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Tenured and Non-Tenured Teachers: Teacher Concern Inventory Rankings

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TENURED AND NON-TENURED TEACHERS' TEACHER
CONCERN INVENTORY RANKINGS

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M 363t
1994

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This paper is dedicated
to Deborah Martin,
my wife and best friend, and
public school teacher.
This work is also dedicated to
school teachers
who work under
difficult conditions
and yet prevail
in the teaching of students.

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Abstract

This work explored the relationship between stress as assessed by the TCI for tenured and non-tenured public school teachers. Fifty six rural public school teachers, grades K-12, voluntarily participated in the study. Thirty-six were tenured teachers and 20 were non-tenured. The Teacher Concern Inventory (TCI) was administered once to the participants. The average scale score for tenured and non-tenured teachers' scores were ranked according to the test's ten subscales. Analysis using Kendall's Tau indicated that there was a significant relationship in rankings regarding job-related stress.

Chapter 1

Introduction

The issue of teacher stress is considered to be a major phenomenon that adversely affects the field of education. In fact, the situation has been termed critical (Wangberg, 1984).

Consequently, the results are negative in a physical, emotional, and behavioral nature on teachers, students, and the teaching profession as a whole (Cecil & Forman, 1990).

Stress related burnout has been cited as a chief reason for teachers leaving the educational profession. Teachers are highly affected by external forces (students, fellow workers, administrations, and parents) and internal sources (expectations, feelings of inadequacy, and dissatisfaction) (Jenkins & Calhoun, 1991).

In the state of Missouri teachers with five years of seniority in the same school district are given a guaranteed contract (tenured) for the sixth and following years in this school system. This study will examine the affect of job-security on teacher stress.

A number of teachers with guaranteed contracts and teachers without tenured contracts were surveyed concerning stress. Stress sources and manifestations comprised the study. The teachers involved indicated which issues were more prominent for them.

This study examines teacher stress in light of job-security. This study addresses the following questions. Do guaranteed contracts eliminate stress for tenured teachers (ones with guaranteed contracts)? Do non-tenured teachers view stress differently from their fellow teachers with tenure?

Chapter 2

Literature Review

The following review found stress to be a major factor in various situations in public education. For example, elementary, middle, and high school teachers experienced stress. Also, teacher stress and occupational burnout are not peculiar only to the United States. Literature showed that countries such as Great Britian, Malta, Australia, Canada, and Israel have indicated that their school teachers also experienced job-affecting stress (Borg, Riding & Falzon, 1991; Laughlin, 1984; McConaghy, 1992; Perlberg & Keinan, 1986).

Twenty percent to 33% of teachers surveyed in various research projects (Laughlin, 1984; Solman & Feld, 1989; Reese & Johnson, 1988) considered their work to be very stressful. Solman and Feld (1989) reported that 19% of teachers surveyed in their study indicated that it was unlikely they would choose teaching if starting their career again. However, those teachers that expressed job

satisfaction reported less job stress (Laughlin, 1984; Litt & Turk, 1985).

Sources of Teacher Stress

Research presented various factors that teachers identified as stressful. June Brown (1984) reported a survey administered to 24 county school districts of southwest Missouri. Two hundred and seventy one elementary teachers responded to the study. The following is a list of their stress sources: inadequate salary, student values/attitudes, discipline problems, teaching children with a wide range of abilities, poor student motivation, parent values/attitudes, work overload, insufficient preparation time, inadequate personal breaks, and lack of community support.

Teachers who felt out of control experienced job-affecting stress. Stress occurred when the teacher had inadequate time for preparation, lacked teaching aids, resources, and competent administration/supervision, received infrequent positive feedback, had little time for professional-growth work, experienced rapid and

constant change, and felt inadequate (Jenkins & Calhoun, 1991).

As teachers aged, they became less stressed from the lack of the administration's abilities to lead in the educational process (decision making, consistency, leadership...). This also applied to parent criticism and/or interference. Teacher stress grew as classroom overcrowding grew due to discipline problems, more papers to grade, more young people to be responsible for, and more parents to be responsible for their child's education. Overcrowding also caused the teachers to experience more stress concerning parent values/attitudes. When more students are involved the number of parents increase who do not care about their child's education or do not cooperate with the school (Brown, 1984).

