

## Stress in School Teachers

Getachew Haile\*

**Abstract:** *The study was conducted on 256 (196 males and 60 females) elementary, junior, and high school teachers. Its major purpose was to assess the sources of stress among teachers. Both quantitative and qualitative methods of analyses were employed. The first task performed was correlating stress and job satisfaction indicators. The results indicated that self reported stress score was negatively associated with job satisfaction, career commitment and with intention to leave teaching. Its association with total days of absence was positive but the association failed to reach significance in the case of intention to leave teaching ( $p= 0.05$ ). About sixty seven percent of the teachers rated teaching as 'very' or 'extremely' stressful. Many of these teachers (36 percent) aspired job change outside teaching. Younger, less experienced, and less qualified teachers felt greater experiences of stress than older, more experienced and more qualified teachers. In general, teachers seemed to be in a very stressful condition. Generally, conditions of employment such as poor working conditions, low pay, low professional recognition, ineffective administration and evaluation were identified as major sources of stress and/or dissatisfaction more than professional aspects of teaching. Therefore, due consideration should be given to teachers' conditions of employment so that the severity of stress among teachers could be reduced.*

### Introduction

In every day work accomplishments, teachers face various demanding situations that may be sources of stress. Over the last thirty years, there has been a steady increase in studying occupational stress among school teachers such that the level of discussion and research currently taking place (e.g. Kyriacou, 1987; 1989; Manthei et al., 1996; Kyriacou and Sutcliffe, 1979; Esteve, 1989; Dunham, 1984; Claxton, 1989) treats teacher stress as one of the major area of attention

---

\* Technical Assistant, Bahir Dar University.

## Stress in School Teachers

Getachew Haile\*

**Abstract:** *The study was conducted on 256 (196 males and 60 females) elementary, junior, and high school teachers. Its major purpose was to assess the sources of stress among teachers. Both quantitative and qualitative methods of analyses were employed. The first task performed was correlating stress and job satisfaction indicators. The results indicated that self reported stress score was negatively associated with job satisfaction, career commitment and with intention to leave teaching. Its association with total days of absence was positive but the association failed to reach significance in the case of intention to leave teaching ( $p= 0.05$ ). About sixty seven percent of the teachers rated teaching as 'very' or 'extremely' stressful. Many of these teachers (36 percent) aspired job change outside teaching. Younger, less experienced, and less qualified teachers felt greater experiences of stress than older, more experienced and more qualified teachers. In general, teachers seemed to be in a very stressful condition. Generally, conditions of employment such as poor working conditions, low pay, low professional recognition, ineffective administration and evaluation were identified as major sources of stress and/or dissatisfaction more than professional aspects of teaching. Therefore, due consideration should be given to teachers' conditions of employment so that the severity of stress among teachers could be reduced.*

### Introduction

In every day work accomplishments, teachers face various demanding situations that may be sources of stress. Over the last thirty years, there has been a steady increase in studying occupational stress among school teachers such that the level of discussion and research currently taking place (e.g. Kyriacou, 1987; 1989; Manthei et al., 1996; Kyriacou and Sutcliffe, 1979; Esteve, 1989; Dunham, 1984; Claxton, 1989) treats teacher stress as one of the major area of attention

---

\* Technical Assistant, Bahir Dar University.

within education. The findings indicated that a larger proportion of teachers experience stress and burnout. Similar studies which have compared teaching with other professions (e.g. Cox and Brockley, 1984; Nerell and Wahlund, 1981; all cited in Kyriacou, 1987) have found that school teachers reported the highest level of occupational stress. Stress, according to Kyriacou (1989: 27) is defined as "teachers' experiences of unpleasant emotions, such as anger, tension, frustration, anxiety and nervousness resulting from aspects of their work as teachers."

Stress is inevitable in all life situations. In the case of teaching profession teachers also face different degrees of stress that spring from various circumstances. Stress may result in teachers' perception of threat, but its extent depends on teachers' perception of circumstances. Almost all models of teacher stress (e.g. Kyriacou and Sutcliffe, 1979; Kyriacou, 1987; 1989) acknowledge the central role of teachers' perceptions of circumstances that trigger stress. This understanding helps in some way to explain why teachers in apparently similar circumstances appear to experience different levels of stress. Presumably, those teachers who perceive the circumstance as more threatening are subject to a greater level of stress.

The problem becomes a major international concern in schools due to the fact that a prolonged experience of stress can precipitate both physical and mental ill-health (e.g. Kyriacou, 1989; 1987; Chakravorty, 1989) and affect job performance (e.g. Ivancevich and Matteson, 1990). According to these researchers, stress can also cause stress related ill-health, a lowered level of job satisfaction, lower commitment, and an impaired quality of classroom teaching and relation with pupils. It also negatively affects individual teachers (e.g. it may result in mental and emotional exhaustion, a lower sense of personal accomplishment), the pupils (e.g. the teacher gives less information, less praise, and pays less attention to individuals and their needs), and the organization (e.g. higher

absenteeism, working hard but accomplishing less, leaving the job or the profession). In this regard the initiation to study stress stems from:

- the mounting evidence that prolonged stress can lead to both mental and physical ill-health;
- a general concern to improve the quality of teachers working conditions;
- a concern that stress and burnout may significantly impair the working relationship a teacher has with pupils, and the quality of teaching and commitment he is able to display; and,
- a recent increase in the number of attempts by teachers' associations to include a certain amount in their salary and improve working conditions to minimize the effect of stress.

In various research studies it has also been indicated that both monetary and non-monetary aspects of the profession influence teachers perception of themselves and their profession. Low social recognition and salary, lack of opportunities to participate in decision making, poor working conditions, and lack of opportunities for career development, promotion and motion were some of the major reasons identified as sources of stress for school teachers, (Kyriacou, C. 1987; 89; Manthei et al., 1996; Haile-Gebriel 1981). Asnake (1996), in his study of the sources of work stress among Bahir Dar High school teachers, found out that considerably a large number of teachers felt stress as a result of poor work conditions, poor school ethos, time demands, pay and status level, pupil recalcitrance, role ambiguity and curriculum demands. Except for some efforts made by some researchers, the problem is not so far well studied in our schools, and it seems very important to study the extent to which teachers in our schools are in stressful situations so that the concerned

authorities and teachers could take measures that may reduce, if not avoid, stressful conditions. Accordingly, the study addressed the following leading research questions:

- What is the magnitude of stress among teachers in general?
- What are the major sources of stress in teaching?
- What are the effects of these stresses on commitment of teachers and on their future aspirations to continue as teachers?

