

## Levels and Specific Causes of Stress Perceived by Regular Classroom Teachers

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### Résumé

Pour mieux comprendre la cause et la nature de stress dans le contexte de l'éducation, les auteurs ont étudié 588 enseignant(e)s des classes régulières et 211 enseignant(e)s spécialistes. La section représentative a été choisie au hasard parmi des divisions stratifiées de la population des enseignant(e)s de Terre-Neuve et de Labrador. Elle représente 10% de la population enseignante de ces régions. Cette recherche concentre sur les résultats pertinents aux enseignant(e)s des classes régulières.

Les sujets présentaient un niveau moyen de stress. Les neuf catégories de "stressors" étudiées ont été classées presque également par tous les enseignant(e)s, "Time Management" et "Parent/Teacher Relations" étant placés au plus haut niveau de stress. Plusieurs relations importantes entre groupes d'enseignant(e)s et des facteurs biographiques sont présentées et discutées.

### Abstract

In an attempt to better understand the causes and nature of stress in education, the authors surveyed 588 regular classroom teachers and 211 specialist teachers. The sample was chosen randomly from stratified divisions of the entire teaching population of Newfoundland and Labrador, and represented ten percent of the actual teaching population. This study focuses on the results pertinent to regular classroom teachers.

Respondents reported moderate levels of stress. The nine categories of stressors under study were ranked almost exactly the same by teachers of different grade levels, with Time Management and Parent/Teacher Relations highest. Several areas of significance between teacher groups and biographical factors are reported and discussed.

### INTRODUCTION

Stress has been a controversial concept ever since Hans Selye first used it in a medical context over forty years ago. Over the last decade, both professional and popular literature has abounded with articles on the nature of personal and occupational stress and on ways to manage that stress at home and at work. Even with the amount of information available and the amount of coverage stress has received through the visual media, there has not been a decrease in people's concern over the effects of stress, nor in the quest for effective methods of coping.

Perhaps in trying to follow the prescriptions for stress management we have, "put the cart before the horse." That is, we have either not fully understood what stress means, or we have not personalized its sources. For many, the incentive to channel stress may have occurred only because of the symptoms. Thus, in the attempt to alleviate the symptoms

the actual factors triggering stress did not receive the necessary attention. As Cooper stated:

The time has long passed to simply hold another stress symposium, conference or workshop; what we now need are well thought out preventive programs of stress management whose primary objective is to provide more liveable environments in the home and at work. (1981, p. 4)

A closer, more personalized look needs to be taken at the sources of stress; research has to be more definitive if we ever hope to institute effective preventive programs of stress management.

#### STRESS AND TEACHING

Over the past decade stress has been of particular interest to those in the helping professions. Educators, in particular, have expressed concern over the effects of unmanaged stress, effects which impinge upon their own lives and the lives of their students.

However, it is a misconception that we should strive to eliminate stress, or consider that all stress is detrimental. Selye pointed out that stress is "the salt of life, stress makes us up and makes us alive."

Stress is the rate at which we live at any moment . . . anything pleasant or unpleasant that speeds up the intensity of life, causes a temporary increase in stress. (Selye, 1974, p. 2)

Selye differentiated between two types of stress: positive stress, which enables one to perform successfully, called eustress; and negative stress, which leads to a decrease in performance, called distress. It is primarily distress, and its implications, that has provided the catalyst for studying stress in the teaching environment.

It is the author's position that distress is reflected in a physiological and/or psychological manner and results from varying internal and external environmental factors. Thus, it is crucial first to better identify the internal and external factors which affect, in this case, the teacher's perceived level of distress. Only then could programs of "stress management" be developed and evaluated as to effectiveness. The purpose of this study was to more clearly identify the internal and external factors perceived by teachers to be stressful and the degree to which teachers perceive these factors to be stressful.

If teachers are experiencing distress, it is plausible to assume that its manifestations will be evident in student-teacher interaction as well. Thus, if teachers can be aided to better identify and manage stress, there will likely be improvements in teaching effectiveness and in the services and concern provided to students.

#### DESIGN OF THE STUDY

In the Spring of 1982 the authors conducted a study of teacher stress, in co-operation with the Newfoundland Teachers' Association. Data were

collected from 588 regular classroom teachers and 211 specialist teachers from the province of Newfoundland and Labrador. This report will focus on regular classroom teachers (see Klas, Kennedy, & Kendall-Woodward, 1983; 1984 for reports of the results with specialist teachers).