Administrative conflict can cause teacher stress (McDaniel-Hine, 1988). The teachers' immediate supervisor/principal affected their stress level. Principals who experienced large amounts of stress caused a negative work environment for their teaching staff. This

occured when principals lacked knowledge, had ambiguous expectations, lacked consistency, were unable to properly evaluate teachers, were indecisive, lacked follow-through, provided no resources, had unreasonable expectations, showed favoritism, and/or did not recognize good work (Blase, 1985).

Student-Teacher Stress.

Students' misbehavior in the classroom created a poor learning environment. The teacher spent teaching time attempting to establish the proper atmosphere for learning in the classroom. Students created disturbances by means of noise, fighting, speaking inappropriately/abusive language, teasing, drug use, vandalism, and general disregard for authority (Blase, 1985).

The teacher was adversely affected by student misbehavior outside the classroom. Teachers who monitor student behavior in halls, assemblies, sport events, and other extracurricular events generally approached discipline in an impersonal and severe manner. This and the overflow of such

discipline into the classroom created stress for the teachers (Blase, 1985).

A teacher's pupil control orientation was believed to affect how much stress teachers would experience. Teachers with an authoritarian pupil control orientation emphasized order and strict student control, and a moralistic attitude. Students were not trusted or listened to (one-way communications). The humanistic teacher believed in two-way communications, trust and acceptance of students, and confidence in the students' ability to learn facts and behavior (Harris, Halpin & Halpin, 1985).

Once teachers became stressed with student misbehavior, these educators responded in a stressed manner. The result was an increase in student anxiety. Consequently, a vicious circle had begun. The anxious student misbehaved more, causing the teacher to become more stressed, resulting in more anxiety for the student, causing more misbehavior (Pahnos, 1990).

Parent-Teacher Stress.

Campbell and Williamson (1989) discovered in their study of secondary teachers that indifference of parents was one of the top four factors that cause stress in teachers. Parents showed their displeasure with the learning process by ignoring the student's problem or initiating direct confrontation with the teacher. Both approaches created stress for these educators (Swick, 1989).

Research further indicated that parents who were experiencing conflict in the home often expressed hostility toward the teacher. The "nice-guy" approach was expected by the school administration. In such cases the teacher felt his/her professional standards were being compromised (Blase, 1985).

Teacher-Teacher Stress.

Teachers work in close proximity to one another, which could cause stress in the work place. Quaglia, Marion, and McIntire (1991) concluded from their study of teacher satisfaction that 70% of the satisfied teachers and 42% of the dissatisfied teachers agreed that teachers in the

same school system were generally doing a good job. The study was unable to prove if teachers' stress was a cause or effect of the students' stress level. However, these two factors appeared related.

Another study indicated that teachers were stressed by teacher-teacher relationships, when their student-discipline philosophies differed. The teachers reported that irresponsible discipline included such things as the inability to control student behavior in the classroom and in monitoring situations, unnecessary harshness, and being poor examples to the students (Blase, 1985).

Personal-Professional Stress.

Greenwood, Olejnik, and Parkay (1990) discovered in their research that less stress was found in teachers who were confident in their abilities and in the fact they could make a difference. Those teachers that had a low opinion of their ability to make a difference were under a higher amount of stress. These researchers did not necessarily equate teachers' high personal

opinion with reality. A less stressed teacher did not mean a better teacher.

Many teachers had caretaker personalities. This meant that they cared for the needs of others and overlooked their own needs. They neglected physical exercise, diet, and relaxation (Wangberg, 1984).

Variables Bearing on Stress.

Teachers' gender, age, years of experience, family/marital status, grade level, and type of students taught were variables that could affect a teacher's stress level. Green-Reese, Johnson, and Campbell (1991) found in their study that teachers' age and total years of teaching experience were not significant factors in job stress.

Furthermore, there was no significant difference in stress levels between elementary, middle school, and high school teachers (Byrne, 1991; Sutton & Huberty, 1984). Teacher-gender differences were so small that the results of the studies were inconsistent and insignificant. The same results were discovered in relationships to

family/marital status and type of students taught (special or regular students) (Byrne, 1991).

Positive Points to Stress

Researchers have discovered that stress is not always a negative factor in the work of a teacher. It can help motivated school teachers to achieve professional growth (Fimian, 1987; Gold, 1988; Parkey, Greenwood, Olejnik & Proller, 1988).