### **Significance**

It is believed that the study may have the following importance for different concerned bodies. It may

- help teachers to lessen the shock they feel by providing them a thorough knowledge of the nature of the problem and its causes.
- call society's attention to the problem, the government, the media, and above all regional and central education authorities who could be initiated to understand the problem teachers encounter and take proper remedial actions to alleviate teachers' stress.
- help take planned actions beyond mere suggestions through scientific analysis and collaborative efforts of the society that ultimately could improve teachers' working conditions.

## **Purpose of the Study**

The study aims at:

- identifying causes of stress that lower teachers' self-esteem in teaching.
- evaluating the prevalence of stress among teachers.
- determining potential effects of stress on future aspirations of the teachers.
- suggesting possible measures that help teachers reduce their level of stress.

## **Review of Related Literature**

### **Sources of Stress**

Causes of stress may be numerous. Individual, social, psychological and organizational variables contribute to teacher stress and burnout (Capel, 1989). The main sources of stress for individual teachers or generally any staff in any particular school vary greatly. However, there are a number of studies identifying the main sources of stress facing teachers. Laughlin (1984), Dewe (1986), and Freeman (1987), as all cited in Kyriacou (1987), have identified several sources of stress. Overall, the sources identified appear to fall into the following major categories: pupils' poor motivation, pupils' lack of discipline, poor working conditions, time pressure, curriculum changes and demands, low status and conflict with colleagues.

### **Disruptive Pupil's Behavior**

The term 'disruptive' is given to a wide range of behavior problems which include the pupil who refuses to cooperate and does little or no work in class, and who is openly aggressive

towards other children and teachers. These children, as noted by Dunham (1984), are very anxious. Their teachers often encounter 'raw emotions' in and out of the class. These strong emotions may be expressed in different ways as aggressiveness, attention-seeking behavior, and lack of consideration for other people or unfriendly attitude towards them. For teachers who do not think that teaching is concerned with 'raw emotions' of anger, its expression in a classroom or a school can be a source of insecurity and distressing experiences. Galloway, et al. (1982), cited in Dunham (1984:43), wrote, "disruptive behavior is the most striking example of stress, which too often has to be borne in painful isolation." In general, in reality the problem of violence is restricted to minority, but, psychologically the problem is multiplied five-fold leading too many teachers who have never been attacked and who probably never will be, to feel unsafe, and uncertain of where they stand (Esteve, 1989).

### **Poor Working Conditions**

Poor working conditions include such problems as inadequate equipment, poorly maintained buildings, lack of space, poor quality furniture, lack of suitable premises, poor staff room facilities (e.g. Dunham, 1984; Kyriacou and Sutcliffe, 1979). A general lack of resources is reported as one of the most important factors in many research studies (e.g., Manthei et al., 1996) which contributes to teachers' stress and burnout. Indeed, many teachers who look forward enthusiastically to renewing their activity in the classroom often find themselves limited by lack of materials, or the means to obtain them. Many of these teachers are heard complaining about the contradiction implicit in the situation whereby, on the one hand, society and those in charge of education are demanding and promoting a renewal in teaching methodology while, on the other hand, they do not equip teachers with what they need to put this into practice.

### **Time Pressure**

Time pressure refers to the general level of demands laid upon teachers within very short period of time. It refers to lack of adequate time to complete the work or to create a situation of pressure in attempting to do more work in less time. Indeed, a variety of demands put upon teachers in a typical school day, often with tight deadlines attached to them, may make teaching a stressful activity (Kyriacou, 1989).

### **Curriculum Changes and Demands or Reorganization**

Reorganization, as reported by Dunham (1984), refers to the organizational and curricular changes, which are required to be implemented for comprehensive education. Teachers may have to adjust to different intakes of pupils who have much wider range of behavior, abilities and attitudes. Some long serving members of the staff, with the limited experience, which made them vulnerable to change, had a demoralizing awareness of incompetence and loss of confidence. Moreover, the use of teaching methods which emphasize individual children's needs, the rapid expansion of curriculum to include science, music, programmed instructions, the expansion of the out of school activities, and requirements of new legislation, are some of the demands that cause problems in teachers.

### **Low Status**

Low status, as noted by Kyriacou (1989), refers to teachers' perceptions that their profession is held in low esteem by the wider society; this is in part reflected by the level of salaries for teachers and how teaching is discussed by the wider society. This is a great concern, since professional self esteem acts as a buffer between stress at work and the likelihood of a precipitating stress related illness. Some recent studies (e.g. Kremer and Hofman, 1985; in Esteve, 1989:11) have indicated that undermining teachers' professional self esteem and identity makes teachers much more vulnerable to teacher



burnout. Furthermore, Ranjard (1984), cited in Esteve (1989), states that teachers, as far as the status is concerned, feel themselves to be under attack and live collectively dominated by feelings of persecution. According to him, this feeling is not without objective reasons, given that 'teachers are persecuted by the development of a society, which forces profound change upon their profession.' But it is not only the role of the teacher that has changed within the social context in which they exercise their profession; the expectations, support and judgment of this social context of teachers have also been changed.

The material rewards of the particular profession clearly form another important component in status accorded to that profession by the public. Not too long ago teachers were thought of very high both as educated people and as members of society. Their knowledge, self sacrifice and vocation were respected. But, now the society tends to base social status on income, and the idea of knowledge, self-sacrifice and vocation have lost their value. According to Esteve (1989), for many people the choice to become a teacher is not indicative of a vocation but merely a 'plausible excuse for their having been unable to do 'anything better'; that is to say, unable to do something else which would make more money.

### **Conflict with Colleagues**

Conflict with colleagues, as reported by Dewe (1986), and Moracco, et al., (1982), cited in Kyriacou, (1989), has also been considered as a major source of stress. Such conflict can range from purely academic disagreements to those arising from the exercise of managerial activities. In schools, such conflicts can easily expand if not dealt with skillfully.

### **Teachers' Reactions to Stress**

Teachers' reactions to the pressures identified can be grouped into four main categories: behavioral, emotional, mental and

physical reactions (Dunham, 1984). Occupational stress as one of the factors leading to work related health problems, according to Bayers (1987), cited in Blix et al. (1994), has negative impacts on the physical health, (e.g., headache, cardiovascular diseases, etc.), psychological health (e.g., depression, low self-esteem, burnout), behavioral health (e.g., alcohol abuse, smoking), and organizational interaction (e.g., absenteeism, turnover, low productivity). Various researchers attempted to measure occupational stress symptoms by using items reflecting burnout, stress related health problems, perceived work stress, productivity, job satisfaction and intention for job change (e.g., Capel, 1989; Kyriacou and Sutcliffe, 1979; Chacravorty, 1989; Dunham, 1984; Manthei et al., 1996; Blix et al., 1994). Kyriacou and Sutcliffe (1979), correlating self reported teacher stress (responses to the question: In general, how stressful do you find being a teacher?) and three correlates of teacher stress, have found out that self reported teacher stress was negatively associated with job satisfaction and positively associated with intention to leave teaching. Its association with the frequency of absence fails to reach significance ( $\rho = 0.09$ ,  $p < 0.1$ ), but for the total days absence the association was significant and in the predicted direction, i.e., positive.

