

**High School Teacher Stress in Newfoundland, Canada:
A Work in Progress**

**Topic Area: Secondary Education
Key Words: High school teacher stress**

Authors: Lynda Younghusband, Norman Garlie, Elizabeth Church

**Memorial University of Newfoundland,
St. John's, Newfoundland
Canada A1N 3X8**

**L. Younghusband (709) 737-7614 Clinical Epidemiology, Faculty of
Medicine**

N. Garlie (709) 737-7611 Faculty of Education

E. Church (709) 737-3313 Counselling Centre

Fax (709) 737-2345

lyounghu@mun.ca

ngarlie@mun.ca

echurch@mun.ca

**Presented at
Hawaii International Conference on Education
January 7-10, 2003**

Abstract

Stress is recognized as the major single health concern of teachers. This qualitative study, using grounded theory, is attempting to identify the major stressors of high school teachers in Newfoundland, Canada. The interviews to date have identified recent systemic changes and curriculum changes, a negative work culture, work overload, student behaviour, and lack of administrative support as stressors. Teachers are dispirited and disillusioned. They attribute emotional and physical problems and general ill health to the stress they are feeling at work.

INTRODUCTION

Recent school restructuring in Newfoundland and the resulting changes, the implementation of Pathways (programme to ensure the special needs of all children are met) and inclusion of special needs children into mainstream classrooms prompted a message of concern from the Newfoundland and Labrador Teachers' Association (NLTA).

Teachers related their exhaustion, their distress with the school system, their feelings of hopelessness and their anger about their changing role. They spoke of their concern for colleagues who felt disillusioned and worried about the expectations placed upon them and whether they could cope. They also voiced concern for their students. Of great distress was their apparent level of exhaustion (and this was only October). It was obvious something needed to be done.

In order to bring attention to the problems and to show support, an article was written for the NLTA Bulletin empathizing with teachers' concerns regarding the integration of special needs students into the regular classroom (Younghusband, 1999). It was obvious that teachers were poorly prepared for full integration; many felt they lacked the skills to teach children with learning difficulties and felt even less prepared to deal with other disabilities. Several months later, a standardized, quantitative study was conducted to assess the level of teacher stress in this province (Younghusband, 2000). The results of this study, indicated a high level of teacher stress in many areas.

Following these publications many teachers called, e-mailed, and spoke to the first author about the problem of teacher stress. They encouraged further research which led to the current study.

PURPOSE OF THE STUDY

The purpose of this qualitative study is to explore the experiences of high school teachers' stress in the workplace and to develop a theory of the causes of high school teacher stress in Newfoundland. By listening to teachers' experiences of stress and burnout and their perception of how it has affected their careers, their health and their lives, an attempt will be made to identify the greatest workplace stressors for this group.

RATIONALE

Teachers strive to care for their students and administer to their emotional and social needs while meeting a demanding schedule and a constantly changing curriculum. In addition, Canadian teachers are expected to supervise extracurricular activities, provide lunch hour supervision, supervise playground activities and monitor bus loading and unloading plus a multitude of other duties.

Teaching is characterized as a high-stress occupation (Milstein & Golaszewski, 1985; Cooper & Travers, 1996; Farber, 2000). The primary health problem among teachers is stress (Bertoch, 1989; Wisniewski & Gargiulo, 1997). The effect of workplace stress on teachers not only impacts their own health and well-being but also the lives of their families and friends. There is some evidence to suggest that teacher stress spills over onto students as well. Blase (1986) found that workplace stress diminishes teachers' enthusiasm and distances them emotionally from their students, thereby lessening teacher-student interaction. Kyriacou (1987) reported that "stress may significantly impair the working

relationships a teacher has with his or her students and the quality of commitment and teaching he or she is able to give” (p.147).

Kendell (1983) investigated stress factors and levels of stress in regular classroom teachers in Newfoundland and reported that parent-teacher relations and time management were two areas of stress. Delaney (1991) studied the effects of school administrative practices on teacher morale in Newfoundland. He found teacher morale to be so low that he encouraged the NLTA to put the matter on the agenda at the annual membership meeting.

All the Newfoundland studies to date have been quantitative. While such research provides an understanding, often of a causal nature, it offers little information on the participant’s perspective. Huberman (1995) reports that the voices of teachers themselves and their own interpretations of their profession have been largely ignored. In contrast, qualitative research often attempts to explain the meaning of social reality from the perspective of the participants. In order to understand teacher stress, teachers may be better studied using a methodology which considers how their work experiences are lived.

