



Cranfield Institute of Technology

S U M M A R Y R E P O R T

O C C U P A T I O N A L S T R E S S I N
N O R T H A M P T O N S H I R E
S E C O N D A R Y S C H O O L T E A C H E R S

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I N D E X

	Page
INTRODUCTION	1
METHODOLOGY	3
Development of the questionnaire.....	3
Design of the questionnaire.....	3
Procedure	
Pre-survey work.....	4
Administration of the questionnaire.....	5
RESULTS	
Response rate	5
Biographic / demographic variables	5
Situations associated with stress	6
Teacher stress	7
Perceptions of the past and expectations for the future	7
Job satisfaction	8
Teacher stress and overall job satisfaction	8
Situational stress factors and overall job satisfaction	8
Intention to leave the teaching profession	9
Teacher stress factors and job satisfaction factors; their relationship with the intention to leave teaching ...	9
Scale three teachers and the intention to leave teaching ..	9
Other issues	9
Response rates for items relating to the willingness to discuss stress-related problems	10
Response rates regarding attitudes towards stress-related issues and potential support systems	10
CONCLUSIONS	11
REFERENCES	13
APPENDIX	14

I N T R O D U C T I O N

The problems associated with occupational stress provide an important area of research. A variety of previous studies have implicated occupational stress in the aetiology of physical and psychiatric illnesses. For example, coronary heart disease (Ivancevitch and Matteson, 1979), peptic ulcers, hypertension, diabetes, and depression (Cobb and Rose, 1973; Kasl, 1978).

The methodology of stress research is becoming more client-oriented. However few previous studies appear to have been carried out with occupational groups whose members are believed to have a high referral rate for psychological guidance and treatment, regarding stress-related problems.

Discussions were held with 'Stress At Work', a Northamptonshire based voluntary counselling organisation which specialises in the promotion of occupational and mental welfare. Members of this organisation include a variety of stress counsellors, occupational physicians, and psychiatric social workers. Following initial discussions with senior members of the organisation, it became clear that secondary school teachers formed a particular population worthy of study.

Teaching is known to be a stressful occupation (e.g., Dunham, 1976; Cox, 1977; Kyriacou and Sutcliffe, 1978; Kyriacou, 1987). In summing up his own work and that of others, Kyriacou reports that around 25% of teachers believe their work to be either 'very' or 'extremely' stressful.

The secondary school education system is currently experiencing a wide range of Governmental education 'initiatives'. These initiatives have led to a number of rapid changes. Many of these changes are unpopular, and the implications are not always clearly understood.

Accompanying these changes are community pressures to make education practical and of immediate value. The result is that secondary school teachers are expected to be flexible and responsive to the needs of the local labour market, while at the same time be able to provide an education that ensures pupils are capable of passing new national academic examinations.

Teachers who were trained in the more traditional style are having to adapt to new teaching methods brought about by the development of participative teaching schemes, and new methods of educational assessment. Many teachers are still undergoing training in order to keep up to date with new national academic courses.

Very recent Governmental policies have resulted in changes to teachers' negotiating rights concerning wages and conditions of service. The possibility of some schools 'opting out' of the 'state system' will have far reaching implications not only for teachers, but also for education in general. Not surprisingly, secondary school teachers are currently experiencing many uncertainties regarding the future of their profession. This period of educational uncertainty is being accompanied by a greater awareness that teaching is a stressful occupation.

The effects of occupational stress are well recorded. 'Physical' effects range from relatively mild headaches to disorders such as chronic heart disease. Psychological effects range from a general lack of concentration to complete 'mental breakdowns'. Many organisations have taken the view that stress is the result of some 'personal' failing, intrinsic to the

individual. While this may be true in some cases, it is unlikely to be true of the vast majority of secondary school teachers who report that they are becoming distressed as a consequence of their work.

One of the symptoms of this distress is 'burn-out'. Burn-out in secondary school teachers can be characterised by emotional exhaustion and a dehumanised perception of pupils and colleagues. Such teachers will find it extremely difficult to cope with the demands of their work. This failure to cope can be manifested in a number of different ways, ranging from impaired performance, absenteeism and early retirement, to various types of problems such as alcohol abuse, marital conflict, and mental illness.