Galloway, et al. (1984b), Kyriacou (1987) and Smilansky (1984), all cited in Manthei et al. (1996), also suggested that it is possible for teachers to report feeling stressed by some aspect of the job and satisfied with its other aspects. This accounts for a greater percentage of teachers who reported being stressed compared to those who reported dissatisfaction. Though teacher stress is negatively correlated with the job satisfaction only moderately (e.g. Galloway et al., 1984; Kyriacou and Sutcliffe, 1979; Laughlin, 1984; Smilansky, 1984; all cited in Kyriacou, 1987), it has been found that some teachers report high stress and high job satisfaction. The explanation is that stress is one of a number of determinants of job satisfaction (and vice versa), and that some teachers may find teaching satisfying inspite of stress or even because of it.

According to Manthei and Solman (1988) and reports in Manthei et al (1996) about half of the teachers involved in the study thought it would be fairly or very unlikely that they would continue as teachers within ten years time and 40 percent of them would choose teaching again as a career. Moreover, they found out that self reported teacher stress and satisfaction have high correlation with choosing the career again ( $r=-0.53$  and  $r=-0.66$ , respectively). This suggests the teachers' readiness to change teaching occupation, for whatever reason. The correlation between intention to leave teaching and choosing the career again is considerably lower ( $r=0.28$ ) yet positive. A similar but lower pattern of correlation between general stress and satisfaction with career commitment ( $r=-0.40$  and  $r=-0.50$ , respectively), and general stress and satisfaction with intention to leave the profession ( $r=-0.18$ , and  $r=-0.38$ , respectively) was obtained in their study. This reinforces the suggestion that career commitment is a better reflection of teachers' disenchantment with teaching and a clear indication of the number of teachers who thought they had chosen the wrong career. It would appear that although teaching as a profession had not become more stressful, it had become less satisfying for a larger proportion of teachers. However, the number of teachers intending to leave teaching or expressing low or high commitment to teaching as a career remained about the same over the years (Manthei et al., 1996).

A number of studies (e.g. Kyriacou, 1987; 1989; Kyriacou and Sutcliffe, 1979; Capel, 1989; Esteve, 1989; Manthei et al. 1996) have also sought to explore the relationship between biographical variables, and stress or burnout. Biographical characteristics, such as sex, length of teaching experience, and post held in the school have received a great deal of attention. Overall, such differences do not appear to be related to stress or burnout in a consistent manner. Nevertheless, such biographical characteristics are certainly important regarding the source of stress reported, and in moderating the association with other variables.

## **Research Methodology**

### **Subjects of the Study**

The subjects of this study were all full-time teachers who were currently teaching in elementary ( $n = 66$ ), junior ( $n = 63$ ), and high schools ( $n = 127$ ). The sample consisted of 71 teachers with Teachers Training Institute (TTI) certificate, 147 teachers with college diploma, and 38 teachers with bachelor degree. The subjects in each group were selected randomly from those who came to attend summer in-service teachers training program at Bahir Dar Teachers College to be upgraded to diploma and degree levels, and some teachers taken from Tanna Comprehensive Secondary School (TCSS) of Bahir Dar town.

### **Instrument Used**

#### **Instrument Development**

To develop the main questionnaire to gather the information from the teachers, a preliminary questionnaire consisting of one item was administered to a total of 450 teachers who were attending the summer in-service program at Bahir Dar Teachers College (BDTC). With that item, the teachers were asked to list those factors that they considered were causes (or sources) of stress for the teachers.

#### **The Questionnaire**

Based on the teachers' responses, literature review and logical analysis 30 items were selected and grouped under nine major stress sources: disruptive pupils' behavior, inadequate salary, ineffective evaluation mechanisms, ineffective administration, curricular problems and demands, low social recognition, work overload, poor work environment, and excessive time demands. A minimum of 3 or 4 items were classified under each of the main sources of stress. Then, each source of

stress was structured in the form of a five-point scale questionnaire. The reliability of the questionnaire as estimated by Cronbach alpha was 0.90 with a standard error of measurement, of 5.96.

The questionnaire consisted of two sections. The first section requested the subjects to provide their biographical information regarding sex, age, qualification, experience in teaching, position held in the school and the school status. The second section consisted of a list of 30 sources of stress along with a 5-point scale. Moreover, it consisted of questions that requested teacher's general responses to stress, job satisfaction, intention to leave teaching, career commitment, and absenteeism.

### **Data Collection Procedures**

A total of three hundred teachers answered the questionnaire. The teachers were asked to fill in their biographical information, and respond accurately. Orientations and illustrations on how to fill in the questionnaire were given by the supervisors. The teachers were also requested to read the instructions and rate all questions carefully. Finally two hundred fifty-six correctly filled in questionnaires were obtained for the data analyses.

### **Data Analysis Techniques**

To investigate the difference between mean ratings of the teachers across their biographical characteristics (sex, age, qualification, teaching experience, position held in the school, and the school status), a one way analysis of variance (ANOVA) was used. Tukey pair-wise comparison test was employed to identify mean scores that contributed to overall significance of F. The Mann-Whitney U-test was used to examine the association between frequencies of absence with sex and position held in the school. Kruskal-Wallis one way analysis of variance was used to test the association of

frequencies of absence with age, qualification, teaching experience and the school status. Pearson correlation coefficient was employed to see the associations between stress scores and job satisfaction indicators (job satisfaction, absenteeism, intention to leave teaching, and commitment to teaching). To investigate which of the nine independent variables will help to predict stress, a multiple regression analysis was conducted.