This research is timely as social changes and economic forces have challenged the teaching profession. School reorganization in Newfoundland has often created larger class sizes. This is accompanied by heavier work loads and further clerical work. Curriculum changes, as required by Atlantic Provinces Education Federation (APEF) for example, should be accompanied by extensive staff development and mentoring but this has been in short supply. Thus, teachers suffer not just from the additional stress of having more work but also by not having additional support. Seventy-four percent of Newfoundland teachers surveyed felt stress most of the time due to role overload, 95% described their job responsibilities as increasing and 54% wished they had more support to help with the demands of the job (Younghusband, 2000).

The need to illuminate the roots of teacher stress is obvious. By providing an understanding of this phenomenon and the effect it has on teachers’ health we can begin to gauge how to alleviate this stress.

LITERATURE REVIEW

Stress

The origin of the word ‘stress’ is from the Latin words ‘*strictus*’ meaning strict and ‘*stringere*’ meaning to draw tight. Selye, a pioneer in the biological research of the causes and effects of stress, described stress as “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” (1974, p.2). Further, he wrote “Everybody has it, everybody talks about it, yet few people have taken the trouble to find out what stress really is” (p.25). Later, in 1983, he wrote that 50 years after he had conceived the notion of stress it was still being researched and he expected it would be for many years to come. His prediction has proven true; between 1988-93 7,000 papers were produced on stress and a further 10,000 between 1993-1996 (Cassidy, 1999). In 2002 we are still researching this phenomenon. Despite all the research and the common use of the word, there does not seem to be a commonly accepted

definition (Kagan and Kagan, 1995) and in general, there is still much to be learned about the concept of stress.

Hiebert (1985) reviewed the concept of stress and found the terms pressure, demands, stressors and stress are used interchangeably by many people. He differentiated between these terms by explaining that demands placed on an individual are pressures. Hiebert explains that when a situation is perceived by an individual to be beyond his coping resources the demand becomes a stressor and results in stress. A stressor may be physical or emotional. Those demands that do not invoke a stress response remain as pressures.

Hiebert found that three models of stress have been consistently presented: an environmental model (stimulus event), an individual response, and an interaction between the environment and the person. He favours the interactional model because the individual is in a less passive role in controlling the stress. Blase (1986) also favours this model positing that it most closely represents stress. Bertoch, Neilson, Curley and Borg (1989) also consider that the interaction between the environment, the nature and intensity of resulting emotional responses to stress and the personality characteristics of the individual to be important. Trendall (1989) supports these theories and states that stress affects an individual's achievement, effectiveness and the ability to cope with his or her professional role.

Internal events such as physiological problems, illness or disease and psychological processes place heavy demands on the body which also lead to stress. External stressors rather than creating reactions that pacify or incite us to fight may cause us to try and escape - Walter Cannon's (1935) 'fight or flight' response. Will the person feel he/she can stay and face the threat (fight) or will he/she run from the danger (flight)? The body's alarm reaction to stress causes a surge of adrenalin which may result in physical changes such as: increased pulse rate; an increase in blood pressure which improves blood circulation to the muscles and stimulates the nervous system; decreased peristalsis and stomach digestion; faster blood clotting time; and raised blood sugar which supplies more energy to the muscles (Selye, 1983). As well, other researchers have noted increased respiration rates, increased oxygen consumption, increased carbon dioxide production, pupillary dilation, and perspiration (Cannon, 1935; Dworkin et al. 1990; Cartwright & Cooper, 1995; Farber, 2000).

Lazarus (1966) pointed out that an important factor in the response to stress is the individual's assessment of the stressor and the manner in which he copes with it. He says coping involves acting directly toward the stressor and alleviating it (includes denial).

Burnout

Burnout is a frequently used term which is often used interchangeably with stress. There is no one single definition for burnout but it appears to be a process beginning with an individual's perceived stress. Friedman (1995) refers to burnout as "unmediated stress" and says that stress in teaching is "the onset of the burnout process" (p.281).

Beverly Potter (1995) warns that if the symptoms of burnout are ignored the individual may eventually dread going to work. Further, Potter cautions that the feelings of burnout are not restricted to work; they infiltrate all aspects of the person's life. Schamer & Jackson (1996) found that teacher burnout often resulted in loss of idealism, energy, and purpose" (p.30). They attribute burnout to "social and institutional pressures on teachers" and the changes in their role.

