UNIVERSITY OF EDUCATION, WINNEBA

AN INVESTIGATION INTO THE MANAGEMENT OF JUNIOR HIGH SCHOOL

FEMALE TEACHERS' STRESS: A CASE STUDY OF AHENKRO CIRCUIT OF THE

AFIGYA KWABRE NORTH DISTRICT OF THE ASHANTI REGION

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DECLARATION

STUDENT'S DECLARATION

I, STELLA TAWIAH, declare that this dissertation, with the exception of quotations references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE: …………………………………

DATE: ……………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE: ………………………………….

DATE: ………………………………………….

ACKNOWLEDGEMENTS

DEDICATION

To my husband; Mr. Edmund Boahen and my lovely kids Theophilous Boahen and

Audrey Boahen.

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ABSTRACT

The purpose of this study is to identify and explore the stressors that affect junior high school female teachers in Ahenkro Circuit and to identify the coping behaviours that the female teachers use in managing these stressors. The sample for the study consisted of 60 female teachers. Questionnaire in the form of likert format ranging from strongly disagree (1) to strongly agree (4) was used to collect data. The reliability of the instrument used was 0.79. The methodological inquiry was quantitative research approach using descriptive cross-sectional design was used which included the following statistical analyses: mean and standard deviation percentages were employed to answer the research questions of the study. Findings indicated that majority of female teachers who participated in the study agreed that home – work interface, specifically marital responsibilities was their main source of stress, majority of female teachers in the study area experienced moderate level of stress. Finally, female teachers tried to analyze the problem in order to understand it better. Based on these findings it was recommended that, female teachers should be made to be conversant with what goes on in marriage, coupled with marital responsibilities and effective ways of handling their husbands. In addition, female teachers should be well trained on effective ways of coping with stress and lastly, more theoretical research should be done in this field in order to develop a comprehensive model specifically designed for female teachers. This model should include stress management programmes for couples.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The word stress is one of the most frequently used words today. We live in a world developing fast, requiring constant adaptation. Technology is changing, so are social habits, values, social structures and people. Everybody has to cope with those changes, not only individuals, but the organizations and government as well.

Teacher stress is the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher (Mokdad, 2005). Papastylianou, (1997) emphasized the steadily increasing costs and consequences of teacher stress. To reduce the negative effects stress has on teachers, more attention needs to be placed on this growing epidemic.

Teacher stress is caused by environmental factors as well as individual characteristics. Major environmental factors include poor working conditions, scarcity of resources, heavy workloads, and student behaviour. Individual characteristics can include gender, age, personality, and the ability to cope (Manthei & Gilmore, 1996). These factors lead novice teachers leaving the profession within, and if given the opportunity, most of these teachers share that they would not choose the profession of teaching again (Papastylianou, 1997). This proposed study will therefore assess stress and coping behaviors among junior high school teachers. By studying current teachers working in a school environment, this research study hopes to gain insight into the stressors that effect teachers and explore the strategies they use to cope with these stressors.

Health and wellbeing can be influenced by work, both positively and negatively. Work can provide a goal and meaning in life. Schools are the workplace of teachers, and most importantly they are educational institutions for young students. Stress can thus be harmful not only for the teachers, but can indirectly harm the pupils and endanger the quality and efficiency of the education provided (Manthei & Gilmore, 1996). Health and safety of teachers have always been the priority of most academic institutions.

Teaching as a profession is progressively becoming a stressful occupation and is more stressful today because teachers have many deadlines to meet as well as more responsibilities to shoulder. Teachers working within the junior high school system confront multiple stressors on a daily basis that result in varying levels of occupational stress. The consequences of occupational stress not only affect teachers psychologically, physiologically, and socially, but are also detrimental to those they interact with during their work day.

Teaching tends to be very emotionally and physically exhausting professions as teachers are responsible for the planning, teaching, and marking of course material, in addition to meeting with parents and writing reports. They deal with time pressures and heavy workloads. Factors such as poor student behaviour, ranging from low levels of student motivation to misbehaviour, and poor relationships with administration and colleagues can lead to occupational stress. In some cases, teachers contend with poor working conditions that include lack of resources and poor physical features of school buildings. In addition, they struggle with poor prospects concerning pay, promotion, and career development which also contribute to their stress.

Teachers under stress can induce stress in their students and colleagues (Kyriacou, 2001). Teachers under stress can exhibit behaviour changes that can affect and disrupt the learning of students in their classrooms. If several teachers in one school have high levels of stress, there is potential for the entire school to be affected in a negative manner.

Stress in teaching is an ongoing issue of concern for those involved in education. Anitha (2007) stated that the retention of teachers is a complicated issue because it encompasses such factors as commitment to teaching, teachers' personal lives, and self confidence in the ability to do the job.

If stress becomes chronic, it can lead to burnout, which decreases teacher effectiveness in the classroom and can lead to teachers leaving the field of education altogether (Anitha, 2007). Teacher burnout does not prompt only newer teachers to leave the field of education. Teachers with varying levels of years of experience and abilities are leaving as well (Brown & Campbell, 1994). Experienced teachers are just as susceptible or more so to chronic stress and burnout.

A lot is at stake for an individual inflicted with stress and symptoms of burnout. A teacher's health and well-being can be negatively affected on the job and outside of work if the symptoms of burnout are not addressed at schools (Carson & Kuipers, 1998). Furthermore, if the symptoms are ignored, they grow at a faster pace, which makes it much easier for a teacher to reach burnout (Amirkhan, 1994). The condition of burnout does not get better if ignored or not dealt with by those who are around the person suffering from it.

Stress can also be induced by the working environment (Carson & Kuipers, 1998). This includes and is not limited to classroom management, organization, time

management, and planning. Within the working environment, relationships with students, parents, colleagues, and the administration can either hinder or exacerbate the levels of stress felt by teachers. Teachers need to be acknowledged by the school authorities for the work being done at school (Endler & Parker, 1990). Additionally, trying to meet the needs of all students with the everyday interruptions in the classroom can lead to stress for teachers (Callan, 1993).

Once a teacher starts feeling the symptoms of burnout, the teacher begins the stages of burnout (Beer & Beer, 1992). The first stage is emotional exhaustion. When a teacher overextends oneself and can no longer handle the emotional demands of others, emotional exhaustion has been reached (Leiter, 1990). Once emotional exhaustion has set in, a teacher starts to detach and pull away from students, colleagues, and others one works with on a day-to-day basis (Leiter, 1991). This is the act of depersonalization. The final stage of burnout is reduced personal accomplishment. Teachers lose confidence in the ability to perform the job expected.

Burnout among those who work with people has been studied for many years. There are a myriad of reasons teachers become stressed and let it get to the levels of burnout. School personnel, especially school heads, need to be alert to what is happening with the teachers on staff in order to prevent and reduce stress and burnout among teachers.

1.2. Statement of the Problem

Teaching is more stressful today because teachers have many deadlines to meet as well as more responsibilities to shoulder and for that matter the female teacher in

Ahenkro Circuit in Afigya Kwabre North District is no exception. These responsibilities include lesson planning, teaching, accountability for students' performance, classroom management and discipline, supervisory and monitoring roles. Stress at work can also influence female teachers' behaviours, making them low productive, no wonder students in the study area are performing poorly. Stress can thus be harmful not only for the female teachers and other staff in education, but can indirectly harm the pupils and jeopardize the quality and efficiency of the education provided.

Kyriacou (2001) justifies that stress make people suffer, become ill and even die prematurely. Identifying possible stressors can help female teachers choose positive coping strategies rather than negative strategies that may be unhealthy towards other aspects of life. Stress can thus be harmful not only for the female teachers and other staff in education, but can indirectly harm the pupils and jeopardize the quality and efficiency of the education provided.
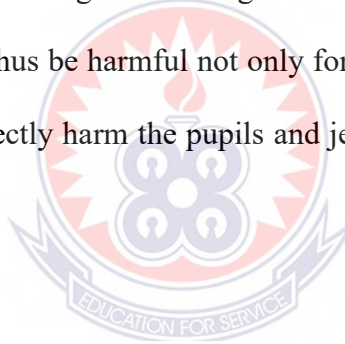
1.3. Purpose of the Study

The purpose of this study is to identify and explore the stressors that affect junior high school female teachers in Ahenkro Circuit and to identify the coping behaviours that the female teachers use in managing these stressors.

1.4. Objectives of the Study

The study aimed at establishing the following specific objectives:

1. To identify the major sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District.

2. To determine the level of stress among female teachers in Ahenkro Circuit in Afigya Kwabre North District.

3. To examine the coping strategies Junior High School female teachers use in order to manage their stress.

1.5. Research Questions

This study was guided by the following research questions

1. What are the major sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District?

2. What are the levels of stress among female teachers in Ahenkro Circuit in Afigya Kwabre North Districts?

3. What coping strategies do the Junior High School female teachers use in order to manage their stress?
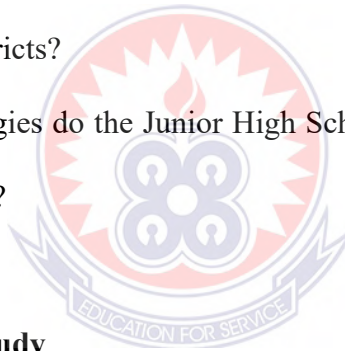
1.7. Significance of the Study

The study will provide insight into the phenomenon of teacher stress, and may lead health teachers to better understand the phenomenon of teacher stress and plan to do something about it. The researcher hopes that the information in this proposed research study will provide effective programs that will assist female teachers to handle stress more effectively through positive coping mechanisms.