## Results and Discussions

### Description of the Samples

**Table 1: Mean Scores of Teachers on Selected Variables**

Biographical variables	No.	self reported stress	job satisfaction	Intention to leave	Commitment	absence
Sex :						
Female	40	3.54	3.03	3.10	2.67	9.85
Male	216	3.82	2.77	2.98	2.75	9.36
Age in years						
Young : 22-33 :	124	3.96	2.64	3.01	2.56	10.02
Middle : 34-39	84	3.69	2.89	2.86	2.77	9.45
Above middle :40-45	39	3.62	2.97	2.97	2.95	7.67
Old : above 45	9	2.78	3.78	3.67	3.78	8.56
Qualification:						
TTI	71	3.76	2.96	3.52	2.66	10.75
Diploma	147	3.96	2.65	2.76	2.61	9.00
Degree	38	3.11	3.16	3.21	3.34	8.63
Experience: years						
Low: 2-13	125	3.90	2.67	2.96	2.77	10.0
Below average 14-19	92	3.76	2.89	3.03	2.54	9.06
Average: 20-24	31	3.61	2.90	2.84	2.97	9.23
Above average: 25-29	8	2.75	3.75	3.86	3.63	5.86
Position held:						
Teaching only	235	3.77	2.81	3.03	2.73	9.46
Teaching and others	21	3.86	2.81	2.67	2.81	8.86
School status:						
Elementary	66	3.70	2.94	3.32	2.65	10.82
Junior	63	3.88	2.67	2.76	2.56	9.34
High	127	3.76	2.82	2.95	2.87	8.77

As indicated in Table 1, the biographical profile of the teachers involved in this study were 84.4 percent male and 15.6 percent female teachers. The majority (48.4 percent) were aged

between 22 and 33 years and can be labeled as "young." Ninety-two percent of the samples were regular classroom teachers while the remaining held additional responsibilities.

## **Biographical Stress and Job Satisfaction Indicators**

### **Relationship between Biographical Characteristics and Stress**

The distribution of the responses to self reported stress was approximately normal with skewness -0.86 and standard deviation 1.16. In order to examine the differences between self reported stress across biographical characteristics of the teachers, the mean of responses to the question 'In general how stressful do you find being a teacher?' was associated with biographical characteristics of the teachers. In this respect, six separate one way analysis of variance (ANOVA) were performed with self reported stress as a dependent variable and each of the remaining six biographical characteristics (sex, age, qualification, experience in teaching, position held in the school and the school status) as independent variables. In three of the variables: age, qualification and teaching experience, the results revealed statistically significant differences,  $F_{3, 252} = 3.765$ ,  $p < 0.01$ ;  $F_{2, 253} = 8.653$ ,  $p < 0.001$ ; and  $F_{3, 252} = 2.790$ ,  $p < 0.05$ , respectively. A Tukey pair wise comparison test employed revealed that:

- Mean stress score of older teachers (those aged above 45 years) was significantly lower than those of younger teachers (those with an age range of 23 - 33 years), ( $p < 0.01$ ).
- Mean stress score of teachers with TTI qualification was significantly higher than those teachers who had bachelor degree,  $p < 0.01$ . But, its difference with diploma graduates failed to reach significance ( $p = 0.05$ ). The mean stress score differences of diploma

graduates was significantly higher than degree graduates ( $p < 0.01$ ).

- Mean stress score of less experienced teachers (2-13 years of teaching) was higher than those who have many years of experience. Accordingly, the mean score of teachers who served twenty-five to twenty-nine years were lower than those who served two to thirteen years ( $p < 0.05$ ), and those who served twenty to twenty-four years also lower than those with experiences of two to thirteen years ( $p < 0.01$ ).

The results revealed that stress varies along with age, qualification, and years of experience in teaching. It was found out that the younger, less qualified, and less experienced teachers reported greater experiences of stress than the older, more qualified and more experienced teachers. Even though the result does not offer support for some assertions made by overseas researchers (e.g. Kyriacou and Sutcliffe, 1979; Manthei et al, 1996; etc), biographical characteristics such as age, qualification and length of teaching experience have a great deal of contribution to the sources of stress reported in this study. To this end, Zabel and Zabel (1982), as cited in Capel (1989), also noted among other things, young, less experienced teachers experience higher level of burnout. Also those receiving more support from administrative, fellow teachers and parents were less burned than other teachers. Individual variables of fewer years of experience and fewer years at present position were considered important because it seems likely that those teachers who remain in teaching longer than others are those who have survived stress and burnout and so remained in the job. Likewise, in a new position, a teacher is likely to be experiencing more stress because of uncertainty about the environment, routines and expected behaviors.

A number of stress sources were significantly correlated with self reported teachers stress. For younger teachers, lack of



recognition for the contributions in teaching and / or organization ( $r = 0.41, p < 0.001$ ); lack of respect in society for schools and teachers ( $r = 0.36, p < 0.001$ ); pupil's poor attitudes towards work ( $r = 0.32, p < 0.05$ ); lack of time for preparation, marking, and organization ( $r = 0.31, p < 0.001$ ), lack of consensus on minimum standards ( $r = 0.30, p < 0.001$ ) and new role of parents in evaluating teacher's performance ( $r = 0.30, p < 0.001$ ) were found to be correlated significantly with self reported teacher stress. Lack of recognition for contributions in teaching and/ or organization ( $r = 0.44, p < 0.001$ ), lack of respect in society for schools and teachers ( $r = 0.42, p < 0.001$ ), time required for meeting and extra curricular activities ( $r = 0.37, p < 0.001$ ), salary not commensurate with training required and service rendered ( $r = 0.35, p < 0.001$ ), inadequate performance evaluation procedures ( $r = 0.35, p < 0.001$ ); lay persons' involvement in school matters ( $r = 0.33, p < 0.001$ ), salary not covering living expenses ( $r = 0.33, p < 0.001$ ), too much work to do ( $r = 0.32, p < 0.001$ ), and lack of understanding for the work of the teachers by the general public or state ( $r = 0.31, p < 0.001$ ), were significantly correlated sources of stress in the case of less experienced teachers. Furthermore, in the case of less qualified teachers, lack of recognition for contributions in teaching and /or organization ( $r = 0.27, p < 0.001$ ), lack of adequate directions during curriculum changes ( $r = 0.27, p < 0.001$ ), and salary not commensurate with training required and service rendered ( $r = 0.27, p < 0.001$ ) were significantly correlated sources of stress. Overall, lack of recognition for the contributions of teachers in teaching and/ or organization, lack of respect in society for schools and teachers, and inadequate salary were among frequently mentioned sources of stress by younger, less qualified, and less experienced teachers.