So as to insure proportional representation the sample was randomly chosen from stratified divisions of the entire teaching population of the province. The study included 159 primary, 174 elementary and 255 high school teachers, or about 10% of the population of teachers. Regular classroom teachers were defined as those persons whose teaching assignments were not classified as specialist areas by the school board. The primary level included grades K-3; the elementary level included grades 4-6, and 4-7 where grade seven is included in the elementary school; the secondary level included teaching assignments involving any combination of grades 7-11, 8-11, 9-11, 10 and 11.

Teachers were asked to anonymously complete three instruments: (1) *Wilson Stress Profile for Teachers* (WSPT) (1979), which consists of 36 potential stressors divided into nine categories—Student Behaviour (STUBE), Employer/Administrator Relations (EMAD), Teacher/Teacher Relations (TIREL), Parent/Teacher Relations (PTREL), Time Management (TIME), Intrapersonal Conflicts (IPC), Physical Symptoms of Stress (PSS), Psychological/ Emotional Symptoms of Stress (PSYCH) and Stress Management Techniques (SMT). Each category is represented by four items, which were ranked on a five-point Likert Scale; (2) the *Local Scale*, consisting of ten additional items deemed to represent stressors of special concern for the teachers of the province; (3) a *Biographical Questionnaire*, which obtained such information as sex, age, marital status, teacher certification level, length of teaching experience, school enrollment, class size and number of sick days taken. There was a 70% return rate from the respondents.

The final analysis was completed in the Summer of 1982 and information on the following areas were reported: (1) the overall levels of stress experienced; (2) the specific causes of stress (stressors); (3) a comparative analysis of findings from (1) and (2) for each of the three teacher categories, primary, elementary and high school; (4) an examination of the differences of perceived stress, according to biographical subgroups.

## RESULTS AND DISCUSSION

### *Reported Stress Levels: WSPT and Local Scale*

Mean total stress scores for primary, elementary and high school teachers, as measured by the WSPT and Local Scale, are presented in Table 1. These differences were not statistically significant, all  $p > .05$ . The scores fell into the high moderate range of stress. It appears that all teachers in the sample, regardless of level of teaching assignment, perceived equivalent amounts of stress in the teaching profession. The

Table 1  
*Mean Total Stress Scores by Teacher Category as Measured  
 by the WSPT and the Local Scale*

<i>Teacher Category</i>	<i>WSPT</i>			<i>Local Scale</i>		
	<i>N</i>	$\bar{X}$	<i>S.D.</i>	<i>N</i>	$\bar{X}$	<i>S.D.</i>
Primary	159	91.55	18.93	159	26.65	5.43
Elementary	174	88.21	17.51	174	26.15	7.10
High	<u>255</u>	89.13	18.43	<u>255</u>	26.23	7.26
Total	588	89.51	18.32	588	26.32	6.76

results support the findings of Wilson (1980), Pratt (1978), and Cichon and Koff (1978).

#### *Reported Sources of Stress . . . WSPT*

The mean scores and ranks of each of the categories on the WSPT are presented in Table 2. The rank order for each of the categories was almost exactly the same for each of the three teaching categories, indicating that in addition to perceiving the same levels of overall stress, teachers ranked the areas almost exactly the same. The most stressful factor for each teacher category was Time Management, followed by Parent/Teacher Relations and Intrapersonal Conflicts. Physical Symptoms of Stress and Student Behaviour were fourth and fifth. Psychological/Emotional Symptoms of Stress, Teacher/Teacher Relations, and Employee/Administrator Relations were ranked seventh, eighth, and ninth by all teacher groups.

The Klas, Kennedy, and Kendall-Woodward report (1984) outlined similar rankings for the nine categories of the WSPT for eight different specialist teacher categories. For example, Time Management was ranked first (most stressful) by six of the eight specialist categories and second by the other two; Parent/Teacher Relations was ranked first by the two specialist categories which ranked Time Management second. Intrapersonal Conflicts was ranked second by three specialist categories, third by four categories and fourth by one group. Teacher/Teacher Relations and Employer/Administrator Relations were each ranked eighth or ninth by seven of the eight specialist groups.

