No, I definitely do not think like that. Internet is not among my sine qua non. I share very little in the virtual environment, on Instagram, on Facebook. Even though there are very important moments in my life..."

Contrary to the existing general belief, there was only one teacher who said that sharing a lot on social media is internet addiction (6%).

Not feeling safe without internet

P3: "Yes. For example… let me give an example. My grandmother just called me. He could not set a program of the washing machine and could not spin it. I went but I couldn't do anything either. I immediately picked up the phone, entered the internet, immediately found which machines have programs and how they operate. I got it done. In fact, it's something that really makes the job so much easier and faster, so it feels like it wouldn't be like this without us having it. We are now in quarantine. Who can stay at home without the internet for 30 days? Nobody. I can't stop this either. This makes me an internet addict"

P8: "Not partially. I am quite addicted. The Internet is everything. I feel like I cannot do anything when there is no internet."

As emphasized in the teacher expressions above, 24% (n: 4) of the interviewed teachers stated that they perceive the feeling of insecurity and fear in the absence of internet as internet addiction. 100% of these teachers (n: 4) expressed themselves as internet addicts.

Findings regarding ways to relieve internet addiction

"Would you like to use the time you spend on the internet elsewhere? Do you think engaging in activities such as sports and arts reduce your stress?" and "What do you think are the ways to relieve Internet addiction? What are your suggestions on this issue?" questions were asked to the teachers interviewed. According to the interviews with teachers, sub-themes and statements related to the perception of internet addiction under each sub-theme and the frequency of these expressions are given in Table 11 and Table 12.

Table 11. Findings Regarding Taking the Time Spent to Another Place (n:17)

Questions	Yes	%	No	%
Would you like to use the time you spend on the internet elsewhere?	n:14	82	n:3	18
Do you think engaging in activities such as sports and arts reduce your stress?"	n:17	100	n:0	0

When we look at Table 11, we can see that all our participants (n: 17) think positively that activities such as sports and arts will reduce stress. The ratio of the teachers who stated that they do not want to use their time on the internet elsewhere is 18% (n: 3). The views of these teachers are as follows:

P12: "Actually, I do something. I play the guitar, I make music in my own way, I am not a professional. The internet does not actually restrict me in this way. It does not steal all of my time."

P16: "I do art and sports; I hang out on the internet in my spare time. Except for work. For example, I post a few stories a day on Instagram, but then I put the phone aside. I have friends, they supposedly never post, but the phone does not fall out of their hands even while they are sitting in the cafe, chatting, even playing games such as backgammon and taboo. I am not like that at all."

P17: "I waste very little time on the Internet. I love doing sports anyway and it reduces my stress a lot. I always prefer to do sports instead of spending free time on the Internet."

When we examine these three interviews, all three teachers stated that they use the internet moderately and do not need to reduce this time.

Table 12. Expressions and repetition frequency on ways to relieve internet addiction (n:17)

Theme	Sub-theme	f	%	Codes Regarding Addiction	f
Ways to Relieve Internet Addiction	Focusing on Interest, Talent and Sports	10	59	• Sports • Obtaining a hobby • Art activities	2 9 2
	Planned Life	6	35	• Reducing the Time Spent • Getting Away From The Internet	5 3
	Socializing	4	23	• Making friends and spending time with them	4
	Getting help	6	35	• Consulting an expert • Analyzing the problem • Being able to accept and love yourself	4 2 1

When Table 12 is examined, focusing on interest, talent and sports; planned life; socializing and getting help subthemes seem to emerge. 59% (n: 10) of the teachers who participated in the interview suggested turning to interest, ability and sports as a way to relieve internet addiction. The subtheme of problem analysis was suggested by only 12% (n: 3) of the teachers.

The prominent statements of the teachers regarding this theme are as follows.

Reducing the time spent

P11: "First of all, I recommend them to put limitations. Let them focus on themselves. How many hours of their time they spend on the internet, they should restrict people outside of their essential work. We spend so much time due to our jobs, but how much time is spent on the internet except for the essential need? Five hours? First, it can be reduced to four, then to two or one… "

P8: "Acting regular in life during the day can prevent this. Order. The time you will wake up will be determined, what will you do after you eat, come from work,? If there is order, I think this dependence will be minimized. "

As emphasized in the teacher statements above, 29% of the interviewed teachers stated that the time spent should be reduced to relieve internet and technology addiction. Among these teachers, the rate of those who want to use their time on the internet elsewhere is 100% (n: 5).