#### **Relationship between Biographical Characteristics and Job Satisfaction**

The distribution of the responses to job satisfaction was approximately normal with skewness -0.0091 and standard

deviation 1.18. Job satisfaction was measured by a single question 'overall, how satisfied are you with teaching as a job?' (Table 6). From the total sample, 32.8 percent of the teachers were very dissatisfied with their teaching job. Analyses employed to investigate the difference in job satisfaction across different biographical characteristics of the teacher were identical to that of self reported stress. The results indicated that the mean rating of teachers for the two of the variables, i.e., age and qualification, were statistically significant,  $F_{3,252} = 3.406, p < 0.01$ ;  $F_{2,253} = 3.600051, p < 0.05$ ; respectively. A post-hoc analysis (Tukey pair wise comparison test) employed indicated that mean satisfaction score of older teachers was significantly higher ( $p < 0.05$ ) than younger teachers, and mean satisfaction score of more qualified teachers (who had degree) was significantly higher ( $p < 0.05$ ) than teachers with TTI certificate or diploma. Hence, the results in this study indicated that job satisfaction tends to be higher for older and more qualified teachers. Similarly, Galloway, et al. (1985) in their study of sources of satisfaction and dissatisfaction for New Zealand primary school teachers reported a general tendency of satisfaction to increase with age, with the largest differences between the oldest and the youngest groups. Moreover, Laundry (1973), as cited in Galloway et al, (1985), noted a higher job satisfaction in older and more experienced teachers, but Kyriacou and Sutcliffe (1979), in their study of teachers' stress in comprehensive schools in England did not confirm this.

All correlations between sources of stress and job satisfaction were negative, as predicted, and relatively low except for the cases of time required for meeting and extracurricular activities ( $r = 0.76, p < 0.001$ ), and excessive time demands of teaching and / or organizational duties ( $r = 0.20, p < 0.01$ ) in the case of older teachers. Lack of respect by the society ( $r = -0.24, p < 0.001$ ); problems in implementing curriculum changes ( $r = -0.23, p < 0.001$ ), lack of understanding for contributions in teaching ( $r = -0.22, p < 0.001$ ), salary does not cover the cost of leaving expenses ( $r = -0.24, p < 0.001$ ), and salary is not

commensurate with the training required and service rendered ( $r = -0.22$ ,  $p < 0.001$ ) were found to be significantly correlated variables with job satisfaction for younger teachers.

#### **Relationship between Biographical Characteristics and Intention to Leave Teaching**

The distribution of the responses to intention to leave teaching was approximately normal with skewness  $-0.08$  and standard deviation  $1.28$ . Intention to leave teaching was measured using a single item: 'how likely is that you will still be a school teacher in the next five years time?' From the total sample,  $35.9$  percent of the respondents reported that they are 'very likely' that they will leave teaching in five years time (Table 6). To investigate whether the teachers' intention to leave their occupation was associated with biographical characteristics or not, six separate one way analysis of variance were employed. The result showed significant difference for two variables: qualification,  $F_{2,253} = 5.686$ ,  $p < 0.001$ ) and school status,  $F_{2,253} = 3.287$ ,  $p < 0.05$ ). A post hoc analysis revealed that the mean score of teachers with TTI qualification was higher than those who had diploma or degree, and the mean score of junior school teachers was significantly higher than elementary schools ( $p = 0.05$ ). But, its difference failed to reach significance with high school teachers. Also the difference between teachers qualified with diploma or degree failed to reach significance ( $p = 0.05$ ). Hence, intention to leave teaching was found to be higher for less qualified, elementary school teachers than more qualified, junior / high school teachers. But, the finding that intention to leave teaching was higher for less qualified, elementary school teachers was not consistent with overseas studies (e.g. Kyriacou, and Sutcliffe, 1979; Manthei et al, 1996). Probably the difference might have occurred due to the fact that elementary school teachers in our country work in the most remote areas which have full of hardships, whereas teachers in overseas may not have such difficulties.

Correlating sources of stress with intention to leave teaching, lack of respect in society for schools and teachers ( $r = 0.22$ ,  $p < 0.01$ ), salary not covering the cost of living expenses ( $r = 0.22$ ,  $p < 0.01$ ), lack of understanding for the work of the teachers by the general public / state ( $r = 0.22$ ,  $p < 0.01$ ), lack of time for preparation; marking, and / or organization ( $r = 0.16$ ,  $p < 0.05$ ), inadequate evaluation procedures ( $r = 0.14$ ,  $p < 0.05$ ), and lack of recognition for the contributions in teaching and / or organization ( $r = 0.14$ ,  $p < 0.05$ ) were correlated significantly with the desire to change the profession for less qualified teachers; and problems of instructional language ( $r = 0.32$ ,  $p < 0.001$ ), and pupils' impolite and disruptive behavior ( $r = 0.26$ ,  $p < 0.01$ ) were found to be correlated significantly with intention to leave teaching in the case of elementary school teachers. What is interesting in this study is that many teachers wanted to remain in the same job rather than to leave. Older teachers stated that their major reason for staying in the same job was shortage of job opportunities outside teaching with equivalent benefits. Some of these teachers also reported non-salary aspect of their job, such as advantages of school calendar interaction with students, the autonomy they exercise in the classroom and personal satisfaction as reasons for not wanting to give up the profession.

#### **Relationship between Biographical Characteristics and Absenteeism**

The distribution of the responses to absenteeism was approximately normal with skewness 0.87. The main measure of absenteeism employed was frequency of absences during previous two school terms owing to the respondents stress related problems. Non-parametric analyses were employed to investigate if there were differences in frequency of absence among different biographical subgroups. The Mann-Whitney U-test was employed to see if there were differences in the rate of absence between the sex and position held in the school. The result indicated statistically significant difference for one of the variables: position held in the school ( $p < 0.05$ ).

Accordingly, teachers who were involved in only teaching showed greater frequency of absence than those who were involved in other activities in addition to teaching.

On the other hand, the Kruskal-Wallis one way analysis of variance was used for each of the following variables: age, length of teaching experience, and qualification. The obtained results showed significant differences for each variable ( $p < 0.05$ ). Accordingly, younger, less experienced, and less qualified teachers tended to have greater frequencies of absence than older, more experienced, and more qualified teachers. From these findings, it is possible to conclude that teachers could be absent from their work as a result of stress and stress related problems since younger, less qualified, and less experienced teachers were found to be more subjected to greater level of stress than their older, more qualified, and more experienced colleagues.