Unfortunately, teaching, like so many other professions, appears to carry with it the myth that successful workers do not experience stress-related problems. However, the sad fact is that many teachers do experience such problems but are often wary of confiding in their colleagues, for to do so may be perceived as an admittance of 'failure'. If recent suggestions that teachers should undergo periodic formal assessments are implemented, the situation may well become worse. Such assessments will affect career development and salary levels. Under these conditions, teachers may be unlikely to 'advertise' the fact that their work is making them ill. They will be more likely to disguise their problems until they reach a point of decline where their physical and / or psychological health is seriously impaired. Colleagues who suspect that a teacher is 'at risk' may be unwilling to offer unsolicited support, for to do so may be perceived as a suggestion of incompetence.

It would be useful to gauge the views of a large sample of secondary school teachers, regarding their experience of occupational stress. Moreover, if cost effective support systems such as stress management schemes and employee assistance programmes are being considered, then it would also be useful to assess the preferences that secondary teachers have, regarding the nature of that support.

The main purpose of the present study was to assess the comparative levels of occupational stress currently being experienced by secondary school teachers employed within Northamptonshire County Council Education Department. The study was aimed at evaluating the importance of a variety of biographic / demographic variables in predicting levels of stress. An assessment was made of whether teachers believe that their work has become more, or less stressful than in the past, and whether they expect it to become more, or less stressful in the near future.

Occupational stress in teachers is known to be negatively related to job satisfaction (e.g., Kyriacou and Sutcliffe, 1979). Decreased job satisfaction may well result in increased numbers of teachers leaving the profession. Therefore, another purpose of the present study was to assess comparative levels of overall job satisfaction, and to use these measures, along with measures of levels of stress, to predict which teachers seem more inclined to leave the profession.

Other factors which were considered related to teachers' attitudes towards potential support systems, knowledge of the symptoms of stress, knowledge of coping strategies for dealing with stress, and their willingness to discuss stress-related problems.

M E T H O D O L O G Y

The most appropriate methodology was deemed to be a self-completion questionnaire survey. The main disadvantages of such surveys are that they tend to be lacking in detail and are somewhat insensitive to individual circumstances. However, the advantages of efficiency and assured anonymity were felt to outweigh these disadvantages, and the disadvantages imposed by time and economic constraints.

DEVELOPMENT OF THE QUESTIONNAIRE.

A review of the literature concerning teacher stress was followed by discussions with a number of secondary school teachers, senior teachers, and professionals with experience of counselling distressed teachers. A pool of items relating to stress in secondary schools was generated. This pool of items were discussed with teachers and ex-teachers (both individually and in small groups) who were unconnected with Northamptonshire County Council Education Department, (NCCED).

During these discussions some items were discarded or amended, and new items were generated. A draft questionnaire was designed and presented to NCCED in order to obtain general agreement regarding the nature of the issues to be addressed.

Following this agreement, the draft questionnaire was modified slightly and used in a pre-pilot trial involving non-Northamptonshire secondary school teachers who had no involvement with the generation of the pool of questionnaire items.

DESIGN OF THE QUESTIONNAIRE.

1)) The questionnaire began with a range of items relating to biographic / demographic variables,

2) Occupational stress.

The main section of the questionnaire was concerned with situations associated with occupational stress in secondary school teachers.

For practical purposes, eighteen important situations were chosen as a basis of study. These situations were measured along three dimension:-

The frequency of each situation occurring. Possible responses were 'This situation never occurs', 'Rarely', 'Not very often', 'Fairly often', and 'Very often'

The perceived stress level of each situation. Possible responses were 'Not applicable', 'Not at all stressful', 'Slightly stressful', 'Stressful', and 'Very stressful'.

The level of coping difficulty associated with each situation. Possible responses were 'Not applicable', 'Very well', 'Fairly well', 'Not very well', and 'Poorly'.

3) Perceptions of the past and expectations for the future.

One item related to the present experience of stress when compared with the time of entry into the teaching profession, and another item related to expectations over the next two years.

4) Job satisfaction.

Ten items were selected as a basis of providing measures of job satisfaction.

5) Other issues.