Stress can have negative effects on teachers' mental and physical well-being. Knowing this, it is vital that teachers are able to recognize stress so that they can take the appropriate steps to deal with it in a positive manner. It is essential that teachers are able

to develop proper coping strategies for stress that are unique to their individual personalities. Everyone reacts to stressors differently. It is important to research and practice alternate coping strategies to find which will help each individual. This will allow teachers to have a greater sense of purpose, motivation, and clarity about their own abilities

It is also predicted that this study would create the consciousness in the schools on the existence of teacher stress and its effect on students' academic performance. It is also hoped that the findings of this study would serve as assistance to adopt systems and strategies to deal with teacher stress to enhance students' academic performance.

This research will also serves as literature review for further studies. This finding is going to supplement the research done by other researchers. This research also serves as secondary source of information for other researchers who have interest in pursuing further studies on this topic.

1.8. Delimitations of the Study

This research is delimited to junior high schools female teachers. It covers only the public junior high schools in the Ahenkro Circuit.

1.9 Limitations of the Study

There existed a scarcity of literature in the Ghanaian context. Existing literature focused on other geographical locations. As such finding literature to espouse the Ghanaian experience was quite challenging.

Also time was a major setback for visiting and gathering information in the schools selected. These limitations did not in any way render the findings of this research unreliable and inapplicable since the researcher managed these limitations effectively to ensure that the objectives of the study were achieved.

1.10. Definitions of the Terms

Stress -This is pressure or tension experienced by an individual. Usually such tensions arise out of an individual's interaction with the environment where stimuli-response is enlisted on the individual. In responding to a stressor an individual exhibits physiological response to a potentially harmful external event.

Occupational or Job stress - This is a type of strain or pressure that affects an individual due to the nature of the environmental factors related to the type of job one does. Job stress, therefore, means experiences by an individual physically, emotionally or physiologically that lead to deviant behavior within one's place of work.

Sources of stress - Sources of stress are the causers which can be termed as stressors. These are factors at work that create anxiety, frustrations, tension and unnecessary pressures on workers on regular basis whether for a short or long time.

Patterns of stress - These are the manifestations or manner in which stress reveals itself among teachers. For example one category of teachers, say, and the married may be affected differently by a particular stressor as compared to those not married.

Coping strategies -These are solutions that one adopts in order to counteract the stress.

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1.11. Organization of the Study

Chapter one deals with the introduction which will comprise of the background to the study, the problem statement, objectives of the study, research questions, hypothesis, significance of the study, delimitation of the study, and organization of the study.

Chapter Two covers the review of available literature related to the topic here, previous research work, form books journal, magazines and periodicals and relevant material from the internet will be reviewed. Chapter Three captures the research design, description of the population, sample and sampling procedure and research instrument. It also contains the data collecting procedure, data analysis procedure and ethical consideration. Chapter four also deals with data analysis and presentation of findings, the chapter examines the data that will be obtained from the sample size chosen for the study. Chapter five also contains the summary, recommendations and conclusions.
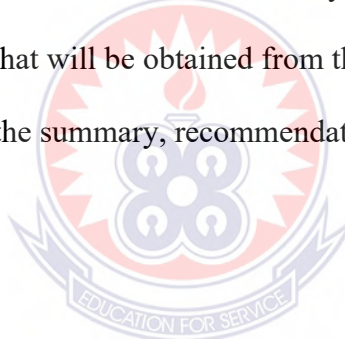
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews literature related to this study. This was done with the expectation that relevant information would be obtained to help shape and enrich the study. Knowledge of what has been done on this topic is important in helping to clarify issues.

2.2. Definitions of Stress

When stress was first studied in the 1950s, the term was used to signify both the causes and the experienced effects of pressures. According to Kyriacou (2001) the word stress or stressor has been used for the stimulus that provokes a stress response. Cheng (1996)emphasized that the definition of stress in humans and their argument is based on the following question: Is stress primarily an external response that can be measured by changes in glandular secretions, skin reactions, and other physical functions, or is it an internal interpretation of, or reaction to, a stressor; or is it both.

According to Lazarus and Folkman (1984), stress is derived from the Latin word "strictus" that translates into taut, meaning stiffly strung. Lazarus and Folkman (1984) rely on the definition of Selye (1956) who defined stress in physiological terms, as a non-specific or generalized bodily response. This response results when any demand is made on the body, whether it is an environmental condition to survive or a demand that we make on ourselves in order to accomplish a personal goal.

Stress is defined as "a state of tension that arises from an actual or perceived demand that calls for an adjustment or adaptive behaviour" (Kyriacou 2000). Teacher

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stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress (Busari, 2011).

Stress has been variously defined but it generally is recognized as an unpleasant emotional state (Mehra & Kaur, 2011), which is said to occur when there have been prolonged, increasing or new pressures that are significantly greater than the coping resources (Busari, 2011). The consequences of stress include health problems and reduction in work performance effectiveness (Busari, 2011). Stress is also a factor in staff attrition, absenteeism and low morale (Vulliamy, 1998)

Troman and Woods (2001) maintain that stress is a phenomenon that manifests in the individual person as a result of various stressors that arise from the self and the environment and affect the individual person in accordance with the way in which he or she attributes meaning to the events, stimuli or demands affecting him or her, and in accordance with the way in which he or she experiences and enters into or handles such events, stimuli or demands. Whether potential stressors invoke negative stressful emotions depends upon a person's cognitive appraisal of a given situation (Mokdad, 2005), and this varies according to their beliefs and whether they perceive it as personally relevant.

According to Mokdad (2005) positive or good stress, referred to as eustress can act as a motivating agent for achievement. Moderate levels of stress may induce improved effort to work improved diligence and stimulate creativity (Kyriacou, 1987). Distress, on the other hand, is negative or destructive stress, as it causes serious ailments or discomforts (Kyriacou, 1987). It impacts negatively on the organization and the

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individual's physical and mental system. This could result in reduced performance, absenteeism, errors, job losses, accidents, unethical behaviour, dissatisfaction and illness (Kyriacou, 1978). Taking the above into account, stress can be viewed as an "adaptive response, mediated by individual characteristics and/or psychological processes, that is the consequence of any external action, situation or event that places special physical and/psychological demands upon a person" (Lazarus & Folkman, 1984).

Lazarus and Folkman (1984) further indicated that, it can also be deduced that there are two distinct types of stressors; those which are found within the individual, which include personal values, attitudes and self-concepts, and those that originate outside the individual, which include environmental and work-related stressors. In terms of adapting to stressors, Lazarus and Folkman (1984) postulate that there are two schools of thought regarding the hypothesis that younger adults have more effective coping strategies than older adults. Kyriacou and Sutcliffe (1978). Argue that coping capacity peaks in early age and deteriorates with age, referred to as the regression hypothesis. Contrary to this view, Guthrie (2006) proposes a growth hypothesis, arguing that coping capacities improve with age. Research has highlighted that neither of the two theories is well supported, as individuals at different ages are far more similar than different in their coping styles (Goodman, 1990).

2.3. Sources of teacher stress

Studies dealing with stress began during the early 1990s.The studies focused mainly on identifying sources of stress. Dey (1994) found that routine duties, long hours, poor facilities, friction among faculty members, and administrative red tape were the

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prevalent sources of stress. Major weakness of this study was that it used the research absenteeism figure, the percentage of staff absent from work on any given day, to measure stress. Kern and White (1989) studied stress among teachers with cooperation of the American Health Association. The questions that contained open-ended answers pointed to stress as the commonest health problem. Many teachers would agree. Teaching is not only hard work; it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among school staff (Chaplain, 1995).

According to Edwards and Cooper (1990) the teaching profession has changed drastically in the last few years, as it has become more focused on "clients," the students and their parents. This makes the teaching environment less formal and teachers' jobs more difficult, as they must deal with more disrespectful students and parents who are more likely to question their decisions. Teachers also must occasionally deal with difficult co-workers, unfriendly work environments and stringent deadlines. As technology changes, teachers must also learn how to integrate new technologies into their classrooms. These situations can easily lead to stress both on and off the job.

This may not necessarily affect your psychological (or mental) state, however psychological stress brings immediate or long term irritation or negative effect on your psychological or mental state. This may not necessarily have any immediate effect on your physical state. But these two groups can be very interactive i.e. your physical state can affect your psychological state and vice versa. Lease (1999) also categorizes stress as acute (immediate) which can be one-time incident that usually comes and goes quickly.

Its effect he described can last from minutes or hours to days or weeks. Whereas the chronic (long-term) which can be caused by a continuing string of stressful incidence of an ongoing situation.

Howard and Johnson (2004) reported the study of Sutton (1984) on stress and job satisfaction by comparing people working in public services with those working in technical services in large public library system. The study was conducted because of the growing concerns of the employees working at the library; there were no enough employees to handle the work load and it appeared that this was having a harmful effect on the workers health (Sutton, 1984). The findings from the study revealed that apart from the too much load of work affecting the health of workers, there were more factors bringing greater stress on the workers like poor funding which definitely leads to poor availability of resources, management's poor communication with workers, failure to allow workers to participate in decision making and poor work environment.

2.4. Causes of Teacher Stress

Teacher stress can be caused from a variety of situations. Stress often comes about when teachers have difficult negotiating various aspects of interactions with students (Jick, & Mitz, 1985) or from any circumstances that are considered too demanding, depriving of time, and interfering with instruction (Vulliamy, 1998). Stress can best be explained by categorizing factors into first and second order stressors. First order stressors directly interfere with teacher effort and can include student apathy, student disruption or discipline, poor student attendance, high student to teacher ratios (large classes), paperwork, prep work, irresponsible colleagues, obtrusive supervisors,

lack of effective leadership such as assistant principals or principals, and seemingly non-supportive parents. Stressors that occur most frequently tend to be organizational issues dealing with students, administration, other teachers, and other work relationships (Durani, 2009). Second order stressors do not interfere directly with teacher effort and can include issues such as low salary, emotional fatigue, frustration, helplessness, stagnation, boredom, and loss of motivation or enthusiasm (Vulliamy, 1998).