Analysis of variance showed a statistically significant difference for both Time Management and Intrapersonal Conflicts with respect to the teacher categories of primary, elementary and secondary,  $F(2,562) = 5.8$ ,  $p < .01$  and  $F(2,562) = 3.1$ ,  $p < .05$ . Elementary and high school groups reported significantly more stress from these categories than did the primary group. Analysis of variance also showed a statistically significant difference for the categories of Student Behaviour and Teacher/Teacher Relations with respect to the three teacher categories,

$F(2,562) = 5.7, p < .01$  and  $F(2,562) = 8.6, p < .01$ ; the high school group reported significantly higher stress than did the primary or elementary group from these two categories. In the Klas, Kennedy, and Kendall-Woodward study of specialist teachers (1984), the Time Management and Parent/Teacher Relations categories were significantly different (higher) from all other WSPT categories,  $F(7,203) = 3.41, p < .01$  and  $F(7,203) = 4.32, p < .01$ .

### *Discussion of Results: WSPT*

The finding that Time Management was the top ranked causative factor supports some previous findings and opinions from the literature. McMurray (1982), in his study of Canadian teachers, identified concerns in such areas as "the demands of course work," and "insufficient time for preparation." Wilson (1980), utilizing the WPST, found Time Management to be the highest ranked factor as well. "Lack of time" to complete work and to spend with students were issues identified by Kyriacou and Sutcliffe (1978). Rudd and Wiseman (1962), in their study on teacher dissatisfaction, outlined a major factor to be "more time needed."

An analysis of variance revealed that elementary and high school teachers reported significantly more stress from Time Management than primary teachers. This may be due to the fact that in Newfoundland and Labrador upper elementary and high school teachers are often responsible for subject areas and have to deal with a larger population of

Table 2  
*Mean Scores and Ranks for the Nine Categories of the  
WSPT for Each Teacher Category*

<i>Categories of the WSPT</i>	<i>Primary</i>		<i>Elementary</i>		<i>High</i>	
	<i>Mean Score</i>	<i>Rank</i>	<i>Score</i>	<i>Rank</i>	<i>Score</i>	<i>Rank</i>
Student Behaviour	10.83	5	10.56	5	10.73	4
Employee/Administrator Relations	6.41	9	6.20	9	6.53	9
Teacher/Teacher Relations	6.77	8	6.44	8	6.90	8
Parent/Teacher Relations	11.74	2	11.60	2	11.54	2
Time Management	13.05	1	12.34	1	12.10	1
Intrapersonal Conflicts	11.61	3	10.97	3	11.10	3
Physical Symptoms of Stress	11.16	4	10.63	4	10.59	5
Psychological/Emotional Symptoms	10.40	6	10.08	6	10.22	6
Stress Management Techniques	9.59	7	9.40	7	9.44	7

students. Recently the high school curriculum received a major expansion with the addition of grade 12 and several new courses for grades 10, 11, and 12. Teachers may be finding that the preparation for the new program and courses and their evaluation are quite time consuming. As well, teachers in the senior grades may be responsible for more extra-curricular activities, which place demands upon their scheduling and preparation time. Specific items which all teachers ranked most highly for this category were, "I have to take work home to complete it," and "I have too much to do and not enough time to do it" (see Table 3). One could speculate as to why time management is such a concern for all teachers; possible explanations could be that teachers are, as a group, ineffective at managing time, the school curriculum is too extensive, the school day and year does not provide enough contact time with students, or that pre-service and in-service teacher training puts insufficient emphasis on the organization and management of time (Klas, 1984).

Parent/Teacher Relations received the second highest ranking. Caspari (1976) noted that:

If things do not go as well as either parents or teachers expect, it is unavoidable that both are inclined to blame each other. The parents will doubt the teacher's skill in teaching and the teacher will attribute the child's failure to the parents' attitude at home. (p. 31)

It appears that the changing role expectations in a changing society have made childrearing an increasingly more complicated task. As well, the responsibility of educators to provide discipline, nurturance, and guidance to students has increased. Public scrutiny and the cry for accountability have also increased. If parents question teachers and their actions, one may assume that this attitude could be reflected in their children and even create blocks to learning. Lortie (1975) found that parental actions did influence students' classroom behaviour. Tension may also stem from the fact that parents and teachers do not have much opportunity to meet; not always is a child's poor performance at school brought to the parents' attention until after a major reporting date. Wilson (1980) found this stress factor to be consistently ranked in the top four. Specific items which all teachers ranked most highly for this category were, "Parents disinterest in their child's performance at school concerns me," and "The home environment of my students concerns me."