Further items were concerned with;-
the intention to leave teaching,
the perceived reaction of adults to children misbehaving out of school,
relationships with non-teaching staff,
knowledge of the symptoms of stress,
knowledge of coping strategies.

6) Attitudes towards discussing stress-related problems.

Other items were addressed towards measuring attitudes regarding the willingness to discuss stress-related problems with;-
senior colleagues,
other teachers working within the same school,
other teachers working within other schools,
other relevant professionals,

7) Potential support systems.

An assessment was made regarding teachers' attitudes towards a range of potential support systems, ie;-
stress workshops organised by LEAs,
stress workshops organised by other organisations,
stress management programmes,
pastoral care for teachers.

PROCEDURE.

PRE-SURVEY WORK

A pre-pilot trial of the questionnaire involving secondary school teachers from outside of the county, was followed by a pilot survey involving secondary school teachers from 3 schools within the county. Minor modifications were made to the questionnaire following the pilot survey, and post pilot trials were conducted with more teachers from outside the county.

ADMINISTRATION OF THE QUESTIONNAIRE.

Each head teacher in each of the selected schools was sent a number of questionnaires by mail. Each questionnaire had been placed within an unsealed 'FREEPOST' envelope addressed to the researcher. The number of questionnaires sent to each head teacher corresponded to the estimated number of teachers (including the head teacher) working in that school. A letter of introduction from the County Education Officer was included along with a letter from the researcher which outlined the nature of the study. Both of these letters stressed that participation in the survey was voluntary, and that the methods of data collection ensured that no individual teacher could be identified. Head teachers were invited to distribute the questionnaires to each teacher in their schools, and to take part in the survey themselves. Owing to time constraints and the possibility of confounding effects, the survey (and the pilot survey) took place between the General Election date of 11th. June 1987, and the end of the academic year date of 17th. July 1987.

R E S U L T S

RESPONSE RATE.

287 questionnaires were returned from 904 dispatched, making a response rate of around 32%. 10 of the returned questionnaires arrived after data analysis had ended. Therefore 277 questionnaires were analysed.

BIOGRAPHIC / DEMOGRAPHIC VARIABLES.

Length of service in years.

Minimum 1, Maximum 38, Mean 14.61, Standard deviation, 7.84.

Number on each teaching scale. (excluding 3 'peripatetic' teachers)

Scale 1, 64; Scale 2, 65; Scale 3, 67; Scale 4, 43; Senior teacher, 17; Deputy head teacher, 12; Head teacher, 5. (Missing data, 1)

Fully or part time employed.

Full time, 264; Part time, 12. (missing data, 1)

Number from each type of comprehensive school.

Comprehensive, 164; Upper, 78; Middle, 33; (Missing data, 2).

Number from each type of school according to sex of pupils.

Co-educational, 237; girls only, 22; boys only, 16. (Missing data, 2)

Number of pupils in school.

Minimum, 180; Maximum, 1200; Mean, 847; Standard deviation, 229.

Environmental location of school.

Rural area, 72; Non-rural area, 202. (Missing data, 3)

Age in years.

Minimum, 23; Maximum, 61; Mean 39.33; Standard deviation, 8.41.

Sex of respondents.

Male, 137; Female, 138. (Missing data, 2)

SITUATIONS ASSOCIATED WITH TEACHER STRESS.

FREQUENCY

In terms of the response 'I never encounter this situation', the least occurring situations appear to be,

- 'The fear of personal physical attack from pupils'. (50%)
- 'Poor relationships with senior teachers'. (19.5%)
- 'Poor relationships with other teachers'. (13%)

In terms of the extreme response 'Very often', the most frequently encountered situations were,

- 'Having to take work home', (65.5%)
- 'Too much administrative paperwork', (40.5%)
- 'Inadequate resources', (39.5%)
- 'Having to attend meetings after school', (38%)
- and 'Lack of time to prepare for lessons'. (35.5%)

PERCEIVED STRESS LEVEL.