Stress among teachers can also be grouped into three categories: role demands, instructional problems, and interpersonal relationships (Mokdad, 2005). Role related stress is said to be the difference between teachers' role expectations and their actual experiences within that role (Chiang, 2002). Role demand stressors include ambiguity, overload, conflict (Mokdad, 2005), preparedness, and non-participation (Vulliamy, 1998). Organizational characteristics such as policies, structure, and processes can also be categorized as role demand stressors (Mondal, Shrestha & Bhaila, 2011). Instructional problems or task stress identifies problems associated with a variety of specific tasks that teachers must perform in their teaching role (Vulliamy, 1998). Instructional problems can include difficulties with student discipline, competence, inappropriate procedures for student placement, instruction, inadequate standardized tests, grading systems (Chiang, 2002), notification of unsatisfactory work performance, being physically threatened by students (Vulliamy, 1998) and sparse or dangerous working conditions (Mondal, Shrestha & Bhaila, 2011). Interpersonal relationships refer to relationships teachers have with fellow professionals or community members within the educational environment. Network interaction and supervision may also fall into this category (Mondal, Shrestha &

Bhaila, 2011). The most common stressors in this group are conflict with other staff members, and a lack of social support from supervisors and coworkers (Chiang, 2002).

Causes of teacher stress can also be broken down into environmental and individual stressors. Most stressors can be found in the work environment and include unfavorable working conditions, heavy workloads, organizational problems, paucity of resources, lack of support and or autonomy, and decision making. The work environment can also include physical stressors such as task-related noise, crowding, the size of the classroom and or school, safety or youth violence, as well as administrative pressures such as support from managers and role ambiguity (McCormick & Solman, 1992). Individual characteristics include the unique attributes of teachers such as personality, age, gender, demographic background, the ability to establish and maintain supportive networks, cognitive evaluation of stressors, the ability to cope, type of teacher, and job dissatisfaction (McCormick & Solman, 1992). Individual stress also can be associated with the compatibility between personal and educational values, ambition to succeed, sensitivity threshold, competitiveness, multiple roles for women teachers (such as parent, caretaker, homemaker, and teacher), and perfection (Chiang, 2002).

A major source of teacher stress can be directly attributed to the students. Through survey and interview responses, teachers most commonly refer to students as being responsible for most of their stress (McCormick & Solman, 1992). Stress resulting from student discipline is associated with teachers having to play the different roles of babysitters, police officers, or even harsh authoritarians, which can cause role demand overload (Durani, 2009). Most teachers view disrespectful behavior, student attentiveness, and sociability as the most stressful student misbehaviors (McCormick &

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Solman, 1992). Travers and Cooper (1996) found that primary classroom teachers suffer more stress than secondary teachers. Primary teachers are responsible for one class throughout the entire school year which makes teachers not only responsible for educational activities, but for moral and social development as well. More responsibility, along with work pressure and student misbehavior, cause primary classroom teachers to have the highest level of stress. These behaviors along with student discipline management, student apathy, student achievement, and student absences all result in teachers experiencing increased stress (Gelvin, 2007).

2.5. Consequences of Stress

According to Kyriacou (2001), symptoms of stress in teachers are manifested in anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and at home. Statistics reveal that teachers hand in more medical insurance claims than persons in other professions, have a four year shorter life expectancy than the national average and often blame stress as a reason for sick leave from school (Gelvin, 2007).

From an organizational point of view, the consequence of stress results in a significant loss of skilled and experienced teachers through resignation and /or premature retirement from all levels of the teaching workforce. The stressed teachers who remain within the profession, on the other hand, are likely to be less effective in key areas such as lesson organization, student behaviour management, responsiveness to students and self confidence relationships with parents. In individual human terms, the cost of teacher stress can be huge and include impaired health, reduced self-confidence and self esteem

and damaged personal relationships. If early retirement or resignation is taken, often the consequence is dramatically reduced economic status (Cooper & Kelly, 1993).

Researchers generally agree that a certain degree of stress is a normal part of life, but prolonged stressors could lead to symptoms that are physical, psychological or behavioural (Bolger, & Zuckerman, 1995).

2.5.1 Physiological effects of stress

Cooper and Kelly (1993) postulate that when an individual is confronted with a challenging situation, tension or pressure, the sympathetic nervous system can be triggered to activate a wide variety of hormonal secretions. The hypothalamus, when it identifies danger, triggers the pituitary gland to release hormones that causes the adrenal glands to increase its secretion of several hormones, including cortisol which provides more energy to the body; epinephrine which increases both the rate and strength of the heart's contractions and raises blood pressure; and norepinephrine, which similar to the body's sympathetic nervous system, acts as the body's fight or flight system when faced with emergencies (Gelvin, 2007).

According to Kyriacou (2000), the hormonal responses determine the severity of the individual's anxiety reactions, mind-set, energy level, level of depression, and physical state of health after experiencing a stressful event. Kinnunen and Salo (1994) however maintains that when the challenge is short term the body's first reaction is adaptive, enabling the person to set in action energy resources to combat the stressor, however when these challenges are continuous, severe or repetitive the "normal physiological reaction may turn pathological (Kinnunen & Salo, 1994).

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Researchers have linked many diseases to job stress. Some ailments are minor whilst others are deadly. Guthrie (2006) highlighted that a survey conducted by the Chicago Teachers' Union revealed that 56.6% of the participating teachers had suffered physical or mental illness related to their teaching occupations, and symptoms included migraine and sinus headaches; allergies; colds; post nasal drip; hypertension; bladder disorders; kidney disorders, bowel disorders; colitis; nervous stomach; acne and weight problems.

2.5.2 Psychological Problems and Behavioural problems

Stress has a marked impact on an individual's psychological well-being. The most often reported symptoms are anxiety, frustration, passivity, aggression and depression, which often combine in a potent form to reduce productivity and performance. The UK Times Educational Supplement reported that a number of teacher suicides, specifically in England and Wales, are directly related to anxiety over workloads and school inspection (Guthrie, 2006).

Stress may lead to physical symptoms such as headaches, neck pain, backaches, dizziness, chest pain, heart palpitations, and intestinal problems. Stress alters the heart rhythms and poses a risk for serious arrhythmia with heart rhythm disturbances in people. Also, in women, chronic stress may reduce estrogen levels, which are important for cardiac health (Farber, 1984). Stress can attack the hearing, hair, brain, digestive track, muscles, skin, and lungs. Stress can cause the emergence of negative attitudes and anger and create feelings of hopelessness. Cooper and Kelly (1993) added that stress can manifest in mood swings, sleep disturbance, and aggressive behavior. Stress may also

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produce an emotional burnout leading to clinical depression. When this reaction occurs in relation to response to an individual's work environment, it is referred to as job burnout. Burnout also comes with feelings of depersonalization or detachment from others. Durani (2009) pointed out that stress is not something we can eliminate but it is something we can learn to deal with and prevent.

Durani (2009) further pointed out that, in the workplace, where leadership style often sets the tone, the corporate culture has a lot to do with stress. An autocratic leader who permits little input from subordinates may create a stressful environment or the job itself could produce excessive stress due to factors related to job performance. Role ambiguity or role conflicts respectively occur when an employee does not understand the content of the job or when an individual is placed in the position of having to pursue opposing goals. Those can also cause stress.

Some experts view stress as threat and opportunity at the same time. When the stress response is elicited too intensely, for too long a period of time, or too frequently, or the person does not have the skills and repertoire of behaviors that meet the challenges and demands of an organization, stress may become a threat to that person's health and well-being. But if that stress enables the person to display the talents, skills, knowledge, and gift with which he is endowed, it is an opportunity. Some stress is also a challenge when it leads the employee to transform himself, and adapt to changing circumstances and live well (Fontana & Abouserie, 1993).

Byrne (1998) on the other hand mentioned that workload variance involves dealing with both job overloads and job under load. When employees are given more

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work than they can reasonably handle, they become victims of job overload. Job under load may occur when employees are given menial and boring tasks to perform.

Working conditions, physical characteristics of the workplace, and the machines and tools used, can also create stress when there is overcrowding, excessive noise, poor lighting, or poorly maintained workstations. Brown and Ralph (1992) identified that stress can affect the organization by adversely affecting productivity, causing absenteeism, creating employee turnover, recurring medical costs, causing morale problems, leading to alcohol abuse, poor work quality, and perhaps accidents.

Borg, Riding and Falzon (1991) constructed a wheel of crisis that human beings should learn and prepare to confront. In this wheel, they listed the following crises that people must prepare to confront and cope with: physical crisis, political crisis, criminal crisis, informational crisis, reputation crisis, economic crisis, natural disasters and personal crisis. If managers learn more about the kind of things that can cause stress in their everyday lives, they will be better prepared to deal with all stresses.