Intrapersonal Conflicts focuses on fulfillment of self-expectations. The items deal with self-imposed demands and guilt incurred when the teacher feels the demands of the job are not being met. The work demands of educators are infinite. For the cognitive area alone the teacher is faced with time demands, curriculum requirements, and the vast range of student ability. One teacher in the sample provided the following unsolicited comment: "There's never a feeling of accomplish-

Table 3  
*Mean Scores and Rank Order of the Ten Most  
 Stressful Items as Measured by the WPST for  
 All Regular Classroom Teachers\**

<i>Rank Order</i>	<i>Items</i>	<i>Mean Scores</i>	<i>S.D.</i>
1	I have to take work home to complete it.	3.81	1.03
2	Parents' disinterest in their child's performance at school concerns me.	3.49	.96
3	I have too much to do and not enough time to do it.	3.45	1.03
4	The home environment of my students concerns me.	3.44	.92
5	I find my job tires me out.	3.26	.96
6	I put self-imposed demands on myself to meet scheduled deadlines.	3.24	.98
7	Lack of student motivation to learn affects the progress of my students negatively.	3.20	.95
8	Stress management techniques would be useful in helping me cope with the demands of my job.	2.93	2.93
9	I am tense by the end of the day.	2.89	.99
10	I worry about my job.	2.70	1.03

\* Similar tables are available for primary, elementary, and high school teachers. Table 3 represents a composite of those results.

ment. This sounds very negative, but a job should not require 13-15 hours a day—to feel satisfied—life is too short.” Pratt (1978) reported that teachers in his study felt inadequate when, based on self-evaluation, they failed to teach satisfactorily. Items teachers ranked highly in this category were, “I am unable to express my stress to those who place demands on me,” and “I worry about my job.” Role conflict is a common occupational stressor. The teacher has demands which stem from the parents, students, colleagues and administrators. These varied demands leave plenty of room for incongruency. Job dissatisfaction arising from role conflict has been reported by Halpert (1967), Roth (1968), Price (1970), Dunham (1976), and the Manitoba Teachers' Association (1981). An analysis of variance revealed that the elementary and high school teachers showed significantly higher levels of stress. These teachers deal with more students; pre-adolescents and adolescents often demand a great deal of patience and controlling behaviours on the part of the teacher. It is also during this age period that most students drop out of school, leaving the concerned teacher to wonder what or who went wrong.

Student Behaviour is an area which has received a great deal of publicity. In some school settings it is a growing concern and is often

cited in the literature (Caspari, 1976; Cichon & Koff, 1978; Kyriacou & Sutcliffe, 1978; McMurray, 1982; Rudd & Wiseman, 1962). Stressors measured in this area included noisy pupils, verbal abuse, disruptive behaviour, and even the threat of physical abuse. An analysis of variance placed high school teachers higher in this category, possibly due to the adolescent's special problems with identity, peer pressure, and expectations of significant others. In Newfoundland and Labrador, secondary teachers are responsible for many students and often for three to five subject areas; they have to adapt constantly to changing classroom climates. As well, these teachers most usually complete academic majors and thus often have less training than primary and elementary teachers in the psychological development of children and adolescents, teaching methodology, and behaviour management; such an observation is verified when one compares education degree requirements in university calendars.

As a category, Teacher/Teacher Relations was ranked eighth, indicating that overall teachers perceive little stress resulting from their relationship with one another. Wilson (1980) found similar results. However, high school teachers revealed a significantly higher level of stress than primary and elementary teachers from Teacher/Teacher Relations. Lortie (1975) found that elementary teachers tended to compare their progress more than others, and to even exchange and share duties; high school teachers "laid particular emphasis on the technical performance of peers" (p. 194). High school teachers are subject teachers and tend to have less involvement in pupils' performance in other disciplines. Rudd and Wiseman (1962) reported a greater amount of dissatisfaction among secondary teachers in the category of human relations.