Consulting an expert

P13: "Getting rid of an addiction… This is a general addiction, just like nicotine addiction, like alcohol addiction. There is no difference. That's why I'm in favor of getting therapy, psychological support. "

P16: "If it is very extreme, treatment must be taken, as in all other addictions.

As emphasized in the teacher expressions above, only 23% of the interviewed teachers stated that they should consult an expert to relieve internet and technology addiction. The ratio of these teachers who want to use their time on the internet elsewhere is 50% (n: 2).

Analysing the problem

P1: "First, I think we need to find out why they are so hooked on the internet, why they need it, how much they know themselves. It is very important for them to know their interests. Actually, we all have talent, but we haven't discovered it. First you have to learn this and find out why you need it there. "

P6: "Let's get down to the problem first. For example, is he heading because he is bored? Is it a way to avoid a problem? If so, competencies such as coping with problems and gaining emotional maturity can be given. But if the internet is preferred because it is easy and cheap, then different alternatives can be suggested. But I think it's about personality. "

As emphasized in the above teacher expressions, only 12% of the interviewed teachers stated that the problem should be digested in order to relieve internet and technology addiction. The ratio of these teachers who want to use their time on the internet elsewhere is 100% (n: 2).

Discussion and Conclusion

The data obtained in this study, which aims to determine the stress factors experienced by teachers who are assigned to a new culture, the strategies of teachers to cope with these stress factors and how they use the internet in this environment are classified under six themes as "challenges and stress of cultural differences", "ways of coping with stress", "technology and internet use purposes", "findings o the harms of technology and the Internet", "internet addiction" and "ways to relieve Internet addiction". Discussion and conclusion regarding each theme are given below.

Discussion regarding the challenges and stress of cultural differences

It was determined that the most common problem in this theme is communication problems with the student. This result is consistent with similar study results in the literature. Kozikoğlu and Senemoğlu (2018) found that teachers have communication problems with their students when there are language differences. Likewise, Erdem (2017) underlined that the language problem is one of the biggest problems teachers experience. In this study, it is seen that among the teachers interviewed, the teachers who emphasized the communication problem with the students the most were English and Classroom Teachers. While Güvendir (2017) revealed that 50% of the study group in their study with 30 English teachers working in eastern provinces experienced communication difficulties, Yılmaz and Şekerci (2016) also stated in their study that classroom teachers had problems in communicating with students whose mother tongue is different in Turkey. Again, in this study, it is seen that among the teachers interviewed, those who stated that they felt inadequate in terms of education were mostly Classroom and English teachers. Therefore, it is possible to conclude that strong communication with the student is related to feeling competent and efficient.

It is clearly seen from the findings that the communication problem with the parents is also a problem experienced by some of the teachers working in a different culture. Teachers participating in this study mentioned that parents are not open-minded towards differences, they have difficulties in communicating due to language differences, they are indifferent or lack empathy. The findings we obtained about teachers who work in a different culture having communication problems with parents corresponds to the studies conducted on the subject in the literature (Akdağ, 2014; Britt, 1997; Cantú and Martínez, 2006; Fantilli, 2009; Kozikoğlu & Senemoğlu, 2018, Lunden, 2004; Meister & Melnick, 2003; Ozman, Akuzum, Zincirli, & Selçuk, 2016; Yıldırım et al., 2017; Yılmaz & Tepebaş, 2011). As stated by Ozmen et al. (2016), not only communication between teachers, students and administrators but also with parents is of great importance in order to provide an effective education in educational institutions. Especially communication between teachers and parents plays a key role in understanding students 'problems, increasing parents' support for education, and increasing student motivation and success. Therefore, it is possible to say that communication deficiencies arising from cultural, social and economic differences between parents and teachers are one of the factors that cause disadvantages in terms of education.

Discussion regarding ways to relieve stress

In this theme, it has been determined that the most common method used by teachers working in a different culture to cope with stress is to use internet and technology. On the other hand, when looking at the ways teachers cope with stress, it is seen that English teachers tend to engage more in social activities. Likewise, MacDonald (1993) revealed in his research that teachers have communication, adaptation, goal setting and relaxation techniques as strategies for coping with stress. It was stated by the participants that the internet was also used for these social activities. It has emerged that the use of social media is used a lot as a way of getting rid of stress, regardless of whether the teachers work in the provinces or in the centre. The use of social media can also be a source of problem-oriented coping as a source of information, emotion-focused coping as a distraction and social support (Demirtepe-Saygili, 2020). Considering the findings obtained from the study it was determined that durations throughout which teachers watch videos were long in both education and private life and they saw it as a way to avoid stress. While Miller and Zhou (2007) emphasize the role of teaching strategies, they also focus on that these strategies guide students, show their strengths and thus they underpin the importance of the use of videos in teacher education and the importance of watching videos for teachers' well-being.