Workplace Stress

Across the country in all types of occupations people are working longer than ever and with less job security. The nature of work is rapidly changing and now, perhaps more than ever before, job stress poses a threat to the health of workers. Exposure to stressful working conditions can produce negative effects on the body (stress) and that this stress is considered a contributor to a broad variety of health problems from the common cold to cancer (Lowe & Northcott, 1987; Cooper & Travers, 1996; Eysenke, 1996; Farazher, 1996).

We now know that stress, particularly in the workplace, wreaks havoc on the circulatory system and can contribute to a heart attack or worse (Phillips, 1982; Rice, 1992; Rest, 1996; Cartwright & Cooper, 1997). Usually, a person reacts to and handles a situation and his or her body returns to normal with few side effects. What often occurs in the workplace, however, is neither a fight nor flight. Instead, depending on how the individual perceives the situation and how well he/she copes, the body may stay in a state of elevated arousal keeping blood pressure high and heart rate elevated. Individuals may be left feeling weak, helpless, demoralized, and in some cases also feeling responsible and culpable (Meichenbaum & Fitzpatrick, 1982).

Workplace stress is also costly. Stress results in health insurance outlays, burnout, absenteeism, reduced productivity, costly mistakes in the office and on the shop floor, poor morale, high employee turnover, as well as family, alcohol and drug-related problems (Love & Northcott, 1987; Dedrick & Raschke, 1990; Shea, 1992; Rest, 1996). Workplace stress and related illnesses costs the Canadian economy an estimated \$5 billion a year (Canadian Mental Health, 1999).

A study on workplace health, for The Centre of Health Promotion (Warren, 1994) found that the most common causes of workplace stress were unreasonable deadlines, conflicts with other people, no feedback on performance, unclear duties, and lack of control.

The Canadian Centre for Occupational Health & Safety agreed. They stated that workplace stress “is the harmful physical and emotional responses that can happen when there is conflict between job demands on the employee and the amount of control an employee has over meeting these demands” (2000). Warren (1994) also found a strong correlation between workplace stress and the health of the worker. He posited that increased workplace stress can deny individuals the opportunity to realize optimum health.

Teacher Stress

“I have never worked in a coal mine, or a uranium mine, or in a herring trawler; but I know from experience that working in a bank from 9:15 to 5:30, and once in four weeks the whole of Saturday, with two weeks holidays a year, was a rest cure compared to teaching in a school” (Eliot, 1950).

Teacher stress has been of concern for many years.(Kyriacou and Sutcliffe, 1976; Kelly and Berthelsen, 1995). In 1977 Hunter wrote “air traffic control, surgery and teaching are probably three of the most potentially stressful occupations in the world...in them people are responsible for functioning in learned patterns yet must also possess on-their-feet, high-speed thinking and decision-making skills to

handle the unexpected situations triggered by variance of humans and the caprice of nature”(p.122).

Like Selye (1974), Hiebert (1985) and Blase (1986), Kyriacou and Sutcliffe (1978a) favour a physiological (interactive) model of stress. Within an interactive model, change precipitates an imbalance between the individual and the environment, necessitating adjustments to bring the relationship back into harmony. This interactive model portrays a clear picture of how stress invades an individual's body and is easily understood by lay persons. The teacher may feel unable to cope with the demands made of him and fear failure *or* these demands may be at variance with his/her higher order needs (needs for self-actualisation).

The concept of stress appraisal has been studied in conjunction with interactive models. Kyriacou and Sutcliffe (1978a) initially believed that how a teacher assesses the demands made upon him was dependent upon his or her personal characteristics and his/her perception of the demands. However, further research (1978b) with 257 teachers in 16 schools convinced them that the demographic characteristics (sex, qualifications, age, length of teaching experience, and position held at school) had little to do with stress appraisal. They found though, that personality characteristics might be a determinant and they reported that perception played a large role. Hiebert (1985) supports this idea. He reported that the individual's perception of a situation rather than the situation itself is what determines how stressed that person will feel. Blase (1986) also considers an individual's perception of the imbalance between the demands he/she feels and his/her ability to cope with those demands as leading to stress.