Furthermore, to investigate the associations between stress sources and absenteeism, Pearson product moment correlation coefficient was used. All associations were found to be non significant ( $p = 0.05$ ), except for lack of adequate directions during curriculum change ( $r = 0.18$ ,  $p < 0.01$ ). When the correlations were computed independently for those teachers with different biographical characteristics, it was found out that lack of adequate directions during curriculum changes ( $r = 0.21$ ,  $p < 0.01$ , for younger teachers and  $r = 0.17$ ,  $p < 0.05$ , for less qualified teachers), and time required for meeting and extra curricular activities ( $r = 0.17$ ,  $p < 0.05$ ) for less experienced teachers, were found to be sources of stress that significantly correlated with total days of absence. Even though no consistent relationships between absenteeism and stress were found, the finding in this study compares favorably with some of the overseas studies (e.g. Coller, 1975; Douglass, 1976; Frank, 1975; Slick, 1974, all cited in Kyriacou and Sutcliffe, 1979) which reported a negative association with general level of teachers' moral, satisfaction with salary,

and calibre of pupil's; and a positive association with level of hindrances and organizational stress.

### Interrelationship among the Main Sources of Stress

**Table 2: Inter-Correlation Matrix Among The Main Sources of Stress (N = 256)**

VARIABLES	1	2	3	4	5	6	7	8	9
Pupil behavior	1								
Salary	0.32***	1							
Evaluation	0.33***	0.39***	1						
Administration	0.41***	0.45***	0.50***	1					
Curriculum	0.29***	0.42***	0.42***	0.47***	1				
Social recognition	0.40***	0.45***	0.36***	0.44***	0.40***	1			
Work overload	0.27***	0.45***	0.38***	0.49***	0.42***	0.46***	1		
Work environment	0.06	0.16*	0.19**	0.24***	0.22***	0.18**	0.29**	1	
Time demand	0.19**	0.31***	0.33***	0.38***	0.36***	0.28***	0.63***	0.30***	1

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

All stress factors have moderate to high positive correlation with each other. In each case, the correlations increased from  $r = 0.16$  to  $r = 0.63$ . But the correlation between work environment with pupils behavior was non significant. The correlations were comparable with that of Manthei et al., (1996) who reported positive correlations between all factors that were identified as sources of stress. As a result, the stressors for this study were examined in terms of these nine main sources.

The nine sources of stress were correlated with job satisfaction, intention to leave teaching, career commitment and absenteeism (Table 3). The result portrayed that all correlations with intention to leave teaching were non significant. The correlations were also not significant in the case of pupils' disruptive behavior and unfavorable physical environment with job satisfaction, and in the case of ineffective evaluation, frequent curriculum changes and unfavorable physical environment with career commitment. Except for

ineffective administration, unfavorable physical environment and excessive time demands, the correlations with absenteeism were also non significant. The associations between these main sources of stress across different biographical sub groups showed that all variables were found to be significant for younger teachers ranging from unfavorable physical environment ( $r = 0.16$ ,  $p < 0.05$ ) to lack of social recognition ( $r = 0.42$ ,  $p < 0.001$ ) than older teachers. Except for administrative problems, all correlations were also found significant for less experienced teachers ranging from ineffective evaluation procedures ( $r = 0.15$ ,  $p < 0.05$ ) to inadequate salary ( $r = 0.24$ ,  $p < 0.01$ ) than those with high level of experiences.

**Table 3: Means, Standard Deviations and Correlation Coefficients of Main Sources of Stress, Job Satisfaction, Intention to Leave Teaching, Career Commitment and Absenteeism**

Sources of stress	Mean	Std	Job satisfaction	Intention to leave	commitment	Absence
pupil behavior	6.99	1.96	-0.098	0.038	-0.158*	0.066
Salary	10.65	3.01	-0.277***	-0.012	-0.143*	0.066
Evaluation	8.11	2.02	-0.158*	-0.029	-0.106	0.023
Administration	21.36	5.48	-0.137*	-0.005	-0.125*	0.168*
Curriculum	16.82	4.41	-0.134*	0.001	-0.067	0.105
Social recognition	10.75	3.03	-0.265***	0.079	-0.194**	0.053
Work condition	24.91	5.03	-0.293***	-0.002	-0.204**	0.115
Environment	7.74	2.01	-0.091	0.044	-0.048	0.133*
Time demand	9.47	2.79	-0.181**	0.001	-0.131*	0.150*

\* $P < 0.05$ , \*\*  $P < 0.01$ , \*\*\*  $P < 0.001$

All stress sources have significant negative associations with job satisfaction, except for pupils' disruptive behavior and physical environment. In this regard, most people unfamiliar with the literature may expect disruptive pupils behavior to be main source of stress, and indeed many books dealing with disruptive pupils' behavior now have a chapter explicitly devoted to teacher stress (e.g. Galloway et al, 1982; Laslett and Smith, 1984; both cited in Kyriacou, (1987). But, in this study, sources of stress such as work overload, inadequate salary, lack of social recognition, etc. were generally found to be the main sources of dissatisfaction to the teachers. In fact,

this reflected the fact that teachers were more concerned with the cumulative effects of more frequent day to day circumstances than less frequent and occasionally intense sources of stress.

Besides, a multiple regression analysis was carried out to see the composite and independent contributions of the nine variables to the teachers stress variance. Result in Table 4 showed that the nine factors accounted for about 25% of the total variance ( $R = 0.501$ ,  $R^2 = 0.251$ ,  $F_{9,256} = 9.175$ ,  $p < 0.00000$ ). When the independent contributions of the factors were scrutinized, it was found out that only low salary ( $b = 0.059$ ,  $t = 2.235$ ,  $p < 0.03$ ), low social recognition ( $b = 0.053$ ,  $t = 2.013$ ,  $p < 0.05$ ) and work overload ( $b = 0.059$ ,  $t = 3.125$ ,  $p < 0.002$ ) were identified as important sources of stress for teachers. But, these results implied that there are other variables that help to predict the remaining 75% of the variance. Here it should be noted that even most overseas studies (e.g. Manthei et al., 1996; Capel, 1989; and Schwab, 1995) so far reported only 20 to 40 percent of the variance in stress and/ or burnout. This could be because the extent of stress might depend on individuals' perceptions of circumstances, and those that are in apparently similar circumstances might appear to experience different level of stress. Thus, one may conclude that individual differences could account for a great deal of variance in how stress is handled or are there that are not yet identified.

The absence or presence of an effective societal support network at work has been shown to be related to all aspects of stress/burnout (Blase, 1986; Jackson et al., 1986; Rogers-Jankinson and Champman, 1990, cited in Schwab, R., 1995). Societal problems, such as low social recognition, lack of respect and support for teachers were some of the reasons cited by the respondents as major sources of stress in this study. Many of these teachers also complain about the contradiction between the expectations of those in charge of education and the actual situation observed in schools. The



reason is that, on one hand, society and those in charge of education demand an improvement and quality teaching learning activities, on the other hand, they fail to equip the teachers with what they need to put the demands into practice.