2.6. Signs of Stress

According to Anitha (2007) stressors that exceed the individuals' resources, if unresolved will tax a person's well-being. Beer and Beer (1992) highlights the following signs of stress:

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Table 2.1: Signs of stress

Psycho physiological responses Somatoform disorders)	Behavioural-emotional signs (Anxiety reactions)	Tiredness and lack of energy	Anxiety intruding on consciousness or cognition
Sweating	Hyperactivity	General lack of interest	Excessive preoccupation with the threatening
Strong startle response	Outbursts of emotions	Excessive sleeping	Unstoppable pangs of emotion (e.g.
Frequent urination	Holding a grudge	Moving slowly	Insomnia and bad dreams
Diarrhoea	Excessive worrying	Falling asleep while watching television.	Aches, pains and unwanted sensations.
Headaches	Compulsive actions	Difficulty to start	Feeling Uptight

2.7. Coping Strategies

Dealing with problems or difficulties in a calm and appropriate manner is commonly referred to as coping (Beer & Beer, 1992) How a teacher copes with stress in the school environment affects the impact of stress on their psychological well-being and on physiological response (Seiler., & Pearson, 1985). Coping behaviors or resources come in the form of physical, psychological, social, or material factors and help teachers

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overcome job-related stressors and achieve their valued outcomes with students (Kyriacou, 1996).

Common positive strategies teachers use to alleviate stress include exercise, social resources, avoidance, reading, hobbies, movement, and meditation (Busari, 2011). These coping strategies used by teachers affect their outlook on the situation, thereby altering the perception of stress (Seiler & Pearson, 1985). To alter the perception of stress, teachers may invoke inward or outward coping strategies. Inward strategies, such as concentrating on something narrow in the field of stimuli around oneself, include seeking stillness and focus. Outward strategies, such as exercise, involve seeking connections, distractions, and movement (Busari, 2011). Although there are many common coping strategies available, most teachers rely on social support, active planning, restorative experiences, and suppression of competing behaviors.

Social support can reduce the impact of stressors on teachers' well-being, job satisfaction, and physical illness risk. Teachers seek support from family, friends, and colleagues in order to receive advice, discuss feelings, get emotional support, get sympathy and understanding, and to talk about their feelings. Teachers who have more support within their personal lives tend to experience less stress in the workplace (Bhadoria & Singh, 2010). Active planning, although a part of the normal workload, allows teachers to take their mind off stress and focus on their work. The process of active planning involves concentrating efforts, developing a plan, taking some action, coming up with strategies, trying to take steps, and doing what has to be done in order to keep their attention on the students rather than the stressor.

Restorative coping experiences refer to teachers being able to release stress in places away from the school environment. Places chosen by teachers reflect qualities that are helpful in offsetting the effects of the source of stress. The places teachers choose most often that make them feel better when stressed include home, nature related outdoor places, city places, churches, and cafes. These environments are helpful in relieving stress because they provide teachers with sensory conditions, social contact, props, and nature related environmental features, which can help teachers alleviate stress (Bhagawan, 1997).

Along with restorative experiences, teachers may choose to employ environmental coping resources. Teachers' awareness of possible environmental conditions can be a very valuable coping resource. A person's ability to know the potential surrounding environment can be used as a resource. Their knack to change these settings, in order to achieve personal goals is referred to as environmental competence. The most common environmental resources that are easily available to teachers include time, money, social ties, organizational resources, and physical environmental resources such as locations that teacher's access and use for their spatial and sensory properties (Bhagawan, 1997).

Some people, either intentionally or unintentionally, employ negative coping strategies to deal with stress. Negative coping strategies are common responses to stress and feelings of being overwhelmed. Although these strategies can provide temporary stress relief, they can cause more stress in the long run (Borg, Riding, & Falzon, 1991). Negative coping strategies can include unhealthy behaviors, distractions, violence, and withdrawal. Unhealthy behaviors such as smoking, drinking alcohol, excessively

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over/under eating, and drug abuse are sometimes used to relieve stress. Distractions such as television, computer, and filling up schedules to avoid facing problems are common ways to avoid stress. Violence such as angry outbursts, lashing out, and physical violence often come about if a situation becomes too stressful. Showing signs of withdrawal such as sleeping, procrastinating, withdrawing from family, friends, and activities, and disengagement are ways in which people try to remove stress from their lives (Byrne, 1998).

Disengagement refers to teachers giving up on the goals in which the stressor is interfering with. Teachers who are disengaged resort to negative coping skills such as not trying, engaging in other activities, day dreaming, sleeping, watching television, and reducing their efforts in the classroom. Disengagement can be applied immediately and without the help of others, but is only a short-term solution. In the long run, disengagement can lead to teachers having cumulating workloads, disruptive classes, and feelings of lowered self-esteem and helplessness (Brown & Ralph, 1992). Suppression of competing behaviors refers to teachers putting aside all activities in their lives so that they can concentrate solely on work.

Teachers have a tendency to prevent distraction, focus more on work tasks, prevent outside interferences, and concentrate more on their thoughts on work in order to suppress competing activities. Lessening the demand of other aspects of life and only focusing on work leads to teachers having an increased perception of stress levels, which prevents them from taking time to relax (Chona & Roxas, 2009).

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2.8. Teacher Responses to Stress

Teachers have varied responses to stress. A response is brought on by stress stimuli, which are organizational characteristics that initiate a stress reaction in a given setting (Cooper& Kelly, 1993). While some teachers develop confrontational strategies, others experience changes in behavior, emotional responses, or physical or physiological responses.

Over time, teachers develop the technical, psychological, and social coping resources needed to effectively work with students (Durani, 2009). The majority of coping strategies that teachers use come in the form of confrontational strategies. These strategies are used to reduce or eliminate external stress such as student related stressors (Durani, 2009). Teachers confront classroom stress resulting from student discipline with strategies such as behavior modification, removing the student from class, scolding the child, isolation, inflicting fear, discussing the problem, active ignoring, paddling, and calling parents. Confrontational strategies used to deal with classroom stress resulting from student apathy include varied teaching techniques and materials, individual and personalized instruction, rewarding positive behavior, and striving to be entertaining (Durani, 2009). Another form of confrontational classroom strategies is the development of adaptive strategies. Adaptive strategies do not directly affect the source of stress, but do manage the consequences for the teacher. These include ignoring the student, not putting extra work in, and giving up.

If confrontational strategies do not work, teachers often experience personal changes in behavior to cope with the stress. Most behavior changes that occur as a result of stressors are very unhealthy to the teacher. These changes can include smoking,

excessive alcohol consumption, unwanted outbursts of anger, sedentary lifestyle, and sleeping problems (Farber & Miller, 1981). Teachers also express somatic complaints such as trouble falling asleep, back pains, poor appetite, and a decrease in their overall health and energy levels (Sutton, 1984).

Chronic stress symptoms may also occur if stress continues to be present in the day to day activities of a teacher. These symptoms include fatigue, increased illness, and the inability to concentrate (Fontana & Abouserie, 1993). Some teachers may also have an emotional response to unwanted stress. The most common feelings of emotion that occur are anger, depression, anxiety, and self-blame (Durani, 2009). Teachers experience anger more than any other feeling as a consequence of work stress and is often expressed with strong negative feelings directed towards others. Stress can also lead to teachers being in a depressive state. This is when teachers have a general feeling of being out of control, and a belief that they have little probability of improving their situation (Durani, 2009). In this state, teachers may also show signs of depersonalization, emotional exhaustion, lack of personal accomplishments, and a decrease in self-efficacy (Fontana & Abouserie, 1993). Feelings of anxiety are mostly anticipatory and often occur when teachers expect negative consequences to occur (Durani, 2009). As feelings of anxiety continue, teachers become less tolerant, patient, caring, and involved (Durani, 2009), and may even become unrealistically biased in their judgments and assessments of learners, which can result in negative outcomes for students (Gold & Roth, 1993). Self-blame results in teachers expressing anger towards self, feelings of guilt, and feelings of self-pity (Durani, 2009). Over time, self-blame can remove teachers emotionally and socially

from their students. A loss of enthusiasm may also occur causing teachers to lessen their attempts of humor, elaboration of subject matter, and creative involvement.

Stress may also elicit a physical or physiological response from teachers. Some physical symptoms of stress include fatigue, tiredness, overworked, burn out, headaches, stomach aches, chest pains, sleepiness (Durani, 2009), trembling hands, shortness of breath, dizziness, restlessness, cold sweats, ill health, confused thoughts or difficulty concentrating, loss of memory, loss of appetite, trouble falling asleep, and the ability to hold productive conversations with colleagues (Bacharach, Bauer, & Conley, 1986). Some physiological symptoms of stress include an increase in blood pressure, heart rate and or cortisol (Kinnunen & Salo, 1994), irregular heartbeat, and nervousness (Beer & Beer, 1992).

Developing positive responses to stress will allow teachers to be more satisfied with their role as an educator and be a more effective educator in the classroom. A decrease in work satisfaction results in teachers being less involved and motivated, causing teachers to demonstrate feelings of resentment, frustration, boredom, irritability, anger, stagnation, helplessness, and depression (Durani, 2009). Finding positive ways to handle stress will allow teachers to maintain their drive and commitment, thus making them continue to put forth the effort needed to being an involved, satisfied, and effective teacher. A proper response to stress via stress management techniques and healthy coping mechanisms keeps teachers actively involved in what they are trying to accomplish and allows them to fully invest themselves with their students (Durani, 2009). Teachers who are satisfied in their profession will have less attrition maintaining a stable educational workforce.

2.9. From Stress to Burnout

Teachers' stress resulting from a lack of reciprocity or perceived rewards gained has also been studied. According to Schaufeli and Buunk (2003), if they feel that their investments in their students are greater than their expected outcomes, they will have negative emotional, psychological, and professional repercussions. These negative consequences grow in proportion to how demanding teachers perceive their jobs to be (Tripken, 2011). According to Lazarus and Folkman (1984) if the particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well- being is seen as a stressor, then this stressor, whether real or perceived, is viewed as taxing and detrimental. Strain is a possible negative consequence of stress (Tripken, 2011). While some teachers can handle stress, to others frequent or prolonged periods under stress and the resulting strain may produce feelings of emotional exhaustion, a reduction in personal accomplishment, a sense of professional failure, and a tendency to depersonalize the recipient of services (Tripken, 2011). Burnout has also been described as a negative result of stress ending in —a state of physical, emotional and mental exhaustion that results from long-term in work situations that are emotionally demanding.