Of the 25 teachers in England in Kyriacou's & Sutcliffe's self-report study (1978), 20% described teaching as very stressful or extremely stressful. Seventeen symptoms of stress were identified, the most common being 'feeling exhausted' and 'frustrated'. These feelings of stress were in response to four particular stressors: pupil misbehaviour, poor working conditions, time pressures, and poor school character. Similarly, in Hiebert's study of Canadian teachers work overload (or lack of sufficient time) and student discipline were the most consistently reported stressors.

Relying heavily on the work of Lazarus (1967), Kyriacou and Sutcliffe (1978) found that a teacher's individual characteristics partly determine the ability to cope with stress. They also looked at psychological, physiological and behavioural responses of teachers and the chronic stress effects that may lead to coronary heart disease, lowered immune response and/or exhaustion.

In one of the few qualitative studies on teacher stress Blase (1986) designed the Teacher Stress Inventory (TSI), an open-ended questionnaire to "collect data from teachers that would encourage free expression of personal meanings associated with stress" (p.14). It gives attention to coping strategies and to how the individual perceived the effectiveness of his coping strategies.

Finally, the TSI was administered to 392 teachers from elementary through senior high school levels. Data was analyzed using grounded theory and constant-comparative analysis. Ten major categories of perceived sources of significant stress were identified, four of which comprised 83.1% of the responses: organizational stressors (e.g. lack of time, lack of materials, excessive paper work, role overload), students (e.g. behaviour, apathy, absenteeism, poor achievement), administrative problems (e.g. unclear expectations, lack of support, harassment, poor evaluation procedures), and conflict with colleagues (e.g. lack of cooperation, negative attitude, incompetence or irresponsibility). The other six categories were: parental interference, non-support or apathy; lack of professional in-servicing and job

insecurity; professional-personal conflict; unrealistic and low standard academic programmes and negative public attitude.

Time was a significant factor in several of the stressors and Blase emphasizes the importance this plays in all aspects of teacher stress. His study also found a strong correlation between work stress and negative feelings in teachers. Clearly, the data suggested that dealing with work stress results in considerable anger toward others. Blase strongly encourages attention to the organizational orientation of schools which he discerns as “preventing productive teaching and learning” (p.33).

Kelly & Berthelsen (1995) voiced concerns similar to Blase (1986) concerning the lack of qualitative research on teacher stress. They point out that stress in the educational context has unique features which warrant a qualitative analysis. Their study sought to better understand how societal and organizational factors affected teachers. The period towards the end of a term was chosen because their review of the literature found stress levels were higher at this time.

The themes that emerged from the work of Kelly and Berthelsen (1995) were very similar to Blase’s (1986) findings. Time pressures again emerged as the major stressor. Students, parents, inter-personal relationships, the increasing number of non-teaching tasks being designated to teachers were also reported as stressors. It is interesting to note that these participants identified concerns about inclusive classrooms and the demands this places on the teacher’s role. Kelly & Berthelsen, like Blase (1986), conclude by encouraging a greater focus on school management and organization in order to provide a more supportive working environment for teachers.

Kyriacou (1987) defines teacher stress very straightforwardly as “the experience of a teacher of unpleasant emotions such as tension, frustration, anger, and depression resulting from aspects of his work as a teacher”. (p.146)

CURRENT CONTEXT OF TEACHING IN NEWFOUNDLAND

In 1991 a public survey showed that 79% of the Newfoundland population were in favour of a non-denominational school system. In 1992 *Our Children Our Future* (Government of Newfoundland and Labrador, 1992), a report on the state of education in Newfoundland, conducted by The Royal Commission on Education, was published and many changes occurred as a result. The three existing denominational educational councils were dissolved and the 27 denominational boards were reduced to 10 publicly elected, regional boards. This entire restructuring process has caused considerable stress for parents, students, teachers and administrators (Doyle, 1999). The resulting reductions in school board personnel has caused downloading of responsibilities to school administrators and in turn to teachers where the domino effect has perhaps been felt the hardest (Noseworthy, 2002). Their workload has increased such that many teachers find it unacceptable. Teachers’ roles have expanded and changed dramatically (Jackson, 2001b). They are expected to attend meetings and in-service, complete report writing, perform administrative tasks and continue professional development, out of school hours when planning and preparation also need to be done. An already hectic working day has been extended to the degree that “many teachers take sick leave due to stress associated with workload” (F. Andrews, quoted in Jackson, 2001a).