In terms of the extreme response 'Very stressful' the most stressful situations appear to be,

- 'Teaching disruptive pupils', (32%)
- 'Lack of time to prepare for lessons', (21.5%)
- 'Pupils not accepting your authority', (20%)
- 'Inadequate resources', (17%)
- and 'Having to take work home'. (17%)

LEVEL OF COPING DIFFICULTY

In terms of the more extreme responses, 'Poorly', and 'Not very well', the most difficult situations to cope with were,

- 'Teaching pupils who have a poor attitude to work', (30%)
- 'Teaching disruptive pupils', (23%)
- 'Pupils not accepting your authority', (22.5%)
- 'Lack of time to prepare for lessons', (22.5%)
- and 'Too much administrative paperwork'. (18.5%)

Principle components analysis (PCA) was performed on the each of the three dimensions. All of the resulting factors made intuitive sense. For instance, situations relating to pupil indiscipline tended to be within the same factor. However, one unusual factor emerged from the analysis concerned with coping difficulties. This factor was composed of the situations 'Poor relationships with senior teachers', 'Poor relationships with other teachers', and 'Poor physical working conditions'. This factor shows that coping difficulties with these three situations tend to be positively correlated. In other words, a teacher who experiences problems coping with one of these situations is likely to experience problems with the other two situations. One possible explanation for this factor is that the physical layout of some Northamptonshire secondary schools affects both the quantity and quality of interactions between teaching staff, and thereby their relationships with one another.

TEACHER STRESS.

Each of the factors elicited via PCA were standardised and combined, in order to provide a measure of stress for each respondent. Respondents were classified as either high scorers or low scorers on the resulting metavariable, 'teacher stress'. The biographic / demographic variables were used as predictor variables in a discriminant function analysis (DFA). 8.7% of the total variance in the discriminant scores was accounted for by the differences across scores on teacher stress. The result was significant, with $\chi^2 = 23.948$, $p < .005$. The best predictor of class membership was found to be teaching scale.

A one-way analysis of variance was performed which showed that head teachers have the lowest levels of teacher stress and scale 3 teachers have the highest. The result was significant at $p < .05$. with teaching scale accounting for 4% of the variance in scores on teacher stress.

Many of the eighteen situations were directly related to pupil behaviour, and most pupil contact is made by the less senior teachers. Therefore it could be argued that the finding that teacher stress is higher in the lower scales is the result of bias in the selection of so many situations involving interactions with pupils. However, four situations were always in the same factor regardless of the dimension being measured. These situations were 'Too much administrative paperwork', 'Having to take work home', 'Having to attend meetings after school hours,' and 'Lack of time to prepare for lessons'. None of these situations are directly related to interaction with pupils.

The factors from the three dimensions containing these four situations were combined, using the same standardisation processes used for computing teacher stress. The resulting metavariable 'teacher stress related to non-teaching duties', was used as the dependent variable in a multiple regression equation with the biographic / demographic variables as predictor variables. R was significant at $p < .0001$. 8.5% of the unique variance in teacher stress associated with non-teaching duties was accounted for by teaching scale. As with the general measure of teacher stress, teacher stress associated with non-teaching duties also increases as teaching scale decreases.

PERCEPTIONS OF THE PAST AND EXPECTATIONS FOR THE FUTURE.

67% of respondents believe that teaching has become either 'more stressful' or 'much more stressful' compared with the time they first entered the profession, and 81.5% believe that teaching will become either 'more stressful' or 'much more stressful' over the next two years.

JOB SATISFACTION.

4.5% of respondents are happy with their own salaries, and 5.5% of them appear to be happy with teachers salaries in general.

15.5% are happy with their general conditions of service.

37% believe that teachers have less job satisfaction than other professionals.

4.5% believe that the teaching profession has a relatively high status in society.

23.5% regret choosing teaching as a profession

35% think they will fulfil most of their ambitions in teaching.

29% appear to believe that they have any real influence in policy making decisions in their own schools.

50% know exactly what is expected of them as teachers, and 37% of them feel certain about how much authority they have.

PCA of the ten job satisfaction items produced two multivariate factors and one univariate factor. One of the multivariate factors was concerned specifically with job satisfaction, and the other with wages and conditions. The univariate factor was concerned with the status of teaching. All three factors were standardised and combined, in order to form a measure of overall job satisfaction. Respondents were classified as either high scorers or low scorers on this metavariable. The biographic / demographic variables were used as predictor variables in a DFA. 5.7% of the total variance in the discriminant scores was accounted for by the differences across scores on overall job satisfaction. The result was significant, with $\chi^2 = 15.366$, $p < .05$. The best predictor of class membership was found to be teaching scale.