When the daily roles of teachers are observed, the reasons that they experience burnout become clearer. Teachers try to resolve student discipline issues while teaching large classes comprised of students with varied needs, learning styles, and levels of functioning, often receiving conflicting or competing input from the public and administrators (Croom, 2003). Also contributing to teacher burnout are organizational stressors relating to workload and role stress such as unclear and inconsistent policies

pertaining to student behaviors, and adjusting curricula and schedules to accommodate changing government mandates. The perception of not being appreciated by students, parents, administrators, and the general public also contributes to teacher burnout (Sava, 2002).

2.10. Burnout

Burnout thrives in the workplace and is most likely to occur when there has been a mismatch between the nature of the job and the nature of the person doing the job (Maslach & Leiter, 1997). According to Soderfeldt and Soderfeldt (1995) occupational stress that consists of job demands and a lack of resources leads to burnout. Sources of stress that lead to burnout may originate within the organization, although individual characteristics may play a role in an individual's inability to cope with high stress work environments. In terms of individual characteristics, women tend to be more vulnerable to burnout than older workers and men.

Initial research on burnout has viewed it as a consequence of workaholic or of overachievement (Dunham, 1984). According to Maslach and Jackson (1981) burnout is a syndrome of emotional exhaustion and cynicism. Three key aspects of burnout have been outlined, the first being increased feelings of emotional exhaustion, where the individual's emotional resources are depleted and she feels no longer able to give of herself at a psychological level. Emotional Exhaustion is characterized by a lack of energy and a feeling that one's emotional resources are used up. This may coexist with feelings of frustration and tension (Cordes & Dougherty, 1993). Emotional exhaustion can be noted in physical characteristics such as waking up just as tired as when having

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gone to bed, or lacking the required energy to take on another task or face to face encounter (Maslach & Leiter, 1997). A number of determinants of emotional exhaustion have been defined by Israel (2005) with the three most important ones being work overload, role conflict and interpersonal relationships. Work overload is defined as "the perception of too much work to accomplish in the time available (Göker, 2006), which is suggestive of the existence of a mismatch between the person and the job. Role conflict is the second source of emotional exhaustion and may occur when an individual has certain job expectations which may be in conflict with individuals already within the organization. Trying to reconcile these differences can lead to frustration and emotional exhaustion (Phillips & Raman, 1994). Personal expectations can also add further to emotional exhaustion. Having unrealistic expectations of the job that one has newly undertaken and coming to the realization that these expectations are not met, further adds to this frustration (Dunham, 1984). The third source of emotional exhaustion is interpersonal relationships, especially when the relationships are very intense and emotional.

Another aspect has been defined as the development of negative, cynical attitudes and feelings, which may be linked to the experience of emotional exhaustion, i.e. a callous or dehumanized perception of others. Cynicism also indicates that an employee is no longer willing to perform duties due to decreasing tolerance levels to put in any effort (Betoret & Artiga, 2010). This is the stage where depersonalization also occurs and is characterized by a detachment from work and people where people are treated as impersonal objects; especially by those in disciplines which work closely with people on a daily basis (Dunham, 1984). The third aspect of the burnout syndrome is the tendency

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to evaluate oneself negatively, particularly with regard to one's work which may result in feelings of unhappiness about self as well as dissatisfaction with accomplishments on the job.

The consequences of burnout are reported to possibly lead to deterioration in the quality of service and appears to be a factor in job turnover, absenteeism, and low morale (Friedman, 2000). Furthermore burnout has been linked with different self-reported indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems.

Later Maslach and Leiter (1997) described burnout as "the index of the dislocation between what people are and what they have to do. It represents an erosion of values, dignity, spirit and will – an erosion of the human soul. Dislocation has been traced and described in terms of less intrinsic worth, global economics, technology, the redistribution of power, and failing corporate citizenship. These factors have been recognized as producing personal consequences where individuals feel: overloaded, lack control over what they must do, are not rewarded for their work, experience a breakdown in community, are not treated fairly, and have to deal with conflicting values. Numerous research studies have been devoted to understanding the factors contributing to burnout (Lutton, 1988). Possible factors such as biographical characteristics, personality characteristics, work-related attitudes and work and organizational characteristics have been considered to be particularly significant (Lutton, 1988). Evidence suggests that job stress influences the degree of burnout experienced (Griffith, Steptoe, & Cropley, 1999).

A process model of burnout which assumes that job demands and resources are differently associated with the three burnout component has been suggested (Leiter,

1991). It has been found that job demands are more strongly related to exhaustion, while job resources are more strongly related to cynicism and professional efficacy (Leiter, 1991). Lutton (1988) conducted a meta-analysis that included over 60 studies and their results confirm that the three components of burnout are differently related to job demands and resources and that job demands were strongly associated with exhaustion. It was found that cynicism was associated with both resources and demands; however the correlations for resources were lower than for demands. The dimension of professional efficacy was found to be largely uncorrelated to job demands and job resources whereas any significant correlations found were concerned with job resources rather than demands. Lutton (1988) found that job demands were more strongly correlated with exhaustion rather than cynicism or professional efficacy as the latter were both related to resource variables. It has been found that organizational demands relate only to exhaustion (Göker, 2006) and that exhaustion is strongly associated with job demands while cynicism and professional efficacy were significantly associated with job resources.

2.11. Causes of Burnout

Many parts of a teacher's day or job can become stressful; if this is not identified and dealt with it can lead to burnout. The teachers high at risk for burnout are the ones identified as the most dedicated and devoted to their job (Gmelch & Chan, 1995). It is usually not the under-achievers or average performing people who are susceptible to burnout, but rather the ones who want everything one does to be the "best" or better than what others are able to achieve (Freudenberger, 1980). Furthermore, the longer a teacher

has been in the field of teaching, the more apt they are to experience burnout over beginning teachers (Gmelch, 1994). The more a teacher is in the profession, the more one usually takes on added responsibility at the school.

Negative effects of stress and burnout of teachers, not only can have an impact on the individual, but also on the organization as a whole (Fletcher, 1988). Everyone at the site is affected by the burnout of teachers: administration, parents, support staff, other teachers, and especially the students. It is important for each individual to recognize the emotional and physical reactions to stress, and work to better manage and cope with the symptoms of stress throughout the workday, school year, and career in education (Dunham, 1992). Fletcher (1988) further argued that as a result of intensive study, we believe that burnout is a not a problem of the people themselves but of the social environment in which people work. Stress and burnout affect the organization, but the stress by teachers is caused by the work surroundings. In a sense, it becomes a cycle that needs to be stopped.

Today, in the classroom, it can become easy for a teacher to get overstressed and want to leave the profession of education (Allison, 1997). There are many different job stressors that can cause a teacher to feel stressed. It can be one stressor or a combination of many that may lead to teacher stress and burnout. In addition, it is hard for teachers to meet demanding expectations when the resources are not available (Abel & Sewell, 1999). Leaders must distinguish between what is and is not under their control to alter. Some stressors can be reduced or prevented with the assistance of administration (Abel & Sewell, 1999). Any one of the following stressors, or a combination of them, can lead to

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teacher stress and burnout. Classroom management, student behavior, lack of support from colleagues and administration, time management, are among the compelling ones.

2.15. Professional Development

Support also comes in the form of professional development. It offers more opportunity for teachers to strengthen their teaching skills and can result in stronger job satisfaction, thereby increasing retention in the profession (Reglin & Reitzammer, 1997). Teachers need to be given the chance to work on their craft and the training they attend must be relevant to the individual based on necessity. For example, if a teacher is struggling with classroom management, there should be opportunity for additional training to assist in the individual teacher's needs.

Bhatia and Kumar (2005) emphasized that teacher development does not stop after a teacher's pre-service education is completed. Teachers' new and experienced should have ample opportunities to work on areas of need. Additionally, Maslach and Jackson (1981) highlighted that future teachers should be supported to develop attitudes and skills for lifelong professional learning. Through continued staff development, teachers should acquire new knowledge, learn a new skill, and be intellectually stimulated and challenged (Pines & Aronson, 1988). Continuing to expand one's knowledge is an important key to lessening teacher stress and burnout.

2.16. Classroom Management

Classroom management is another aspect of a teacher's day that can cause undo stress and lead to burnout if not combated early on in one's career. Student misbehavior is one of the most common factors reported as a major contributor to teacher stress (Dunham, 1984). This falls under the umbrella of all that goes on in a teacher's classroom during a teaching day: student engagement, student apathy, lack of respect towards the adult and other children in the room, students showing up to class unprepared, and negative student behavior. These misbehaviors are the everyday incidentals, not the severe behaviors such as violence towards teachers and students (Dunham, 1984). If teacher burnout is caused by the above behaviors occurring continuously in the classroom, the bigger impact of the burnout can lead to not only teachers leaving, but can lead to higher student dropout rates (Higgins & Endler, 1995).

Teachers seem to report having higher levels of stress when there are more frequent student behavior problems occurring in the classroom (Amirkhan, 1994). Negative behaviors day in and day out can take a toll on most teachers. Traverse and Cooper (1996) emphasized, "Chronic problems with student behavior are factors in teacher burnout" (p. 104). Behaviors such as talking out, noises, tardiness, and leaving their seats all seem to be minor compared to kids who are acting out aggressively. However, the more the above behaviors occur the more likely they are to cause problems for teachers and lead to stress and burnout (Amirkhan, 1994). The behaviors are initially viewed as minor, but the more they happen, the more the behaviors can start to take a toll on the teachers and how he/she views the job.