Many small schools have closed and larger amalgamated schools have been formed. Teachers were reassigned to new schools and thus had to uproot their families and move to another community or

become a 'weekend parent' because the commuting distance to their newly assigned school was so great (personal anecdotes, bi-annual general meeting, NLTA, April 1999). The threat of such changes, which are still continuing, "may be causing greater stress than the actual change itself" (Hillier, 1999). At the same time, teacher allocations have continued to decrease over the past 15 years resulting in larger student-teacher ratios.

The economic and geographical conditions in Newfoundland have created particular challenges for teachers. In recent years the closure of the cod fishery and the threat of further reductions in other areas of the fishery has meant that the populations of rural communities have decreased drastically as families move to urban centres or to central Canada. Teachers fear redundancy and/or relocation yet again (personal anecdotes, bi-annual general meeting, NLTA, April 1999). Teachers are working with students whose parents have lost their life-work and are now living on the poverty line and students who face a life other than the traditional way of living they had expected and are confused and worried about their own futures. Some report that they are trying to deal with social issues in the classroom that they feel ill-equipped to deal with and that they often feel more like social workers than teachers (personal conversations with teachers). These social pressures coupled with pressures from the education system cause day-to-day demands on teachers, increasing the pressure and the workload. Teachers try to adapt to and keep up with the changes but many find it increasingly more difficult (personal communication).

Economic recession has meant there are fewer resources available in the classroom. It is common for schools to lack paper, art supplies, textbooks etc. Economic changes have resulted in major organizational changes and while many schools relished the idea of greater autonomy they have been hindered by inadequate financial resources. Finances often dominate school management decisions and the end result is that teachers are being asked to do 'more with less'.

Although the number of teachers seeking assistance for stress under the Employee Assistance programme (EAP) of the Newfoundland and Labrador Teachers' Association (NLTA) is confidential, concerns have been voiced that it is a serious problem and that the number of teachers seeking help for stress is escalating (Hillier, 1999). Burry & Bonnell (1992) noted that job and personal stress and burnout were the most frequently identified problems affecting teachers (22-25%) who requested employee assistance from NLTA. Emotional and mental health problems were cited by 19-23% of teachers who took advantage of EAP services. Burry and Bonnell noted that the majority of teachers requesting assistance for stress-related problems at that time had teaching experience from 11-20 years.

Recent conversations with teachers who are just beginning their professional careers (2-5 years) indicate many are off on stress leave.

The situation across Canada is similar. Illness linked to stress was cited by almost 50% of approximately 800 teachers on disability leave in Ontario in the year 2000, and in Manitoba it is estimated that stress leave for teachers had increased by 40% in the past 5 years (Fine, 2001). The problem of stress appears to be as great in this province as elsewhere. In a recent report (Jackson, 2001a) in *The Telegram*, NLTA president Fred Andrews said "the school system should find a way to deal with large class size and disruptive students". Further, he noted that many teachers are taking sick leave due to stress caused by heavy workload and having to deal with these disruptive students.

RESEARCH METHODOLOGY

Overview

“Qualitative research is pragmatic, interpretive and grounded in the living experience of people” Marshall and Rossman (1999).

A qualitative approach could help frame the issue of teacher stress and burnout and assess it in its complicated entirety. Interviewing is well suited to qualitative research. In the current study the interview was used to learn about the participant’s experiences as a teacher, particularly with respect to stress, and to provide an opportunity for the interviewer to understand what it means for this person to be a teacher.

Conducting interviews allows us to understand stress and burnout from the teacher’s perspective. The teachers were able to have exchanges with the interviewer, to talk, to clarify, to explain their points from their own perspectives. These experiences as told to the interviewer became collaborative as the evidence was explored.

Data Collection

Selecting Participants:

Every attempt was made to include high school teachers from rural and urban schools to ensure experiences of the broad population were included. Those beyond 20 km. of an urban area were considered rural. Age, certification level, years of teaching experience, and subjects taught were taken into consideration when selecting the teachers to be interviewed.

Personal conversations with others who have carried out interviews for grounded theory suggest that twenty to twenty-five teacher participants should be sufficient. Eventually a point of saturation will be reached and further interviews will not add anything to what has already been learned about the topic.

To alert teachers about the study a short article on the proposed research was submitted to the NLTA Bulletin that asked high school teachers to contact the first author if they were interested in participating. The study was also publicized through the media, both radio and newspaper. Based on the interest in the earlier research (Younghusband, 2000) it was felt there would be no difficulty in identifying possible participants.

This study was approved by the Health Sciences Research Ethics Board (Institutional Research Board), Memorial University. Written consent was obtained from all participants.