Stress could be reframed (redefining negative to positive). The teacher could see a difficult and stressful situation as an opportunity to grow and excel instead of seeing another roadblock that would hinder education (Thies-Spinthall & Sprinthall, 1987).

The presence of stress can alert teachers to the need for a survey of their goals, attitudes, philosophies, and environment. This would serve as a motivator to modify the situation (Quaglia, Marion & McIntire, 1991).

History of Teacher Stress

In the 1930's teachers' health and happiness were a topic presented by the National Education Association (NEA). The researchers believed that

a contented teacher was a successful teacher in the classroom (Smith & Milstein, 1984).

In the 1940's teachers were encouraged to be more socially mature in the area of involvement outside the school. Teachers' satisfaction would be greater if they played a part in the planning and policy making in the school (Blos, 1942).

In the 1950's the focus went from the idea of sick leave (a concern of the 1930's) to counselors, and extracurricular activities. The post-war baby boom was occurring in the school systems. Teachers' problems were believed to be over (Smith & Milstein, 1984).

In the 1960's the teachers' problems had grown in number. The teachers were upset that a method was not available to measure their effectiveness in the classroom. The 1960's list of stressors appeared to be similar to 1994's list. The stressors were low salaries, discipline, too high a student-teacher ratio, parents, fellow teachers, and administration (Snow, 1963).

The 1970's were stressful for teachers. Collective bargaining and teacher cutback due to declining enrollment caused a distressful climate in schools. High teacher absenteeism and teachers leaving the profession were results of teacher stress (Elliot & Manlove, 1977).

In the 1980's stressors consisted of declining jobs for teachers (continued decline in enrollment), budget cuts, and discipline breakdown (Smith & Milstein, 1984). It would appear that the 1990's have not changed from the 1980's.

Effects of Teacher Stress

Research studies have shown teacher stress to be correlated with poor teaching, poor student rapport, and student anxiety. The highly stressed teacher has less discipline and is less effective in the classroom (Pahnos, 1990). Besides discipline problems, other consequences of teacher stress exist; school goals are ignored, low expectations for students, poor preparation, and less than ideal peer support (Calabrese, 1987).

Teachers experienced physical symptoms as a result of teacher stress. These included shallow

and/or rapid breathing, faster heartbeat, increased muscle tension, cold hands and/or feet, headaches, a dry mouth, weight loss or gain, low resistance to colds and flu, gaseousness, sense of anxiety, and sexual problems. Mental symptoms were found to be results of stress. These symptoms were; depression, moodiness, racing of thoughts, nervousness, more frequent crying, loneliness, nightmares, and decision making became more difficult. The behavioral symptoms were inattention to grooming and manner of dress, less smiling, tardiness in keeping appointments (a change from the past), in a rush, edginess, rude to students and colleagues, reduced work production, always tired, increased use of over-the-counter drugs and/or alcohol, and unrealistic demands of self and others (Bradshaw, 1991; Brown, 1984; Jenkins & Calhoun, 1991).

These symptoms makes one ask if the public school teacher can find relief from such manifestations of stress. Consequently, the purpose of this work was to investigate the relationship between tenured (guaranteed contract)

teachers' assessed stress measured by TCI, to non-tenured teachers' stress scores. The study's null hypothesis was that there was no relationship between tenured and non-tenured teachers' views regarding stress as measured by the TCI.

Chapter 3

Methods

Subjects

The Reorganized School District R-II of Crawford County, Missouri is located approximately 80 miles southwest of St. Louis on Interstate 44 and Missouri State Highway 19. The school facilities are located in the town of Cuba (population 2537), a rural community.

The teaching staff (certificated personnel) consisted of 28 (9 males and 19 females) teachers in high school (grades 9-12), 17 (6 males and 12 females) in middle school (grades 6-8), and 43 (3 males and 40 females) in elementary (grades K-5).

A letter was sent to all the Crawford R-II teachers asking if they would voluntarily participate in a survey concerning teacher stress (see Appendix A). The individual information would be kept confidential, by only using the material collectively.

Fifty six teachers responded to the request. Twelve were males and 44 were females. All the participants were Caucasians from middle class

rural backgrounds. Thirty six of the 56 participants were tenured and 20 were non-tenured. In the state of Missouri a teacher can become tenured by working under a sixth contract with the same school district. This could be done in a non-continuous manner. For example, a tenured teacher may resign and afterward be re-employed by the same school district. Re-employment for the first school year does not constitute an indefinite (tenured) contract. However, if he/she is employed for the following year, the employment constitutes an indefinite contract.