More training in behavior management can lessen burnout because teachers start having more success with students and classroom management due to increased skills and knowledge (Koeske & Kirk, 1995). Furthermore, teachers are confronted with students labeled as problematic or as "at risk" at an increasing rate (Comish & Swindle, 1994). Teachers need to be offered more support in order to be better prepared to handle the issues that can arise with students in need. Ultimately, the individuals most negatively affected by stress and burnout of teachers in the schools, are the students.

Another area of concern for teachers and their stress level is whether or not students come prepared for class and learning time. Lack of student effort in class can be related to teacher stress (Amirkhan, 1994). Teachers can stress about students who are not coming to class ready to learn. Some students come with their homework completed, ready to learn and pay attention throughout the school day. Those students who do not show the desired effort directly affect the main purpose of a teacher's job, which is to assist children in learning (Amirkhan, 1994). If students are not doing the work outside of the classroom and are unprepared when in class, then a teacher can feel the added stress to "catch up" these students who are now further behind the motivated, prepared students.

Teachers not only need more training in classroom management and how to handle discipline issues, but also need more assistance with strategies on how to motivate students to want to learn (Chona & Roxas, 2009). Furthermore, teachers must learn to cope with many different interruptions throughout the day, such as working with students who have special needs, high absenteeism, along with lack of funding and support from colleagues and administration (Chona & Roxas, 2009). Some teachers can feel added stress when it is believed they are not doing their job.

2.17. Burnout and its Effects on School Culture

According to Farber (1984), even though stress and burnout may plague other professions teachers do deserve special attention and consideration even if they are no more stressed and burned out than other professionals. It is to teachers that we entrust our children and thus our future. Teacher burnout should be considered critically important since it can result in a teacher's breakdown of physical health, emotional wellbeing and an inability to consider innovative classroom practices. Teachers who are resilient and confident in their abilities to teach tend to modify or adjust interventions so that they are constructive, thoughtful, and in the best interest of students (Troman & Woods, 2001)

When a teacher experiences burnout, the goal is just to survive the day (Kyriacou, 2001). This does not go unnoticed, because students sense when teachers are burned out and they must endure the result: teachers' impatience and lack of support. Interactions with colleagues and parents are also impacted. Educators experiencing stress have been described as more cynical, less flexible, more likely to experience interpersonal conflicts with colleagues. Additional conflict leads to feelings of social inadequacy and isolation (Durani, 2009). Teachers who suffer from burnout may spread their negativity by behaving rigidly, showing an overly tough attitude towards their students, expecting less from students, demonstrating less involvement in teaching, and showing little concern for their students (Durani, 2009). Anitha (2007) reports that teachers who experience chronic feelings of emotional exhaustion and fatigue may develop ── negative attitudes toward their students, and feeling of diminishing job accomplishments. . . these feelings are aspects of stress and often result in absenteeism, which may lead to student absenteeism and a lack of academic achievement. Unfortunately, teachers who become burned out or

feel that they are not making a difference do not necessarily seek help or quit but sometimes remain in their jobs out of economic need, which can impact a school's culture (Anitha, 2007).

While high achieving teachers take on additional roles and responsibilities to benefit schools and students, researchers have shown that there is a correlation between additional roles, responsibilities, and burnout (Reddy, 2011). Stress is a negative factor in many cases, but for others, it caused them to work harder or to excel in their endeavors (Callan, 1993). Thus, it is important to distinguish among individuals' characteristics, traits or abilities that make stress a positive or negative experience.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This Chapter deals with the research methodology used in the study. The chapter includes: the research design, study population, sampling strategies, data collection methods and instruments, research procedure and data analysis techniques used in the study.

3.1 Research Design

The descriptive cross – sectional design was used in the study since the researcher wanted to investigate into the management of junior high school female teachers. It was also to describe the current characteristics, attitudes, opinions, ideas and measures taken by the respondents. This design was the method of choice, because it fields studies in natural setting, and explains phenomena from the person being studied (Babbie, 2007) and produces descriptive data from the respondent own written or spoken words (Bogdan & Biklen, 2003).

Cozby (2005) said that the design interprets, synthesizes, integrates data and points to implications of the study. The survey enabled the researcher to obtain information from sample of individuals' representative of the entire population.

The survey design was adopted because it has the advantage of providing useful information from a large group of people. The survey enables the researcher to get broad and accurate views or responses on issues concerning the stress management strategies employ by female teachers. The design provides a meaningful picture of events and seeks

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to explain people's behaviour on the basis of data gathered. Descriptive survey was considered appropriate for the present study because the researcher used questionnaire for study to seek information from the respondents in order to generalize. It was also considered appropriate as the helped the researcher to investigate the issue raised in the study.

3.2. Population of the Study

Population is defined as the larger group upon which a researcher wishes to generalize: it includes members of a defined class of people, events or objects (Creswell, 2005). The target population for the study was made up of all junior high school female teachers in the Ahenko Circuit.

3.4. Sample and Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Sekeran, 2003). Purposive and convenience sampling were used to select 60 female teachers.

3.5. Research instruments

The following instruments were used to collect necessary data for this study. They are:

- Teachers Stress Questionnaire

- Teachers Ways of Coping on Stress Questionnaire

3.5.1. Teachers Stress Questionnaire

Teachers Stress Questionnaire was developed by Telaprolu and George (2005). This is 24-item self-report scale. Participant's response was used to assess the sources of their work stress on a 4-point scale ranging from strongly disagree (1) to strongly agree (4), where item 1 to 5 measures professional demands stressors, 6 to 10 measures interpersonal relations stressors, items 11 to 13 measures role – based stress, items 14 to 16 measures career development, items 17 to 20 measures school factors, whiles items 21 to 24 measures home – work interface. Telaprolu and George (2005) reported good psychometric internal consistency reliability alpha of 0.88 for this scale.

3.5.2. Teachers Ways of Coping on Stress Questionnaire

This scale used for this study was constructed and validated by Lazarus and Folkman (1984). This is a self-report measure of 9-items designed to assess the teachers' ways of coping in their stress. Participants responded to whether each item describe how they cope with their stress on a 5-item point scale ranging from Strongly Disagree (1), Disagree (2), Undecided (3) Agree (4) and Strongly Agree (5). The reliability of scale is 0.73.

3.6. Reliability and Validity of Data

The validity of research instruments was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor for

verification. This was to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined and strengthened through an extensive review of the literature.

Reliability refers to the consistency of the instruments in tapping information from more than one respondent. A pilot study conducted at Boameng Circuit Afigya Kwabre North District with 30 teachers who were not part of the study. The pilot study served to remove ambiguities and unnecessary items in the questionnaire and also gave a fair idea of the responses to be obtained from the field. The responses were fed into the SPSS version 18.0 and run the reliability analysis and obtained the various reliabilities stated above.

3.7. Data Collection Procedure

An introductory letter was obtained from the researcher's head of Department to enable her carry out the research work at the selected schools. The researcher visited the participated schools to personally deliver copies of the letter to the head master. Permission was granted to the researcher and the head with their respective teachers gave their support during the data collection period. After discussion with the head and teachers in the school, dates were agreed upon and teachers were informed of the dates and the purpose of the questionnaire they were about to complete. On the set dates the researcher went to the participatory schools and administered the questionnaire to the teachers and collected the questionnaire later when she was informed about the completion of the instrument.

3.8. Data Analysis Procedure

The data obtained were analyzed, using descriptive and inferential statistics. The descriptive statistics (frequency and percentages) were used to analyze the demographic characteristics of the teachers. The data was fed the Statistical Package for Social Science (SPSS), for windows version 16.00 software. The statistical analysis such as frequencies and percentages, mean and standard deviation was used according to respective research questions of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction.

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussion to the study research questions.

4.2. SECTION A – Demographic Characteristics of Respondents

Table 4.1 below shows the age group of the study respondents. The dominant age group of the respondents ranged between 31 – 40 years representing 27(45%), followed by less than 30 years representing 16(26.7%) whereas 50 and above made up the smallest group, representing 5 (8.3%) of the respondents.

Table 4.1: Age Distribution of Respondents

Age (Years)	Frequency	Percentage
Less than 30	16	26.7
31 – 40	27	45.0
41 - 50	12	20.0
51+	5	8.3
Total	**60**	**100**

The marital status distribution of the respondents indicated differences with 28 single female teachers representing 46.7% and 32 married or intact female teachers representing 53.3%. Table 4.2 below illustrate this relationship.

Table 4.2: Marital Status of the Respondents

Marital Status	Frequency	Percentages
Single/Window	28	46.7
Intact	32	53.3
Total	**60**	**100.0**

In terms of the respondents' education status, table 4.3 below indicates that 30 of them representing 50% were diploma holders, 20 representing 33.3% were first degree holders, whiles 10 of them representing 16.7% were second degree holders.

Table 4.3: Distribution of Respondents Educational Status

Educational Status	Frequency	Percentage
Diploma	30	50.0
First Degree	20	33.3
Second Degree	10	16.7
Total	**60**	**100.0**

With regard to their working experience, Table 4.4 below indicates that 10 of the respondents representing 16.7% reported that they have worked between the years 1 to 5, 24(40%) indicated that they have worked for the years between 6 to 10 years, 17(28.3%)

also reported that they have worked between the years of 11 to 15 years, whiles 9 of them representing 15% indicated that they have worked for 16 years and above.