Telephone or e-mail contact was made with those individuals who indicated interest in volunteering for the research and the study was explained. This initial contact was important to: establish a rapport and level of trust for the interview process; decide on the location for future meetings; ensure adequate time was planned for travel so that interviews would be on time; determine whether the individual was truly interested and that he or she fully understood the nature of the study; provide an

opportunity to review in person the consent forms and all other aspects of the study so that at the interview he or she would fully understand; determine whether the individual volunteering was appropriate for the study; establish a suitable time and site for the interview; and record basic data about each possible participant. (Adapted from Seidman, 1991).

Each participant filled out a demographic data form.

Interviews

Practice Interview:

Prior to interviewing participants, interviewing technique was practiced with two teacher-friends. This ensured that during the interviews questions were posed without too frequently interrupting the flow of the narrative. This process was also useful because it often alerted the interviewer to the way her personality affected the interviewing (Seidman, 1991; Glesner & Peshkin, 1992).

Bracketing Interview:

Bracketing is a process of becoming aware of one's own personal values and preconceptions and then setting them aside in order to see the situation from a new perspective (Hutchinson, 1988). Hutchinson believes that bracketing is vital to field research and further suggests that the researcher keep a reflective journal to continually be aware of and bracket his own values. A bracketing interview sensitizes researchers (or interviewers) to any requests we might make of our participants during the interviews or in later interpretation (Polio, Henley & Thompson 1997). The researcher became the participant in this interview: a teacher friend was the interviewer. This process helped gain insight into what it is like to be interviewed about stress and brought the interviewer more in tune with any personal assumptions about this phenomenon.

General Structure of Interviews:

Questions were guided toward the main question of interest. Participants were allowed to develop their responses as independently as possible. The interview was used to learn about the participant's lived experiences as a teacher, and to provide an opportunity for the interviewer to understand what it means for this person to be a teacher. Experiences of stress were explored as well as, and in reference to, relationships with colleagues, administrators, students, parents, and the board office. Participants were asked to reconstruct some particularly bad days or periods of time when stress was recognized.

Always mindful of the fundamental question motivating this research, open-ended questions were posed as close as possible to the lived experiences of stress. The interviewer attempted to continually guide the questions to the level of concrete experience, being attentive to key points which needed to be developed. Questions were designed with stress as the focal point, to explore this issue in great depth and to uncover a rich and detailed description of a teacher's experience of stress. Piloting these questions ensured that they were well designed.

The first author's many years of working within the education system, both as a teacher and a school counsellor provided a good understanding of the school scene. Understanding both the issues and the vocabulary provided a certain comfort level for both the participants and the interviewer.

Reflective questions provided an opportunity for the participants to make intellectual and

emotional connections between his or her work and other aspects of their life. The factors in their lives which combined to result in life as it is in the present were explored. Goodson (1992) posits that lived experiences and background help to shape the teacher's perspective of teaching.

The Interview:

An in-depth interview of approximately 90 minutes duration was conducted with each participant. Each interview was recorded by audio tape which was then transcribed. The main question to be answered was: **What are your experiences of stress in the workplace?**

Dimensions of their experiences were explored first, using open-ended questions, not in any particular order but with more personal questions being asked after rapport and trust was established:

1. What motivated you to become a teacher?
2. What do you like about teaching?
3. How do you define stress?
4. How have you experienced stress...prior to teaching, during your teaching career, elsewhere?
5. What are your earliest memories of stress in your teaching career? What was the cause? How were you affected?
6. What is it like for you to feel stressed?
7. How has your school addressed this topic?
8. How has your school board addressed this topic?
9. How do you think NLTA approaches this topic?
10. How have you tried to alleviate stress in your life? How well did this work?
11. How does stress at school affect the rest of your life?
12. What are some of your concerns about stress?
13. What would make teaching better for you?
14. Who are your support systems?
15. What would be some of your concerns if either your administration or your colleagues knew you are stressed?
16. If they do know, what has been their response?
17. What feelings in relation to stress do you experience most of the time?
18. Estimate the amount of time off you have taken because of stress.
19. Have you ever taken medical leave for stress? If so, how much?
20. What do you think about the quality of your life in general?

During the interview participants were asked "Can you tell me as much as possible about your experiences as a teacher - from your first year until the present, reflecting on your experiences of stress and how it has affected you, what it means to you"? Participants were asked to reconstruct some particularly bad days or periods of time when stress was recognized. The self-reflection was painful for some participants and required empathy and concern on the part of the researcher.