The tenured contract was to give job security to teachers. A tenured/permanent teacher could only be terminated for one or more of the following: (1) Physical or mental condition unfitting for him/her to instruct or associate with children; (2) Immoral conduct; (3) Incompetency, inefficiency or insubordination in the line of duty; (4) Willful or persistent violation of, or failure to obey, the school laws of the state or the published regulations of the board of education of the school district

employing him/her; (5) Excessive or unreasonable absence from performance of duties; or (6) Conviction of a felony or a crime involving moral turpitude (Missouri State School Statute 168.114).

Twelve teachers were 20-29 years old (21.4%), 18 were 30-39 (32%), 17 were 40-49 (30%), 6 were 50-59 (10.7%), and 3 were 60 years old or over (05%). Thirteen teachers had 0-5 years of experience (23.2%), 11 had 6-10 years (19.6%), 13 had 11-15 years (23.2%), 8 had 16-20 years (14.3%), 5 had 21-25 years (08.9%), 3 had 25-30 years (05.4%), and 3 had 30 or more years of experience (05.4%).

Design

The group of participants were surveyed once. The survey/inventory asked for information concerning tenure, age, experience, grade level taught (high school, middle school, or elementary), amount of teacher's education, and if the teacher taught non-handicapped or handicapped students. This information was used to categorize the survey information. For instance, tenured and non-tenured teachers' responses were compared.

Material

This study used the TCI (Appendix C) as a tool to measure the causes and manifestations of teacher stress. The inventory was devised by Michael J. Fimian in 1988.

Fimian demonstrated the validity of TCI in several ways. First, a significant other who knew the teacher rated the educator that was tested by the TCI. The teacher's response to the survey was correlated with the significant other's ratings. Secondly, TCI scores were correlated with the teacher's personal and professional characteristics. Lastly, various organizational, physiological, and psychological construct measurements were correlated with the TCI scores to provide evidence for the survey's validity.

The significant others and the teachers' ratings were discovered to be significantly related in terms of each of the subscale (r range=.46 to .69; $p=.001$) scores. Pearson r analysis was used to discover that there was a very small, but significant relationship between teacher gender and stress (Pearson $r=.06$; $p=.001$).

Pearson r also indicated that a teacher's educational level (bachelor's, master's, etc.) had very little relationship to teacher stress.

Pearson r was used to measure the significance of the relationship between student numbers in the classroom and teacher stress. The results showed a small, yet significant relationship (Pearson $r=.13$, $p=.001$). The grade level taught had very little relationship to stress levels (Pearson $r=.02$; $p=.001$) (Fimian, 1988).

The TCI consisted of 49 items concerning teacher stress. The survey was comprised of ten factors of stress: (1) Time Management; (2) Work-related Stressors; (3) Professional Distress; (4) Discipline and Motivation; (5) Professional Investment; (6) Emotional Manifestations; (7) Fatigue Manifestations; (8) Cardiovascular Manifestations; (9) Gastronomical Manifestations; and (10) Behavioral Manifestations (Firiam, 1988).

Each of the ten sections had three to eight items. The inventory was divided into two main portions. The first five factors of stress

comprised the sources of stress. The second portion (manifestations of stress) was made up of the final five stressors.

A participant could complete the survey in less than 30 minutes. The survey was to be returned within five days of receiving the form.

Procedures

The teachers were to answer all the items of the survey. If they had not experienced the feeling, or if the item was not appropriate to their situation, number one (no strength, not noticeable) was to be marked. Once this was completed the teachers were to return the TCI to the investigator, ending the participants' role in the study.

A cover letter (Appendix B) was attached to the TCI to inform the teachers of their role in the survey. This included how long they had to finish the inventory (within five days), the need to know if they were tenured or non-tenured, and why the investigator needed the information (Master's thesis).

Appendix A also informed the teachers about the confidentiality of the information they provided in the survey. The voluntary nature of their participation was also emphasized.

Chapter 4

Results

Kendell's Tau Coefficient was used to calculate the comparison of the tenured teachers' ranking of the survey's ten items and the non-tenured teachers' ranking. Individual surveys were scored and grouped into categories of tenured or non-tenured.