Table 4.4: Respondents Work Experience

Working Experience	Frequency	Percentage
1 – 5 years	10	16.7
6 – 10 years	24	40.0
11 – 15 years	17	28.3
16+	9	15.0
Total	**60**	**100.0**

Concerning the circuit supervisors ranks, table 4.5 below indicates that 12 of them representing 60% were principal superintendents, 6 of them representing 30% were at the rank of Assistant Director 1, whiles 2 of them representing 10% was Assistant Director 11. The data shows that majority of the circuit supervisors represented in the study were Principal Supervisors. With regard to the teachers' educational status, 16 of them representing 53.3% were Principal Superintendents, 9(30%) were Assistant Director 1, whiles 5 of them representing 16.7% were Assistant Director 11.

Table 4.5: Rank Distribution of the Female Teachers

Responses	Frequency	Percentage
Superintendent	8	13.3
Principal Superintendent	30	50.0
Assistant Director 11	12	20.0
Assistant Director 1	10	16.7
Total	**60**	**100.0**

4.3. SECTION B – ANALYSIS OF RESEARCH QUESTIONS

4.3.1. Research Question One – What are the major sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District?

There are a number of sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District. The respondents presented their sources of stress under the following:

- Professional Demands Stressors

- Interpersonal Relations Stressors

- Role – Based Stress

- Career Development

- School Factors

- Home – Work Interface

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Professional Demands Stressors

This section of the research question was meant to identify the professional demands stressors of female teachers. The respondents were given questionnaires and requested to express in their views so as to assist in finding out the professional demands stressors. Their responses were recorded in Table 4.6 as follows:

Table 4.6: Professional Demands Stressors

Statements	Mean	Standard Deviation
1. Preparing and evaluating pupils work (homework, test, and exam.)	2.05	0.81
2.Large classes and classroom-related problems	3.40	0.76
3.Inadequate time to meet the needs of the students	1.90	0.71
4.Heavy workloads and time pressures – more expectations to fulfill	1.97	0.90
5.Classroom teaching skills to curb students misbehaviour	2.42	0.81
Grand Mean/Standard Deviation	**2.35**	**0.80**

The mean scores and standard deviation of the respondents in table 4.6 above shows that the professional demands stressor of female teachers was large classes and classroom-related problems with the mean score of 3.40 and the standard deviation of 0.76 with the grand mean and grand standard deviation of 2.35 and 0.80 respectively.

Interpersonal Relations Stressors

This section of the research question was meant to identify the interpersonal relations stressors of female teachers. The respondents were given questionnaires and requested to express in their views so as to assist in finding out the interpersonal relations stressors of female teachers. Their responses were recorded in Table 4.7 as follows:

Table 4.7: Interpersonal Relations Stressors

Statements	Mean	Standard Deviation
1. My relations with my head cause me a great deal of anxiety	1.90	0.68
2.Controlling and disciplining of students	2.33	0.63
3.Objectionable students behaviour and poor discipline	2.88	0.72
4.Students with special education needs	1.63	0.70
5.Parents attitude towards teachers	2.43	0.70
Grand Mean/Standard Deviation	**2.23**	**0.69**

The mean scores and standard deviation of the respondents in table 4.7 above shows that the interpersonal relations stressors of female teachers was objectionable students behaviour and poor discipline with the mean score of 2.88 and the standard deviation of 0.72 with the grand mean and grand standard deviation of 2.23 and 0.69 respectively.

Role – Based Stress

This section of the research question was meant to identify the **role – based stress of female teachers.** The respondents were given questionnaires and requested to express in their views so as to assist in finding out the **role – based stress of female teachers**. Their responses were recorded in Table 4.8 as follows:

Table 4.8: Role – Based Stress

Statements	Mean	Standard
1.Role conflict	2.30	0.65
2.Role ambiguity	2.30	0.81
3.Lack of heads support	3.02	0.68
Grand Mean/Standard Deviation	**2.54**	**0.71**

The mean scores and standard deviation of the respondents in table 4.8 above shows that the **role – based stress of female teachers was** lack of heads support with the mean score of 3.02 and the standard deviation of 0.68 with the grand mean and grand standard deviation of 2.54 and 0.71 respectively.

Career Development

This section of the research question was meant to identify the career development of female teachers. . The respondents were given questionnaires and requested to express in their views so as to assist in finding out the career development of female teachers. Their responses were recorded in Table 4.9 as follows:

Table 4.9: Role – Based Stress

Statements	Mean	Standard Deviation
1.Job security	1.75	0.65
2.Performance appraisal	2.62	0.67
3.Professional training -in-service courses, workshops	2.12	0.72
Grand Mean/Standard Deviation	**2.16**	**0.68**

The mean scores and standard deviation of the respondents in table 4.9 above shows that the **career development of female teachers was** performance appraisal with the mean score of 2.62 and the standard deviation of 0.67 with the grand mean and grand standard deviation of 2.16 and 0.68 respectively.

School Factors

This section of the research question was meant to identify the school factors serving as stress for female teachers. The respondents were given questionnaires and requested to express in their views so as to assist in finding out the school factors serving as stress for female teachers. Their responses were recorded in Table 4.10 as follows:

Table 4.10: Role – Based Stress

Statements	Mean	Standard Deviation
1.Restrictive bureaucratic school	2.60	0.56
2.Excessive school rules	2.50	0.65
3.School culture	2.98	0.50
4.Working conditions – shortages of materials, inadequate salaries	3.55	0.57
Grand Mean/Standard Deviation	**2.91**	**0.57**

The mean scores and standard deviation of the respondents in table 4.10 above shows that the school factors serving as stress for female teachers was working conditions – shortages of materials, inadequate salaries with the mean score of 3.55 and the standard deviation of 0.57 with the grand mean and grand standard deviation of 2.91 and 0.57 respectively.

Home – Work Interface

This section of the research question was meant to identify the home – work interface serving as a stress for female teachers. The respondents were given questionnaires and requested to express in their views so as to assist in finding out the home – work interface serving as a stress for female teachers. Their responses were recorded in Table 4.11 as follows:

Table 4.11: Role – Based Stress

Statements	Mean	Standard Deviation
1.Family responsibilities	2.48	0.60
2.Child care	3.22	0.69
3.Marital responsibilities	3.65	0.48
4.Unfriendly husband	2.63	0.61
Grand Mean/Standard Deviation	**3.00**	**0.60**

The mean scores and standard deviation of the respondents in table 4.11 above shows that the home – work interface serving as a stress for female teachers **was** marital responsibilities with the mean score of 3.65 and the standard deviation of 0.48 with the grand mean and grand standard deviation of 3.00 and 0.60 respectively.

Comparison of major sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District

Even though, all the sources of the stress discussed above were experienced by the female teachers, this does not necessarily mean that all have equal impact. The following table clearly compares the overall impact of all the key sources of stress discussed in detail above.

Table 4.12: Summary of major sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District

Items Sources of Stress	Grand Mean	Grand Standard deviation	Severity Rank
Professional Demands Stressors	2.35	0.80	4th
Interpersonal Relations Stressors	2.23	0.69	5th
Role – Based Stress	2.54	0.71	3rd
Career Development	2.16	0.68	6th
School Factors	2.91	0.57	2nd
Home – Work Interface	**3.00**	**0.60**	**1st**

The grand mean and grand standard deviation in the above table clearly depicts that the home – work interface source of stress is severe with the grand mean score of 3.00 and the standard deviation of 0.60. The same table also shows that the career development was the least source of female teachers' sources of stress that grand the grand mean score of 2.16 and the standard deviation of 0.68.

This finding concur with that of Anshel (1996) who indicated that home-work interface lead female teachers to experience high levels of stress. He further added that financial problems at home, difficulty in concentrating in the classroom due to tension with the spouse and priority for family needs, thinking about the health of their children, education of their children and insufficient salary are the sources of high level of stress

4.3.2. Research Question Two -What are the levels of stress among female teachers in Ahenkro Circuit in Afigya Kwabre North District?

With reference to a range of scores provided by the test developer (Telaprolu & George, 2005), to classify scores as high, moderate and low. This scale has a maximum score of 100, which is regarded to be a very high level of stress, and a minimum of 24

The scale developed by Telaprolu and George (2005), was adopted in the study to measure the level of stress. It consisted of 24 statements and had a four-point scale such as "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree" with scoring as 4, 3, 2 and 1 respectively. The range of the scores was 24 to 100. Based on the total scores, the level of stress was quantified as follows.

Table 4.13: Categories of Level of Stress

Category	Range	Mean
Low Stress	1.00-33.3	1.00 – 1.67
Moderate Stress	33.4-50.0	1.68 – 3.30
High Stress	50.1- 100.0	3.31 – 5.00

Based on the categories of the stress level stated above the female teachers responses of the stress were presented in Table 4.13 below

Table 4.14: Level of Stress

Level of Stress	Frequency	Percentage
Low Level of Stress	11	18.3
Moderate Level of Stress	30	50.0
High Level of Stress	19	31.7
Total	**60**	**100.0**

As can be inferred from Table 4.13 above, out of 60 female teachers participants 11 of them representing 18.3% claimed that they experienced low stress level, 30 of them representing 50% reported that they experienced moderate stress level, while 19 of them representing 31.7% showed that they experienced high stress level. This implies that majority of female teachers who participated in the study experienced moderate level of stress. This finding was in line with that of Rastogi and Kashyap (2003) who reported that among 150 women working as teachers, 79% were having moderate stress. They further explained that female teachers complained of less job satisfaction and attributed to female teachers shouldering the responsibilities same as males in this competitive world, along with their aspiration level, social acceptability, challenges, job responsibilities and career development. The data were further graphed and presented on figure 1 below.