A one-way analysis of variance was performed which showed that measures of job satisfaction tend to increase with teaching scale. Head teachers have the highest levels of job satisfaction and scale 3 teachers have the lowest. The result was significant at $p < .05$. with teaching scale accounting for 1.3% of the variance in scores in overall job satisfaction.

TEACHER STRESS AND OVERALL JOB SATISFACTION.

Overall job satisfaction and Teacher Stress were found to be negatively correlated ($r = -.3158$, $p < .001$).

SITUATIONAL STRESS FACTORS AND OVERALL JOB SATISFACTION

18 individual situational factors were formed by computing each respondent's standardised score across each of the three dimensions. These situational stress factors were used as predictor variables in a standard multiple regression with overall job satisfaction as the dependent variable. R was significant at $p < .0001$. The most important of the situational stress factors in predicting low job satisfaction was found to be 'Poor relationships with senior teachers' ($sr^2 = .0140$, $p < .05$), and 'Having to take work home' ($sr^2 = .0122$, $p < .05$).

INTENTION TO LEAVE THE TEACHING PROFESSION.

26% of respondents expressed a clear intention to leave teaching at the earliest opportune moment.

TEACHER STRESS FACTORS AND JOB SATISFACTION FACTORS; THEIR RELATIONSHIP WITH THE INTENTION TO LEAVE TEACHING.

All of the factors elicited by PCAs were used as predictor variables in a standard multiple regression with the intention to leave teaching as the dependent variable. Two factors were found to be important in predicting the intention to leave teaching. One factor was associated with 'Difficulties in coping with non-teaching duties', i.e., the factor composed of 'Too much administrative paperwork', 'Having to take work home', 'Having to attend meetings after work', and 'Lack of time to prepare for lessons' ($sr^2 = .0303$, $p < .005$). The other factor was concerned specifically with low job satisfaction ($sr^2 = .0298$, $p < .005$). The least important factor was the degree of 'Satisfaction with wages and conditions' ($sr^2 = .0001$, $p < .9805$).

SCALE THREE TEACHERS AND THE INTENTION TO LEAVE TEACHING.

Since scale 3 teachers were shown to have the lowest levels of job satisfaction and the highest levels of teacher stress, they should be expected to be more inclined to leave teaching when compared to other teachers. An independent measures t-test comparing scale 3 teachers with other scales showed that their mean score on the intention to leave variable was significantly higher ($t = -1.86$; $d.f. = 272$; $p < .05$). Therefore scale three teachers not only seem to have the highest levels of teacher stress and lowest levels of overall job satisfaction, they are also more likely leave the teaching profession when compared with other scales of teachers.

OTHER ISSUES

77.5% of respondents feel that adults tend to hold teachers responsible when young people misbehave out of school.

1% of respondents feel that they do not have a good relationship with the non-teaching staff at their school.

RESPONSE RATES FOR ITEMS RELATING TO THE WILLINGNESS TO DISCUSS STRESS-RELATED PROBLEMS.

ITEM	RESPONSE RATE			missing data
	NO	UNSURE	YES	
'Can you discuss stress-related problems in an open manner with senior colleagues ?'	23.5%	24%	49.5%	3%
'Can you discuss stress-related problems in an open manner with other teachers from your school ?'	8%	12%	79%	1%
'Do you think you could discuss stress-related problems in an open manner with teachers from other schools ?'	9%	23%	66%	2%
'Do you think you could discuss stress-related problems in an open manner with other relevant professionals ?'	8.5%	24%	66.5%	1%

RESPONSE RATES REGARDING ATTITUDES TOWARDS STRESS-RELATED ISSUES AND POTENTIAL SUPPORT SYSTEMS.