The tenured teachers indicated that time management was their most stress producing area. This was the second (in a list of ten) most stress producing issue for the non-tenured teachers.

The ranking was acquired by totaling the Likert-scale scores of each teacher in each category (Time Management, Work-Related Stressors, Professional Distress...). Once the scores were totaled in the category, these were averaged and rounded to the nearest whole number (3.75 to 4, 1.67 to 2...). The averages were totaled by categories. The tenured participants' scores were totaled together while the non-tenured were totaled separately from the tenured, in each of the ten major categories. These scores were

ranked in respect to highest stress score being ranked as one and least score being ranked tenth/last.

Work-Related Stressors (too much work, days are too fast, class too big, and too much paperwork for office) was third on both the tenured and non-tenured list. Professional Distress was ranked fourth in amount of stress produced by the tenured and fifth for the non-tenured.

Discipline and Motivation was number one on the non-tenured list and second on the tenured list. Professional Investment ("My personal opinions are not sufficiently aired. I lack opportunities for professional improvement...") was ranked seventh by both tenured and non-tenured.

Emotion Manifestations ("I respond by feeling insecure, unable to cope, anxious...") was number four on the non-tenured list and six on the tenured list. Fatigue Manifestations ("I respond to stress by sleeping more than usual, becoming fatigued in a short time, with physical

weakness...") was ranked fifth by tenured and sixth by the non-tenured.

Cardiovascular Manifestations ("I respond to stress with feelings of increased blood pressure, with feelings of heart pounding or racing...") was ranked eighth by the tenured and ninth for the non-tenured teachers group. Gastronomical Manifestations ("I respond to stress with stomach pain of extended duration, with stomach acid...") was ninth on the tenured list and eighth on the non-tenured list. Behavioral Manifestations ("I respond to stress by using over-the-counter drugs, by calling in sick...") was ranked tenth/last by the tenured and the non-tenured teachers.

Each category had a varying number of items/scores. Category A (Time Management) had eight items, and category B (Work-Related Stressors) had six scores. There were three scores in categories H and I, four scores in categories C, F, and G; and six scores in category D. Consequently, this difference in the number of scores was not a factor when each category's scores were averaged.

The tenured teachers' scores were summed by categories. Individual averaged category scores were added together and ranked with the other averaged category scores.

The non-tenured scores were averaged according to categories and ranked from the highest score (number one ranking) to the lowest score (number ten ranking). The higher the score the more noticeable the teacher stress.

Kendall's Tau Coefficient was used to measure the association of the tenured and non-tenured ranking of the survey's ten categories. This was not a correlation measurement. Kendall's Tau was based on the number of inversions in the rankings. The ten category teacher stress lists had six inversions. Kendall's Tau was .73. The probability that the tenured and non-tenured teachers would rank the TCI categories in the same order was .73 higher than the probability they would rank these same categories in the reverse order. The significance of the Kendall's Tau in this instance was 2.94, $p=.001$, well beyond $\alpha=.05$, causing rejection of the null

hypothesis. Consequently there was a significant relationship in how the tenured teachers ranked the categories of the TCI, compared to the non-tenured ranking. This was an

extremely noticeable effect. Non-tenured teachers rated time and discipline as number two (fourth and fifth) in their top five ranking.

Both groups were in agreement that time and discipline were high on their stress list. Consequently, the two groups were in close agreement that time and discipline were high on their stress list.

All the teachers in this study were in agreement on these issues. This may have been a result of their feeling of being out of control in both instances.

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Chapter 5

Discussion

The tenured teachers ranked Time Management as their number one category. This was an extremely noticeable stress item. Non-tenured teachers chose this same category (A) as number two (second most noticeable) in their ten point ranking list.

Tenured teachers chose Discipline and Motivation (category D) as number two on their list. Category D was number one on the non-tenured list. Consequently, the two groups were in close agreement that time and discipline were high on their stress list.

All the teachers in this study were in agreement on these issues. This may have been a result of their feeling of being out of control in both instances.