#### *Reported Sources of Stress: Local Scale*

The Local Scale was not divided into categories, as was the WSPT. However, the ten individual items were ranked according to mean score. Table 4 represents the three top ranked items and the mean score for all regular classroom teachers. Although no items were significantly different for teacher groups, the authors feel that a brief discussion of the top three items would provide a useful description of the more prominent local concerns of the teachers.

#### *Discussion of Results: Local Stress Scale*

The item, "I am unable to find sufficient outlets and extracurricular activities in my community," was rated highly by all teacher categories. This may be due to the fact that in this province the majority of schools are in small towns or in isolated regions, such as the South Coast and Labrador. The item, "I feel my time and energies are spread over too



Table 4  
*Mean Scores and Ranked Order of the Three Most  
 Stressful Items as Measured by the Local Scale  
 for all Regular Classroom Teachers\**

<i>Rank Order</i>	<i>Items</i>	<i>Mean Scores</i>
1	I am unable to find sufficient outlets and extracurricular activities in my community.	2.96
2	Teaching children who are "below average" in achievement is stressful to me.	2.75
3	I feel my time and energies are spread over too many areas.	2.71

\* Similar tables are available for primary, elementary, and high school teachers. Table 4 represents a composite of those results.

many subject areas" reflects the decline in student enrollment that the province has experienced, resulting in greater teacher responsibilities and more course assignments, as fewer teachers are being hired. This stressor may also be related to time management and the increasing diversification of the curriculum. "Teaching children who are below average" may reflect both a lack of specialists in the schools and a lack of training and experience on the part of the teachers in dealing with the exceptional children in their classes. McMurray (1982) reported "excessive ranges of student ability" as a significant source of stress for teachers in his study.

High school teachers also expressed concern over their felt lack of input into decision making. This province recently instituted a reorganized high school program, which has greatly increased the demands placed on the teacher. The course loads have increased and diversified. Thus, teachers have to spend a great deal more time in preparation, in-service, course development and evaluation. As with the WSPT, the items of concern on the Local Scale reflected a commonality of perceived stressors for teachers of all levels.

#### *Results on Biographical Variables Related to Perceived Stress*

Table 5 shows the categorization of selected biographical variables and perceived levels of stress as measured by the WSPT and the Local Scale for the total sample.

Two variables demonstrated significance on the WSPT: Length of Teaching Experience and Schools' Student Enrollment.

For the variable "Length of Teaching Experience" the group reporting the least stress, 0-4 years, and the greatest stress, 20+, were significantly different,  $F(3,583) = 4.4, p < .01$ . For the variable "Schools' Student Enrollment" the category 201-400 was significantly different

Table 5  
*Mean Stress Scores as Measured by the WSPT and  
 the Local Scale, for Regular Classroom  
 Teachers by Biographical Variables*

<i>Biographical Variables</i>	<i>WSPT</i>		<i>Local Scale</i>	
	$\bar{X}$	<i>S.D.</i>	$\bar{X}$	<i>S.D.</i>
<b>1. Sex</b>				
Male (317)*	89.94	18.72	25.96	5.66
Female (265)	88.83	17.79	26.71	7.87
TOTAL (581)	89.43	18.30	26.30	6.76
<b>2. Age Years</b>				
20-25 (77)	85.69	18.67	25.81	5.65
26-30 (157)	90.89	19.15	26.36	5.53
31-40 (258)	89.81	17.62	26.19	7.08
41-50 (74)	90.51	18.37	27.31	9.10
51+ (16)	85.43	19.23	25.69	5.92
TOTAL (582)	89.53	18.34	26.31	6.79
<b>3. Teacher Certificate Level**</b>				
1 (2)	90.00	8.49	29.50	14.85
2 (8)	98.38	12.94	27.00	4.21
3 (35)	85.03	16.41	26.29	5.32
4 (99)	90.08	17.04	26.67	4.65
5 (142)	89.12	19.99	25.64	6.24
6 (167)	91.07	18.50	26.77	8.89
7 (57)	88.33	19.60	25.65	6.47
TOTAL (510)	89.73	18.56	26.29	6.95
<b>4. Length of Teaching Experience (years)</b>				
0-4 (113)	84.56	18.39	25.31	5.67
5-10 (193)	91.52	18.83	26.49	5.45
11-19 (200)	89.07	17.04	26.06	7.32
20+ (81)	92.58	18.91	27.64	8.98
TOTAL (587)	89.49	18.32	26.32	6.76
<b>5. School's Student Enrollment</b>				
50 or less (49)	87.86	19.41	26.53	5.27
51-200 (170)	87.48	18.04	25.99	5.44
201-400 (177)	93.53	17.69	26.74	5.57
401-700 (123)	87.93	17.80	25.92	5.81
701+ (54)	89.07	19.59	27.59	13.78
TOTAL (573)	89.63	18.28	26.40	6.76

\* Number of respondents in parentheses.