ITEM	RESPONSE RATE			missing data
	NO	UNSURE	YES	
'Do you think you have sufficient knowledge concerning the possible symptoms of stress ?'	41%	22.5%	35%	1.5%
'Do you think you know enough about adequate coping strategies for dealing with stress ?'	54.5%	22.5%	21.5%	1.5%
'Would you be willing to take part in stress workshops organised by your LEA ?'	24%	26.5%	47.5%	2%
'Would you be willing to take part in stress workshops organised by other organisations ?'	21.5%	33%	43.5%	2%
'In your opinion, do you believe that stress management programmes should be organised specifically for teachers ?'	11%	25.5%	62.5%	1%
'Do you think there should be some form of pastoral care for teachers ?'	9%	14%	75%	2%

C O N C L U S I O N S

In general, teacher stress was found to decrease as teaching scale increases, and job satisfaction increases with teaching scale. Head teachers fare best on these two measures, in that they have the lowest levels of teacher stress and the highest levels of overall job satisfaction. Scale three teachers fare worst on both measures. Scale three teachers are also more likely to leave teaching when compared to other teachers. Therefore scale three teachers form a group particularly worthy of further attention.

Over a quarter of respondents appear to wish to leave the teaching profession 'at the earliest opportune moment', and almost a quarter appear to regret choosing teaching as a profession. If this trend is repeated across the rest of the population of NCCED secondary school teachers, it seems likely that the county is in danger of losing a significant number of teachers, many of whom will have undergone long and extensive training.

Potential bias towards situations loaded towards less senior teachers is unlikely to be a major issue, since the main factor in predicting the intention of any scale of teacher to leave teaching is difficulties in coping with non-teaching duties. This factor included situations experienced by most scales of teachers. 'Having to take work home' and a 'Lack of time to prepare for lessons' are probably a direct consequence of 'Too much administrative paperwork'. One obvious way to alleviate these problems is to provide teachers with more administrative support. Although most schools appear to have adequate 'secretarial' staff, such resources tend to be used for 'management' support rather than 'teacher' support. The other situation contained within this factor, 'Having to attend meetings after work', appears to be more problematic. One potential solution is to provide sufficient staff cover, so that some meetings could take place during normal working hours, or ensure that teachers could compensate for attending an evening meeting by taking time off work the following morning.

The least important factor in determining the intention to leave teaching was satisfaction with wages and general conditions of service. Only one in twenty of the respondents appear to be happy about their salary levels, and less than one in six seem content with their general conditions of service. The high consistency in these measures reduces their predictive ability in determining the intention to leave teaching.

Over a third of respondents believe that teachers have less job satisfaction when compared with other professionals, and less than one in twenty think that teachers have a relatively high status in society. Half of respondents are unclear about what is expected of them as teachers. These results may be linked to the ongoing changes taking place in education at the present time.

Over three quarters of respondents feel that adults hold them responsible for young people misbehaving out of school. One refreshing finding was that only 1% of teachers appear to experience problems with relationships with non-teaching staff.

67% of respondents think that their work has become 'more stressful' or 'much more stressful' than in the past, and 81.5% expect teaching to become 'more stressful' or 'much more stressful' in the near future. A number of recent similar studies have found that around 25% of teachers believe their work to be either 'stressful' or 'very stressful'. The present study suggests that the situation with this sample of Northamptonshire secondary school teachers may be much worse than that in the general teaching population.

While only half of the respondents believe they could discuss stress-related problems in an open manner with senior colleagues, over three quarters believe that they could discuss similar problems with other teachers from their schools, and around two thirds believe they could discuss these problems with teachers from other schools or other relevant professionals. A possible reason is that many teachers may believe that their seniors colleagues do not have the necessary resources required in order to help them. However, relationships with senior colleagues is certainly an important variable, since the best predictor of low job satisfaction was a high score on the situational stress factor 'Poor relationships with senior teachers'.

Just over a third of respondents feel that they know enough about the possible symptoms of stress, and less than a quarter feel that they know enough about adequate coping strategies. It seems clear that Northamptonshire secondary school teachers are in need of more information regarding teacher stress.

The above conclusion is reflected in the fact that less than a quarter of respondents expressed a definite unwillingness to take part in stress workshops organised by their LEA, or other organisations.