Both groups gave Work-Related Stressors (category B) the same ranking in the two lists. It was ranked number three in strength of stress and concern. Each group felt that there was too much work, the caseload/classes were too big, and

too much administrative paperwork was required. This was number three out of ten categories. The time problem may have arisen from the issue of too much work. Discipline problems could result from the lack of time and the stress that could magnify the way such issues appeared to the teachers. A teacher under great stress might not be as patient with discipline problems that ordinarily would be overlooked if the teacher was more relaxed and stress free.

Number four rankings on the lists varied by three positions. The tenured teachers ranked Professional Distress (category C) number four. In comparison, the non-tenured ranked Emotional Manifestation (category F) as number four. This difference in ranking was the first instance where one group chose a category from the stressor section and the other group chose one from the manifestation section. In this case, the non-tenured teachers were more concerned with the cause of stress than the manifestation/affect of that stress.

Both groups ranked category E, Professional Investment, number seven on the lists. This included the teachers' view of how their opinions were accepted and their advancement in the field of education. They agreed this was low on their list.

The tenured teachers ranked category F, Emotion Manifestation, number six. Sixth on the non-tenured list was category G, Fatigue Manifestation. The categories of emotion and fatigue were below the midway mark on both lists.

The tenured list ranked categories H, I, and J in numerical order at the end of the list (third from the last, second from the last, and last). Non-tenured teachers reversed H and I. This ranking comparison was minor.

Both groups were aware of the stress factors; lack of time, discipline problems, students not motivated to learn, too much work, lack of promotions, and lack of promotional opportunities. The ranking by the two groups showed that the participants were more aware of the causes of stress than the manifestations of stress.

The teachers of Crawford R-II School System indicated in the TCI that they were under job stress. However, in the survey they did not exhibit the signs of stress as one might expect to see from people under such pressure.

The study pointed to the fact that job security and experience did not lessen the amount of stress experienced by the teachers at R-II School. Consequently; administrations, school boards, state educational departments, and teachers must begin to deal with this issue. No longer can education wait for a new teacher to gain experience expecting them to overcome stress through this process of learning. It has not worked at Cuba, Missouri.

The TCI results showed that Cuba, Missouri public school teachers had the same concerns, stress, and sources of stress as those teachers cited in the Literature Review (Chapter 1). Discipline problems, poor student motivation, work overload, insufficient preparation time, and infrequent positive feedback were issues found to

be sources of stress by this study, as well as other research cited in this work.

Research also indicated that stress was not always a negative factor in the teachers' work place. This study (TCI) indicated the same results in respect to adverse signs of stress. The teachers (tenured and non-tenured) ranked the causes of stress high on their lists while the manifestations of stress were low on these same lists. Consequently, this would lead one to believe the manifestations were not a negative factor in the classroom and work environment.

In the future, schools must help teachers deal with the pressure of job related stress that can cause burnout. The following are some suggestions of how this might be accomplished: (1) new teachers could be better prepared for the issue of stress; (2) give teachers a greater role in decision making in the school system; (3) future research in specific areas of stress related issues in the education system (Brown, 1984); (4) immediate supervisors/principals could support the teachers in the presence of students,

parents, and the community; (5) principals could accept the responsibility for helping all teachers improve; (6) principals could express a caring attitude toward teachers (Campbell & Williamson, 1989; Pahnos, 1990); (7) teachers could learn to manage stress in the classroom (relaxing muscles, take a calm pause, develop a more confident self-image, use a sense of humor...); (8) teachers could exercise regularly, watch their diet, avoid constant talk about their problems, share the problems to the extent that pressure is released...(Bradshaw, 1991); (9) stress management workshops could be organized and used in the local school (Jenkins & Calhoun, 1991; Long, 1988); (10) teachers could learn to take their share and not be a constant "caretaker"; (11) the myth of "Super Teacher" could be replaced with more realistic expectations (Wangberg, 1984); (12) seek help from peers; (13) cut down stress in classroom by being organized; (14) recognize one's limits regarding stress; (15) make a strategy to identify and deal with stress (Swick, 1989); and (16) try to establish interpersonal communication techniques

(teachers with such skills are less likely to fall victim to burnout) (Hutson, 1989).

This study was limited by the narrow scope of participants. The rural setting of this survey would not apply to large city or suburb school teachers. Males' and females' scores were combined in the survey. These teachers were representatives of the elementary, middle school, and high school faculty. In the future a TCI survey might target more specific groups such as; Afro-American male teachers, Hispanic female teachers, white male teachers, white female teachers, elementary white male teachers, elementary Afro-American female teachers, middle school Hispanic male teachers, or white female high school teachers. The participation group could vary as the investigators' interest of study varied.