Discussion regarding the purposes of using technology and internet

Findings about technology and internet use show that most of the teachers, regardless of where they work, prefer to communicate here. While it can be said that communication has an important effect on both coping with stress and resolving cultural differences, excessive use of technological tools can cause addiction and some other problems. As a general opinion, it was determined that a positive use was expressed. In our age, technological tools change the environments of thinking, communication and acting in the world (Bruce & Levin, 1997). Erkan (2019) stated in the results he obtained from her study that in fact, teachers believed that communication with students could be improved by using technology. Despite this, it is seen that the number of teachers who use the internet to follow the agenda or to read the news is extremely low. We have not encountered a study on the reasons for this in the literature. Future studies are needed regarding this subject.

Discussion regarding the harmful effects of technology and internet

It has been determined that teachers who use technology and the internet for communication in their social lives also use it in classrooms and in learning in increasing online education. However, teachers also need to be able to impose barriers to the role of technology in the classroom (Ertmer, 2012). In addition, both teachers and students face new obstacles when using technology for communication. Young people are increasingly connecting to the Internet as a way of communicating, learning, and tackling new challenges, as well as becoming more introverted and more suspicious of communicating face-to-face with others, which they often find too demanding and even unnecessary (Flora, 2015). As a result of the study, it was revealed that women among teachers tend to use internet and technology more because of deprivation. In their study on women, Safdar, Javed, and Amin (2020) revealed that almost all of them prefer the internet to access information, to ensure the continuity of communication and social relations.

Discussion regarding perceptions on internet addiction

It has been revealed that individuals who admit their tendency to Internet and technology addiction and accept their own addiction believe in deeper psychological problems. Griffiths (2005) argued that in order to diagnose internet addiction, individuals should have salience, mood modification, tolerance, withdrawal, conflict and relapse components. In that case, it can be said that addiction disorder is diagnosed with psychological problems, not just spending too much time with a substance or behaviour. From this point of view, it is possible to say that teachers' knowledge of internet addiction (even if they describe themselves as addicted) is limited.

Discussion regarding ways to get rid of addiction

It is observed that teachers who are aware of the harms of internet and technology addiction still have no attempts to prevent or reduce it. This situation is thought to be related to the lack of perception of addiction as a psychological disorder. As a matter of fact, only four teachers stated that an expert should be consulted to get rid of addiction. However, there have been many studies showing the positive effects of behavioural-cognitive therapies on internet addiction (Arısoy, 2009; Davis, 2001; Erden & Hatun, Ögel, 2012; Şenormancı, Konkan, & Sungur, 2010; Young, 1999, 2000).

Conclusion

The phenomenon of addiction is a health problem that has existed since the early days of humanity, causing some changes in the chemistry of the brain and controlling neural circuits, and hence has been one of the most discussed disorders in the field of psychology from past to present. In addition to the on-going debates about which behaviours should be considered as addictions and which should not, the problem of treating addictions as a psychological disorder continues. In order for people to cope better with this phenomenon, they must first know the disorder better and have broader knowledge of its negative effects. The stress caused by cultural differences increases people's tendency towards internet addiction. For this reason, these points are made: The findings of this research and related studies show that teachers assigned to different cultures experience stress. In order to adapt to a new environment and decrease their stress, these teachers should participate in cultural adaptation trainings. Those trainings may be held by Ministry of Education as in-service trainings.

- This study reveals that teachers' knowledge of internet addiction (even if they describe themselves as addicted) is limited. Teachers assigned to different cultures can attend informative seminars on psychological disorders and addiction types. This type of seminars may be held by Ministry of Education as in-service trainings.
- In this study, it was found that teachers do not follow the agenda or latest news. In future studies on the subject, the reasons for this and teachers' purposes of using the internet can be investigated in more depth. Another finding of this research viz. the problem that women suffer more deprivation in new cultures compared to men can be investigated too.
- This study is limited by Van province, 17 teachers working in this province and internet addiction. In subsequent studies, the relationship between stress and addiction can be evaluated through other types of addiction. The relationship between stress and addiction types can be examined, and similar or different aspects can be revealed by examining teachers' views on stress and addiction issues in different cultures.

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