Finally, the situation regarding potential support systems brings the situation into sharp focus. 62% of respondents gave a clear indication that they agree with the organisation of stress management programmes specifically for teachers, and 75% believe that there should be some form of pastoral care for teachers.

It could be argued that teachers already have a support system via the provision of 'staff tutors'. However, such tutors will tend to be teachers from the more senior teaching scales, and as the results show, poor relationships with senior teachers may be a problem in itself.

It seems highly likely that Northamptonshire secondary school teachers form an occupational group who are in need of a new initiative regarding the stressful demands of their work. The most cost effective solution may lie in the provision of employee assistance schemes. Similar schemes operate within industry and tend to provide a confidential service. Both self-referral and supervisory-referral methods can be incorporated within the same scheme. In the first instance, NCCED could provide a pastoral care service, and refer teachers (and other employees) to external agencies when appropriate. In the long term, educational techniques such as stress workshops and stress management programmes could be developed with the help of external agencies.

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appendix.

QUESTIONNAIRE
FOR NORTHAMPTONSHIRE
SECONDARY SCHOOL TEACHERS

This questionnaire is part of an independent survey which is intended to assess Northamptonshire secondary school teachers' attitudes and experiences relating to stress. You are invited to take part in the survey by completing the questionnaire.

Participation in the survey is entirely voluntary. However, it is hoped that the views of a large sample of teachers will be represented.

There are no right or wrong answers to any of the issues raised in the questionnaire.

Your replies will be strictly confidential. The methods employed in data collection and analysis ensure you of complete anonymity, so please give your honest opinion on each one of the items. Your personal views may effect future policy so please do not discuss your answers with other people. It is *your* opinion which matters.

Even though it may be difficult to decide, be sure not to miss any items out. Thank you for your help.

Please place your completed questionnaire in the 'Freepost' envelope provided, and return to:-

Roland Peacock,
Applied Psychology Unit,
Cranfield Institute of Technology,
Cranfield,
Bedford.
MK43 0AL

Thank you.

How long have you been a teacher ?
What is your present teaching scale ?
Are you employed 'full time' at this school ? (yes or no)
Please indicate whether your school is a <i>comprehensive, upper, or middle</i> school,
Please indicate whether your school is <i>co-educational, all girls, or all boys,</i>
Approximately, how many pupils are there in your school ?
Is your school located in a rural area ? (yes or no)
What age were you last birthday ?
Please indicate whether you are male or female,

THE FOLLOWING SECTION CONTAINS QUESTIONS CONCERNED WITH SITUATIONS WHICH YOU MAY ENCOUNTER IN THE COURSE OF YOUR WORK AS A TEACHER, THESE 'SITUATIONS' ARE REPEATED ON THREE PAGES.

THE FIRST PAGE IS CONCERNED WITH *HOW OFTEN* YOU ENCOUNTER THESE SITUATIONS, THE SECOND PAGE IS CONCERNED WITH *HOW STRESSFUL* YOU FIND THESE SITUATIONS, THE THIRD PAGE IS CONCERNED WITH *HOW WELL YOU COPE* WITH THESE SITUATIONS,

FOR EACH OF THE SITUATIONS OUTLINED, PLEASE TICK THE ONE COLUMN THAT BEST DESCRIBES YOUR EXPERIENCES.

REMEMBER THAT ALL OF YOUR ANSWERS WILL BE CONFIDENTIAL, AND YOU ARE ASSURED OF COMPLETE ANONYMITY.

HOW OFTEN DO YOU ENCOUNTER THESE SITUATIONS ?

	Very often	Fairly often	Not very often	Rarely	I never encounter this situation
Problems maintaining class discipline					
Covering lessons for absent teachers					
Teaching large classes					
Teaching disruptive pupils					
Too much administrative paperwork					
Poor relationships with senior teachers					
Inadequate resources					
Having to take work home					
Problems with general noise levels					
Teaching pupils who have a poor attitude to work					
Poor relationships with other teachers					
Pupils not accepting your authority					
The fear of personal physical attack from pupils					
Lack of support from pupils' parents					
Problems maintaining educa- tional values and standards					
Having to attend meetings after school hours					
Lack of time to prepare for lessons					
Poor physical working conditions					