The TCI results could be compared with other survey instruments. The Maslach Burnout Inventory (MBI) and Role Questionnaire are two such tools.

Each school must be aware of the effects of teacher stress. Efforts can then be made to meet

the local needs for relief of such stress. This can be effective when the local, state, and federal educational fields are actively aware and involved in the effort of alleviating teacher related stress and burnout.

Appendix A

Dear R-II Teacher,

I am now involved in the thesis project of a Master's program. Stress among public school teachers is the area which I am researching. I am requesting your help with this investigation. This would involve you taking a stress test. A copy of the the test can be viewed in the High School office, Junior High office, and the Elementary offices.

It is necessary that I know how many are willing to take the test so I may order the proper number of tests. If you have any questions please feel free to contact me at 885-7733.

If you are willing to take the survey please sign the list provided in each of the offices. I will retrieve the lists next Monday. Your test results will be held in confidence. Thank you!

Sincerely,

Woodrow Martin

Appendix B

Dear R-II Teacher,

Once again, I want to thank you for helping with my Master's thesis. The following inventory is used in the statistical work of my thesis.

The inventory is self-explanatory. However, one item of information was not requested on the survey. I need to know if you are a tenured or non-tenured teacher. This can be indicated at the bottom of this letter.

Please, mark all the inventory points. It is not necessary that you score the form. I will retrieve the inventory within this week.

Thank you!

Woodrow Martin

Tenured_____

Non-tenured_____

Appendix C

TEACHER CONCERNS INVENTORY

The following are a number of teacher concerns. Please identify those factors that cause you stress in your present position. Read each statement carefully and decide if you ever feel this way about your job. Then, indicate how strong the feeling is when you experience it by circling the appropriate number on the 5-point scale. If you have not experienced this feeling, or if the item is inappropriate for your position, circle number 1 (no strength; not noticeable). The rating scale is shown at the top of each page.

Examples	How Strong?				
	No Strength				Major Strength
I feel insufficiently prepared for my job	1	2	3	4	5
If you feel very strongly that you are insufficiently prepared for your job, you would circle number 5					
I feel that if I step back in either effort or commitment, I may be seen as less competent.	1	2	3	4	5
If you never feel this way, and the feeling does not have noticeable strength, you would circle number 1.					

HOW STRONG? ?	1 no strength; not noticeable	2 mild strength; barely noticeable	3 medium strength; moderately noticeable	4 great strength; very noticeable	5 major strength; extremely noticeable
---------------------	---	--	--	---	--

TIME MANAGEMENT

- | | | | | | |
|--|---|---|---|---|---|
| 1. I easily overcommit myself. | 1 | 2 | 3 | 4 | 5 |
| 2. I become impatient if others do things too slowly. | 1 | 2 | 3 | 4 | 5 |
| 3. I have to try doing more than one thing at a time. | 1 | 2 | 3 | 4 | 5 |
| 4. I have little time to relax/enjoy the time of day. | 1 | 2 | 3 | 4 | 5 |
| 5. I think about unrelated matters during conversations. | 1 | 2 | 3 | 4 | 5 |
| 6. I feel uncomfortable wasting time. | 1 | 2 | 3 | 4 | 5 |
| 7. There isn't enough time to get things done. | 1 | 2 | 3 | 4 | 5 |
| 8. I rush in my speech. | 1 | 2 | 3 | 4 | 5 |

Add items 1 through 8; divide by 8; place score in the circle.

WORK-RELATED STRESSORS

- | | | | | | |
|--|---|---|---|---|---|
| 9. There is little time to prepare for my lessons/responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 10. There is too much work to do. | 1 | 2 | 3 | 4 | 5 |
| 11. The pace of the school day is too fast. | 1 | 2 | 3 | 4 | 5 |
| 12. My caseload/class is too big. | 1 | 2 | 3 | 4 | 5 |
| 13. My personal priorities are being shortchanged due to time demands. | 1 | 2 | 3 | 4 | 5 |
| 14. There is too much administrative paperwork in my job. | 1 | 2 | 3 | 4 | 5 |

Add items 9 through 14; divide by 6; place score in the circle.