Inadequate salary was one of the contributing factor to the teachers' experiences of stress. In this respect, most of the teachers stated incommensurate pay with the service rendered, inadequate salary to cover living expenses, lack of fringe benefits, such as allowances for transportation and health as primary reasons for experiencing stress in their profession. The relative contributions of these salary and non salary benefits; were also commented in many studies (Roswey, and Cley, 1986; Manthei et al., 1996; Kyriacou, 1978; 87; 89) as a sources of stress.

**Table4: Summary of Regression Results for the Nine Predictor Variables (n = 256)**

Variables	Coefficients	t- statistics	p- value	R	R <sup>2</sup>	F
Disruptive pupils behavior	0.035	0.925	0.356	0.501	0.251	9.175
Inadequate salary	0.059	2.235	0.026*			
Ineffective evaluation	0.072	1.842	0.067			
Ineffective administration	-0.011	-0.667	0.505			
Curriculum demands	-0.023	-1.272	0.205			
Low social recognition	0.053	2.013	0.045*			
Work overload	0.059	3.125	0.002*			
Poor work environment	0.008	0.245	0.807			
Time demands	0.022	0.718	0.473			

\* Significant values,  $p < 0.000000$

Poor working conditions such as lack of adequate resources and time to work, lack of opportunities to implement school policies and practices, lack of opportunities to participate in decision making on matters of teaching and learning, work overload and inadequate school discipline policy were some of the conditions which teachers reported as those that interfere with their teaching and which negatively affected their professionalism. These conditions could lead teachers to develop negative perceptions that could become obstacles to

effective teaching and weaken teachers' commitment to their work and their profession. Recent research findings also pointed out the increased importance of work conditions in explaining teacher' stress and burnout (Capel, 1989; Kyriacou, 1989; Rosenholtz, 1996, cited in Sikul, Buttery, and Guyton (1996). Therefore, it appears that factors that are extrinsic to teaching (conditions of work) provided most of the sources of stress than factors that are intrinsic to teaching (professional aspects of the work).in general.

**Table 5: Correlations Between Stress and Job Satisfaction Indicators ( N = 256)**

Variable	1	2	3	4	5
Self reported stress	1				
Job Satisfaction	-0.449***	1			
Intention to leave	-0.042	-0.086	1		
Career commitment	-0.302**	0.417***	-0.106	1	
Absence	0.134*	-0.141*	0.168*	-0.050	1

\* P < 0.05; \*\* P < 0.01; \*\*\* P < 0.001.

Further analysis was made to investigate the association between overall stress, job satisfaction, intention to leave teaching, career commitment, and absenteeism. The findings are presented in Table 5. The correlations between self reported stress score with job satisfaction ( $r = -0.45$ ;  $p < 0.001$ ), and with career commitment ( $r = -0.30$ ;  $p < 0.001$ ) were negative as predicted. Whereas its association with total days of absence was positive ( $r = 0.13$ ;  $p < 0.05$ ) as predicted. But, it failed to be significant in the case of intention to leave the job ( $r = 0.014$ ,  $p > 0.05$ ). These findings were almost in agreement with the findings of Kyraicou and Sutcliffe (1979).

A negative association obtained between self reported stress and career commitment ( $r = -0.30$ ,  $p < 0.001$ ) may reinforce the suggestion noted by Manthei et al., (1996) that 'career commitment' is a better reflection of teachers' disenchantment with teaching. On the other hand, it seemed to be a clear indication of a number of teachers' who thought they had

chosen the wrong career, that is, those who had become disenchanted with teaching as a career. A low correlation of absenteeism ( $r = 0.13$ ,  $p < 0.05$ ) may also indicate that absenteeism may be subjected to a number of social and personal factors in addition to stress and stress related problems.

**Table 6: Percentage of Teachers Responses to the Two Extreme Negative Categories on Four Questions of Job Satisfaction Indicators**

Questions	Percentage
In general, how stressful do you find being a teacher?	67.18 ( Very or extremely stressful)
In general, how satisfied are you with the job as a teacher?	32.81 (fairly or very dissatisfied)
How likely is it that you will still be a teacher in five year's time?	35.93 (fairly or very unlikely)
How likely is it that you would choose teaching again as a career if you were to start your working life all over again?	48.05 (fairly or very unlikely)

The results in Table 6 indicated that a larger proportion (about 67 percent) of the teachers reported teaching as 'very' or 'extremely' stressful. But the level of job dissatisfaction reported by the teachers was less than the corresponding level of stress for the reasons suggested by several researchers such as Galloway et al., (1984) and Smilansky (1984), both cited in Manthei et al., (1996); Kyriacou (1987), that some teachers may report feeling stressed in some aspects of teaching and satisfied with other aspects. Though teaching as a profession had become more stressful and less satisfying for a larger proportion of teachers, the number of teachers intending to leave the profession remained lower. The reasons as reported by the teachers were that some teachers especially older teachers who had put a lot of time and effort into their teaching, established families with dependents, and had other life investments would find it too late in life to equate the benefits of their present job with benefits that may accrue from other types of work, and, hence, they would prefer to stay in teaching even if working conditions threatened their self-

esteem greatly. Also for some teachers, the autonomy they enjoy in the class and the satisfaction they achieved by being with school children were some of the reasons teachers mentioned for not leaving the profession.

In general, as compared to the findings of overseas studies, the result revealed the following:

- Very large proportion (67.18 %) rated being a teacher as 'fairly' or 'extremely' stressful than was reported in other studies: 23.4 % by Kyriacou and Sutcliffe (1979) and 26.1% by Manthei and et al, (1996).
- A larger proportion (about 33%) of the respondents rated teaching as 'fairly' or 'very' dissatisfying than was reported in other studies: 27.5% by Kyriacou and Sutcliffe (1979), and 20.1% by Manthei and et al, (1996).
- A larger proportion (about 36 %) of the teachers expressed their wish to leave the profession than was reported in other studies: 23.5% by Kyriacou and Sutcliffe (1979).
- A larger proportion (48.05 %) of the teachers expressed their wish not to choose teaching again if they were to start their working life all over again as compared to 38.4 % reported by Manthei et al, (1996).
- The mean frequency of absence (9.61 days) is surprisingly more than what was reported in other studies: 1.01% by Kyriacou and Sutcliffe (1979) and 0.7 % by Simson (1962).

Hence, the finding in this study revealed that teachers teaching in Ethiopian schools are in a more stressful situation than overseas teachers. These could be due to unfavorable work conditions and inadequate incentives.