HOW STRESSFUL DO YOU FIND THESE SITUATIONS ?					I have already stated that I never encounter this situation, therefore this item is not applicable
	Very stressful	Stressful	Slightly stressful	Not at all stressful	
Problems maintaining class discipline					
Covering lessons for absent teachers					
Teaching large classes					
Teaching disruptive pupils					
Too much administrative paperwork					
Poor relationships with senior teachers					
Inadequate resources					
Having to take work home					
Problems with general noise levels					
Teaching pupils who have a poor attitude to work					
Poor relationships with other teachers					
Pupils not accepting your authority					
The fear of personal physical attack from pupils					
Lack of support from pupils' parents					
Problems maintaining educa- tional values and standards					
Having to attend meetings after school hours					
Lack of time to prepare for lessons					
Poor physical working conditions					

HOW WELL DO YOU COPE WITH THESE SITUATIONS ?

	Very Well	Fairly Well	Not very well	Poorly	
					I have already stated that I never encounter this situation, therefore this item is not applicable
Problems maintaining class discipline					
Covering lessons for absent teachers					
Teaching large classes					
Teaching disruptive pupils					
Too much administrative paperwork					
Poor relationships with senior teachers					
Inadequate resources					
Having to take work home					
Problems with general noise levels					
Teaching pupils who have a poor attitude to work					
Poor relationships with other teachers					
Pupils not accepting your authority					
The fear of personal physical attack from pupils					
Lack of support from pupils' parents					
Problems maintaining educa- tional values and standards					
Having to attend meetings after school hours					
Lack of time to prepare for lessons					
Poor physical working conditions					

THIS SECTION CONTAINS A LIST OF STATEMENTS. FOR EACH OF THE STATEMENTS, PLEASE TICK THE COLUMN THAT BEST DESCRIBES HOW YOU FEEL.

	Disagree strongly	Disagree	Neither agree nor disagree	Agree	Agree strongly
The teaching profession has a relatively high status in society					
I never know exactly what is expected of me as a teacher					
I am happy with my salary					
Teachers have less job satisfaction than other professionals					
I do not have much influence in policy decisions in my school					
I do not regret choosing teaching as a profession					
I feel certain about how much authority I have as a teacher					
I am not happy about my general conditions of service					
In general, teachers are paid less than they deserve					
I think I will fulfil most of my ambitions in teaching					
I intend to leave the profession at the earliest opportune moment					
In general, adults tend to hold teachers responsible when young people misbehave out of school					
I have a good relationship with the non-teaching staff at my school					

PLEASE ANSWER THE FOLLOWING QUESTIONS BY PLACING A TICK
IN THE APPROPRIATE COLUMN.

	Much less stressful	Less stressful	About the same	More stressful	Much more stressful
How stressful do you find teaching now, when compared to the time you entered the profession ?					
In your view, how stressful do you think teaching will become in the next two years, when compared to the present ?					

	No	Unsure	Yes
Can you discuss stress-related problems in an open manner with senior colleagues ?			
Can you discuss stress-related problems in an open manner with other teachers from your school ?			
Do you think you could discuss stress-related problems in an open manner with teachers from other schools ?			
Do you think you could discuss stress-related problems in an open manner with other relevant professionals ?			
Do you think you have sufficient knowledge concerning the possible symptoms of stress ?			
Do you think you know enough about adequate coping strategies for dealing with stress ?			
Would you be willing to take part in stress workshops organised by your LEA ?			
Would you be willing to take part in stress workshops organised by other organisations ?			
In your opinion, do you believe that stress management programmes should be organised specifically for teachers ?			
Do you think there should be some form of pastoral care for teachers ?			

IF YOU WERE ASKED TO PRIORITISE THE THREE MOST STRESSFUL ASPECTS OF
YOUR WORK AS A TEACHER, WHAT WOULD THEY BE ?
(These aspects may, or may not, have been covered by this questionnaire)

(1).....
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(2).....
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(3).....
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IF YOU WOULD LIKE TO MAKE ANY COMMENTS CONCERNING THIS QUESTIONNAIRE OR
ISSUES RELATING TO STRESS, PLEASE WRITE THEM HERE,

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Thank you for your co-operation,