PROFESSIONAL DISTRESS

- | | | | | | |
|--|---|---|---|---|---|
| 15. I lack promotion and/or advancement opportunities. | 1 | 2 | 3 | 4 | 5 |
| 16. I am not progressing in my job as rapidly as I would like. | 1 | 2 | 3 | 4 | 5 |
| 17. I need more status and respect on my job. | 1 | 2 | 3 | 4 | 5 |
| 18. I receive an inadequate salary for the work I do. | 1 | 2 | 3 | 4 | 5 |
| 19. I lack recognition for the extra work and/or good teaching I do. | 1 | 2 | 3 | 4 | 5 |

Add items 15 through 19; divide by 5; place score in the circle.

HOW STRONG? ?	1 no strength; not noticeable	2 mild strength; barely noticeable	3 medium strength; moderately noticeable	4 great strength; very noticeable	5 major strength; extremely noticeable
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DISCIPLINE AND MOTIVATION

I feel frustrated

20	because of discipline problems in my classroom.	1	2	3	4	5
21	having to monitor pupil behavior.	1	2	3	4	5
22	because some students would do better if they tried.	1	2	3	4	5
23	attempting to teach students who are poorly motivated.	1	2	3	4	5
24	because of inadequate/poorly defined discipline problems.	1	2	3	4	5
25	when my authority is rejected by pupils/administration.	1	2	3	4	5

Add items 20 through 25; divide by 6; place score in the circle.

PROFESSIONAL INVESTMENT

26	My personal opinions are not sufficiently aired.	1	2	3	4	5
27	I lack control over decisions made about classroom/school matters.	1	2	3	4	5
28	I am not emotionally/intellectually stimulated on the job.	1	2	3	4	5
29	I lack opportunities for professional improvement.	1	2	3	4	5

Add items 26 through 29; divide by 4; place score in the circle.

EMOTIONAL MANIFESTATIONS

I respond to stress

30	by feeling insecure.	1	2	3	4	5
31	by feeling vulnerable.	1	2	3	4	5
32	by feeling unable to cope.	1	2	3	4	5
33	by feeling depressed.	1	2	3	4	5
34	by feeling anxious.	1	2	3	4	5

Add items 30 through 34; divide by 5; place score in the circle.

FATIGUE MANIFESTATIONS

I respond to stress

35	by sleeping more than usual.	1	2	3	4	5
36	by procrastinating.	1	2	3	4	5
37	by becoming fatigued in a very short time.	1	2	3	4	5
38	with physical exhaustion.	1	2	3	4	5
39	with physical weakness.	1	2	3	4	5

Add items 35 through 39; divide by 5; place score in the circle.

CARDIOVASCULAR MANIFESTATIONS

I respond to stress

40	with feelings of increased blood pressure.	1	2	3	4	5
41	with feeling of heart pounding or racing.	1	2	3	4	5
42	with rapid and/or shallow breath.	1	2	3	4	5

Add items 40 through 42; divide by 3; place score in the circle.

	1	2	3	4	5
HOW STRONG?	no strength; not noticeable	mild strength; barely noticeable	medium strength; moderately noticeable	great strength; very noticeable	major strength; extremely noticeable

GASTRONOMICAL MANIFESTATIONS

I respond to stress ...

43. ... with stomach pain of extended duration.	1	2	3	4	5
44. ... with stomach cramps.	1	2	3	4	5
45. ... with stomach acid.	1	2	3	4	5

Add items 43 through 45; divide by 3; place score in the circle.

BEHAVIORAL MANIFESTATIONS

I respond to stress ...

46. ... by using over-the-counter drugs.	1	2	3	4	5
47. ... by using prescription drugs.	1	2	3	4	5
48. ... by using alcohol.	1	2	3	4	5
49. ... by calling in sick.	1	2	3	4	5

Add items 46 through 49; divide by 4; place score in the circle.

TOTAL SCORE (add all circles; divide by 10)

Demographic Variables

Your sex: _____

Your age: _____

What level students do you teach?

Number of years you have taught? _____

How many students do you teach each day? _____

(circle the rest of your answers)

Elementary

Middle School

Secondary

With what type of students do you work?

Nonhandicapped

Handicapped

Which degrees do you have?

Bachelor's Master's

Doctorate

Do you and your peers support one another when needed?

Yes No

Do you and your supervisors support one another when needed?

Yes No

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