## Conclusion

There is little doubt that teachers' stress is a problem and teachers teaching in Ethiopian schools are in a very stressful situation. The results of this study revealed that teaching in all levels of schools (elementary, junior, or high) was more stressful and less satisfying. Younger, less experienced, and less qualified teachers felt greater stress than their older, more experienced, and more qualified colleagues. Employment conditions rather than factors intrinsic to teaching made teaching stressful. As a result, many of these teachers felt they had very little control over the magnitude and nature of demands made on them and the opportunities to deal with these challenges successfully. Ineffective administration and supervision, low professional recognition, poor working conditions, low salary and uncertainty about the curriculum and its aims were reported as major sources of stress. Here it appears that conditions of employment led teachers to lower job satisfaction, higher absenteeism, intention to leave the profession, and lower level of commitment to teaching. Therefore, in spite of the seriousness of the problem, now a days if there is 'good' teaching in our schools, it is the result of good will and determination of teachers who enthusiastically work hard to make up for the deficiencies of the system.

## Recommendation

Depending on the findings of the study and conclusions reached, the following recommendations were made.

- Now a days for many people teaching is a profession held in a low status and given low esteem. To this end, for many people, someone who has chosen to be a teacher is an indicative of his/ her failure to do something else which could make more money. This is not without objective reasons. The relative monetary and non-monetary attractiveness of teaching profession

as compared to other profession is lower. To this end, the salary of the teachers need to be improved so that it becomes comparable to other remunerations received in other professions with similar qualification, and with respect to the market demand and cost of living. Moreover, fringe benefits such as health services, transportation allowances, and allowances for work in an unfavorable physical environment need to be considered. Extra efforts of the teachers, such as time devoted for a job other than the normal working days need to be appreciated and paid for. To this end, educational authorities should deal more assertively and less hesitantly with issues of compensation and they should readily admit that salaries must be improved if schools are to attract the attention of the society as well as the teachers.

At present, there are many changes in schools that may increase the level of stress among teachers. Hence, school authorities should develop strategies to prevent staff stress through staff development activities, the general organization and proper management of the schools. This could be achieved by making sure that staff have the necessary tools to implement the new initiatives, modifying institutional limitations such as timetable problems, internal rules, standards laid down by the teaching institutions or by the supervisory bodies, reducing the amount of change occurring in the profession at any time so that teachers have time to adjust to new initiatives, reducing uncertainty about educational aims and objectives, maintaining promotion opportunities, maintaining adequate school disciplinary policy, increasing the number of teachers so that class size could be as low as possible, and provision of adequate training and career development opportunities for those who are in managerial positions as well as the teachers.

- A system that does not demand the professional skills and participation of the teachers might be less expensive and seems easier to implement, but it could set the process of teaching and learning at loggerheads. Hence, teachers should be involved in decision making on administrative, organizational and other professional issues.
- Education authorities and all other concerned bodies ought to encourage individual teachers, researchers, teacher training institutions, government and non governmental organizations and other interested bodies undertake research on teaching stress and stress management so that teachers could be aware of the stressful conditions and adjust themselves when they encounter the problems.

### References

- Asnake Tarekegn, (1996). Teachers Work Stress: Prevalence of Some Sources Among TCSS and GSSS Teachers and its Association with an Index of their Job Satisfaction. Unpublished. Senior Essay. Bahir Dar Teachers College, B.D.
- Blix, A. G.(1994). Occupational Stress among University Teachers. **Educational Research**. 36 ( 2) pp. 89-96.
- Capel, S. (1989). Stress and Burnout in Secondary School Teachers: Some Causal Factors. In Cole, M. and Walker, S. (Eds.), **Teaching and Stress**, Philadelphia. Open University Press. pp. 36 - 47.
- Chakravorty, B.(1989). Mental Health among School Teachers In Cole, M. and Walker, S. (ed.), **Teaching and Stress**. Philadelphia. Open University Press pp. 68 -82.
- Claxton, G. (1989). **Being a Teacher: A Positive Approach to Change and Stress**. London: Casell Educational Ltd.
- Cox, T. et al. (1989). Stress in Schools: A Problem Solving Approach. In Cole, M. and Walker, S. (Eds.), **Teaching and Stress**. Philadelphia Open University Press. pp.99 - 116.

- Darling-Hammond, L., and Sclan, E. (1996). Who Teaches And Why? Dilemmas of Building a Profession For Twenty-First Century Schools. In Sikula, J., Buttery, T., and Guyton, E. (eds), **Handbook of Research on Teacher Education**. New York. Macmillan Library reference. pp 67-101.
- Dunham, J. (1984). **Stress in Teaching**. Sydney: Croom Helm Ltd.
- Esteve, J. (1989). Teacher Burnout and Teacher Stress. In Cole, M. and Walker, S. (Eds.), **Teaching and Stress**. Open University Press, Milton Keynes and Philadelphia. pp. 4 -25.
- \_\_\_\_\_. (1989). Training Teachers to Tackle Stress.' In Cole, M. and Walker, S. (eds.), **Teaching and Stress**. Philadelphia, Open University Press. pp. 147-149.
- Galloway, D., Boswell, K., Punckhurst, F., Boswell, C., and Green, K. (1985). Sources of Satisfaction and Dissatisfaction for Newzealand Primary School Teachers. **Educational Research**. 27( 1), 44-51.
- Hill, T. (1994). Primary head teachers: their job satisfaction and future career aspiration. **Educational Research**. 36. (3) , 223-236.
- Hinkle, D., Wiersma, W., and Jurs, s. (1994). **Applied Statistics for the Behavioral Sciences**, 3<sup>rd</sup> ed. Boston, Houghton Mifflin Company
- Ivancevich, J. and Matteson, M. (1990). **Organizational Behavior and Management**. 2<sup>nd</sup>ed. Boston: Richard, D. IRWIN Inc.
- Kyriacou, C and Sutcliffe, J. (1979). Teacher Stress and Job Satisfaction. **Educational Research** 21 (2), pp. 89-97.
- Kyriacou C. (1987). Teacher Stress and Burnout: An International Review **Educational Research**. 29 (2), 146-150.
- \_\_\_\_\_. (1989). The Nature and Prevalence of Teacher Stress. In Cole, M. and Walker, S. (eds.), **Teaching and Stress**. Philadelphia Open University Press. pp. 27-34.
- Manthei, R. and Gilmore, A; and Bryan, T. and Adair, v. (1996). Teacher Stress in Intermediate Schools. **Educational Research**. 38 (1), 3-17.
- Rowsey, R., and Ley, T. (1986). Perceptions of Teachers Salaries and Non-salary Benefits. **Journal of Teacher Education**, 37 (2), 42-46.