\*\* Each level reflects one year of university training; grade seven requires a master's degree.

<i>Biographical Variables</i>	<i>WSPT</i>		<i>Local Scale</i>	
	$\bar{X}$	<i>S.D.</i>	$\bar{X}$	<i>S.D.</i>
<b>6. Class Size</b>				
4 or less (14)	89.79	20.86	27.00	6.46
5-12 (115)	87.36	16.95	25.40	5.82
13-20 (116)	86.60	17.40	25.77	5.41
21-30 (252)	90.62	18.69	26.73	6.83
31-35 (65)	90.66	19.36	27.01	9.68
36-40 (9)	101.56	11.10	27.00	5.00
41+ (6)	84.17	12.67	21.67	3.72
TOTAL (577)	89.25	18.16	26.26	6.73
<b>7. Number of Sick Days</b>				
0-7 (544)	89.20	18.26	26.39	6.81
8-15 (17)	95.94	21.23	25.82	8.78
16+ (19)	87.89	17.03	25.16	4.10
TOTAL (580)	89.36	18.32	26.33	6.80

from the other categories examined,  $F(4,568) = 3.0, p < .05$ .

One variable demonstrated significance on the Local Scale: Length of Teaching Experience. The category 0-4 years was significantly different from the 20+ years group,  $F(3,583) = 2.5, p < .05$ .

#### *Discussion of Biographical Variables*

McMurray (1982) suggested from his study that stress is less likely to occur in the energetic young teacher or the seasoned veteran. This opinion was only partially supported by this study. Perhaps new teachers are at a peak in their enthusiasm and vitality and do not feel that the difficulties they encounter are inherent in their chosen career. Their training is more recent. Generally, more help is given to the new teachers and they are less reluctant to seek support and advice. The finding that teachers who have been in the profession the longest reported the greatest stress may indicate that there are many stressors in the teaching environment which are accumulative.

In terms of size of school, one could speculate that in schools in the 201-400 category the problems are as diverse as larger schools, but the number of children with special needs is not large enough to warrant specialist teachers and programs. Thus, regular classroom teachers might have to deal with these problems as part and parcel of the

mainstream. Also, most of these schools are in smaller communities, which offer fewer outlets to the teachers. Perhaps this concern is best exemplified by a remark written by one respondent, "Society's increasing demands cannot be met through our school systems, especially in the smaller communities. These more remote areas need to enrich their programs, yet receive less."

#### SUMMARY

This study revealed that regular classroom teachers, regardless of grade level taught, are experiencing a moderate level of stress. The categories of Time Management and Parent/Teacher Relations reflected significantly higher perceived levels of stress for high school and elementary teachers than for primary teachers. The categories of Student Behaviour and Teacher/Teacher Relations reflected significantly higher perceived levels of stress for high school teachers. Regular classroom teachers were also concerned with teaching children who are below average, with spreading their time and energies over too many areas, and with the restrictions they feel from living in smaller communities. Teachers with twenty or more years of experience reported significantly higher levels of stress than teachers with four or less years of experience; teachers in schools with a population of 201-400 perceived significantly higher levels of stress than did teachers from larger or smaller schools.

Such findings may provide some directions for the development of a prescriptive program for stress management, since they point to internal and external environmental factors which are perceived to be stressful by teachers in the primary, elementary, and secondary levels. In addition, there may be some indication as to what factors should receive what degree of emphasis in such a program. Those developing both pre-service and in-service stress management programs (or courses) may find such data useful in the determination of content and goals.

This study was representative in nature, its purpose being to identify elements in the teaching environment perceived to be stressful and to relate those elements to selected personal and situational variables. Hans Selye pointed out, in his later writings, that coping with stress is a matter of attitude, philosophy and one's way of life. The authors would like to add that coping is also a matter of awareness of the specific factors that are stressing the individual, along with an understanding of how those factors relate to and are manifested in the teaching environment.

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