Figure 4.1: Level of Female Teachers Stress

4.3.3. Research Question Three - What coping strategies do the Junior High School female teachers use in order to manage their stress?

This section asked the female teachers to rate their level of agreement or disagreement with a number of statements related to coping strategies they use in order to manage their stress on a scale of 1 to 4, where 1 = strongly disagree and 4 = strongly agree. The intent was to the coping strategies they use in order to manage their stress. Their responses were presented in the table 4.15 below.

Table 4.15: Coping strategies female teachers use in order to manage their stress

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.Accept the fact that sometimes stress is unavoidable	--(--)	--(--)	22(36.7)	28(46.7)
2. Feel that the problem is temporary and view for the future.	--(--)	10(16.7)	23(38.3)	27(45)
3.Try not to show frustration even though it bothers me much	--(--)	15(25)	17(28.3)	28(46.7)
4. Try to accept the situation as it is.	--(--)	13(21.7)	21(35)	26(43.3)
5.Meditate or use other relaxation techniques	--(--)	12(20)	20(33.3)	22(36.7)
6.Seek help from the superiors	--(--)	18(30)	20(33.3)	22(36.7)
7. I tried to analyze the problem in order to understand it better.	--(--)	--(--)	15(25)	45(75)
8. Talked to someone to find out more about the situation.	6(10)	8(13.3)	18(30)	28(46.7)
9.Talked to someone who could do something concrete about the	5(8.3)	10(16.7)	15(15)	30(50)

Table 4.15 above shows the responses of the female teachers on coping strategies they use in order to manage their stress. When they were asked whether they accept the

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fact that sometimes stress is unavoidable majority of them, i.e. 28(46.7%) strongly agreed, while 22 of them representing 36.7% agreed to that statement.

The researcher wanted to establish further whether the female teachers feel that the problem is temporary and view for the future as a way of coping with their stress. With this statement, 27 of them representing 45% strongly agreed, 23(38.3%) agreed, whiles 10 of them representing 16.7% disagreed to that statement.

When female teachers were to agree or disagree if they try not to show frustration even though it bothers me much serve as their way of coping with their stress, majority of them 28(46.7%) strongly agreed, 17(28.3%) agreed, whiles 15(25%) disagreed. On the issue of female teachers trying to accept the situation as it serving as their stress coping strategy, 26 of them representing 43.3% strongly agreed, 21(35%) agreed, whiles 13(21.7%) disagreed.

The researcher wanted to establish if the female teachers meditate or use other relaxation techniques to cope in their stress. With this statement, 22 of them representing 36.7% strongly agreed, 20(33.3%) agreed whiles 12 of them representing disagreed. The researcher wanted to establish further whether the female teachers seek help from the superiors serve as a way of coping with their stress. With this statement, 22 of them representing 36.7% strongly agreed, 20(33.3%) agreed, whiles 18 of them representing 30% disagreed to that statement.

The researcher further wanted to find out if female teachers tried to analyze the problem in order to understand it better as a way of coping with their stress, and 45 of them representing 45% strongly agreed whiles 15 of them also representing 25% agreed.

This implies that majority of the female teachers who participated in the study strongly agreed that they tried to analyze the problem in order to understand it better.

The female teachers were further asked if they talked to someone to find out more about the situation when they fell stressed. With this statement, 28 of them representing 46.7% strongly agreed, 18(30%) agreed, 8(13.3%) disagreed whiles 6 of them representing 10% strongly disagreed to that statement.

Finally, on female teachers were asked if they talked to talked to someone who could do something concrete about the problem when they were stressed and 30 of them representing 50% strongly agreed, 15(15%) agreed, 10(16.7%) disagreed, whiles 5 of them representing 8.3% strongly disagreed.

In summary, majority of the female teachers who participated in the study strongly agreed that they talk to someone who could do something concrete about the problem. This finding was in line with Osmany and Khan (2003) who indicated that 73% of female teachers in his study showed that talking to talk to a friend or senior member on their problem reduces their stress level.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings of the study, which seek to identify and explore the stressors that affect junior high school female teachers in Ahenkro Circuit and to identify the coping behaviours that the female teachers use in managing these stressors. This chapter includes the summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

5.2. Summary of Findings

The study attempted to identify and explore the stressors that affect junior high school female teachers in Ahenkro Circuit and to identify the coping behaviours that the female teachers use in managing these stressors. The following research questions were posed to guide the study:

1. What are the major sources of stress among Junior High School female teachers in Ahenkro Circuit in Afigya Kwabre North District?

2. What are the levels of stress among female teachers in Ahenkro Circuit in Afigya Kwabre North District?

3. What coping strategies do the Junior High School female teachers use in order to manage their stress?

The following findings were arrived at in the present study:

- One of the research questions sought to find out the major sources of stress among Junior High School female teachers in Ahenkro Circuit in the Afigya Kwabre North District revealed that majority of female teachers who participated in the study agreed that home – work interface, specifically marital responsibilities was their main source of stress.

- Moreover, the second research question which sought to find out the levels of stress among female teachers in Ahenkro Circuit in the Afigya Kwabre North District revealed that majority of female teachers in the study area experienced moderate level of stress.

- Finally, with respect to research question three which sought find out the ways coping strategies do the Junior High School female teachers use in order to manage their stress revealed that female teachers tried to analyze the problem in order to understand it better
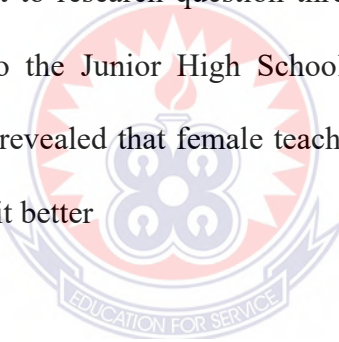
5.3. Conclusion

Based on the findings of the study, it was possible to draw the following conclusions:

- Firstly, the analysis of the data revealed that majority of female teachers who participated in the study agreed that agreed that home – work interface, specifically marital responsibilities were their main source of stress.

- The study further revealed that majority of female teachers in the study area experienced moderate level of stress

- The study revealed that female teachers tried to analyze the problem in order to understand it better.

5.4. Recommendations

Considering the major findings from the research, the following recommendations are made for consideration.

1. In the first place, female teachers should be made to be conversant with what goes on in marriage, coupled with marital responsibilities and effective ways of handling their husbands

2. In addition, female teachers should be well trained on effective ways of coping with stress

3. Moreover, more theoretical research be done in this field in order to develop a comprehensive model specifically designed for female teachers. This model should include stress management programmes for couples.

5.5. Recommendations for Future Research

The areas suggested by the study for further research include:

1. The Relationship between female teachers' occupational stress and work commitment

2. Causes of Stress in Public Schools and its Impact on Work Performance of female teachers.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR FEMALE TEACHERS

Dear Respondent,

I am carrying out a study on the topic *''Investigating into the Management of Junior High School Female Teachers Stress in* Ahenkro Circuit in the Afigya Kwabre North District*''* It is against this background that you have been randomly selected to partake in this study by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

……………………………..

Stella Tawiah

Researcher

SECTION A

TEACHERS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about your self and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Age. 20-30[ ]. 31-40[ ].41-50[ ] 51+ [   ]

2.Educational Status : Graduate [ ] Diploma[ ] Cert 'A' Teachers [ ]

3. Work Experience: 1 – 5 years [ ] 6 – 10 years [ ]   11 – 15 years [ ] 16+years   [   ]
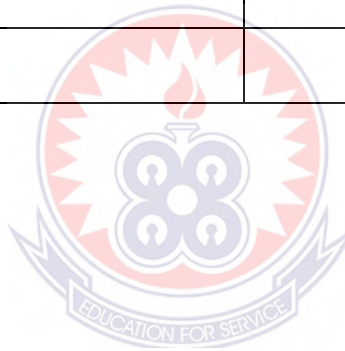
SECTION B

FEMALE TEACHERS STRESS SOURCES QUESTIONNAIRE

Please read each item below and indicate, by ticking the appropriate category, to what extent you used it *in the situation you have just described*

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Preparing and evaluating pupils work (homework, test, and exam.)				
2.Large classes and classroom-related problems				
3.Inadequate time to meet the needs of the				
4.Heavy workloads and time pressures – more expectations to fulfill				
5.Classroom teaching skills to curb students misbehaviour				
6. My relations with my head cause me a great deal of anxiety				
7.Controlling and disciplining of students				
8.Objectionable students behaviour and poor discipline				
9.Students with special education needs				
10.Parents attitude towards teachers				
11.Role conflict				
12.Role ambiguity				
13.Lack of heads support				

14.Job security				
15.Performance appraisal				
16.Professional training -in-service courses,				
17.Restrictive bureaucratic school				
18.Excessive school rules				
19School culture				
20.Working conditions – shortages of materials, inadequate salaries				
21.Family responsibilities				
22.Child care				
23.Marital responsibilities				
24.Unfriendly husband				

SECTION C

TEACHERS WAYS OF COPING ON STRESS QUESTIONNAIRE

Please read each item below and indicate, by ticking the appropriate category, to what extent you used it *in the situation you have just described*

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.Accept the fact that sometimes stress is unavoidable					
2. Feel that the problem is temporary and view for the future.					
3.Try not to show frustration even though it bothers me much					
4. Try to accept the situation as it is.					
5.Meditate or use other relaxation techniques					
6.Seek help from the superiors					
7. I tried to analyze the problem in order to understand it better.					
8. Talked to someone to find out more about the situation.					
9.Talked to someone who could do something concrete about the problem					

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