Later, participants were provided with a summary of the taped interview and given time to review and reflect upon that material. They were given an opportunity to add further information, to elaborate on any statement or to clarify an idea. It was again made clear to the participants that they had the right to withdraw from the study at any time during the interview(s).

Data Analysis:

Grounded theory is the approach chosen to use in this study. Rigorous coding procedures (Strauss & Corbin, 1990) guide the analysis to develop a theory based on interpretations of the data. This provides an in-depth understanding of teacher stress and a framework for action, a means of developing strategies to help alleviate the problem.

All steps of the research process are recorded. The interviews are accurately transcribed and thoroughly documented along with reflections about the interview or the data gathering experiences (memoing). Interviews are compared with interviews, key issues are noted (note-taking). Data is compared to data. Categories (themes) are identified and coded and notes are written (memoing). Data collection, note taking, coding, theoretical sampling and memoing take place simultaneously. Memoing is given high priority (Dick, 2001; Kirby & McKenna, 1989; Strauss & Corbin, 1990) because these memos provide a record of theory development and are kept “orderly, progressive, systematic, and easily retrievable for sorting and cross referencing” as suggested by Strauss & Corbin (1990),(p.200).

RESULTS

To date, fifteen high school teachers have been interviewed. The results of the coding procedures are beginning to reflect theoretical categories that explain how the participants conceptualize stress in the workplace. The analysis is beginning to reveal that the evolving role of the teacher is overwhelming, forcing them to execute duties for which they are untrained, such as counselling students.. Re-structuring and dramatic curriculum modifications are also emerging as sources of stress so that **change** appears to be a major category for further exploration. A second category identified is the **culture of negativity** in which teachers work. A third is the **impact of workplace stress** on the teacher him/herself and his or her family. The **stigma of stress** and the association it has with mental illness is apparent in all the interviews. Not surprisingly, **work overload** and **student behaviour** are emerging categories and finally, a general feeling of **disillusionment** with this career is pervasive. Consistently through all of these categories is the **lack of administrative support**. While most teachers realize that administrators have their own stressors it is clear that administrators, principals and vice-principals, are not as understanding or supportive as teachers would like. They also become a source of stress for teachers.

Change

Teachers in the study spoke of the huge systemic changes they experienced. These have lead to greater levels of uncertainty and job insecurity, as well as tremendous changes in curriculum. Whatever the virtues, such far-reaching changes have been a source of stress. Teachers have been expected to

assimilate proposed changes, modify their current practices and evaluate the success of these modifications without being fully in-serviced. The resources to implement curriculum change have not been forthcoming.

The curriculum has changed. The administration has changed. I think it all started when the whole teaching environment changed, the amalgamating of the boards changed... I mean all that changed and it was kind of downloaded upon teachers, upon schools, upon administration and it filtered down I think, mostly to the classrooms. You know, new programmes came in without a lot of follow-up, with hardly any PD (professional development).

I think an awful lot of the rest of it is changes that they are making in the curriculum, methods, integration (of students), and they just all seem to come at once...It all just seems to roll in on top of me.

Negative Culture

Teachers often appear to be working in a negative culture. The recent systemic upheaval has taxed them emotionally and physically. The increasing requests on their time for duties other than teaching cause them to be angry and cynical about expectations which they see as unrealistic and impossible. They express frustration at having to “play the game”, pretending that all is well within the system when clearly, it is not. Relationships with colleagues and administration are often strained adding further to the negativity.

It's *very* sad. So, I don't like that aspect of it. It's very negative in those terms. And I don't like the fact that it's very two-faced, I've got to say. And I have trouble expressing that to staff members who I want to be co-workers with.

You're going to find out then when you actually get in the system that all the things you want to do will either be shot down because you'll be told you can't do it or there aren't enough resources to do it. And you will be told enough times, “No, no, no, cannot do, cannot do.” In other words, you will be told everything negative and yet you are supposed to tell students everything about them is positive.

Sometimes you just felt that there wasn't enough positive rapport in the staff room. I would find that the staff room was a place that I wanted to avoid because I just didn't need to have more negativity. And I think that negativity in the staff room is one of the ways that some teachers vent but it gets to be a pretty unhealthy environment and you don't need to do that.

The Stigma of Stress

In the schools, there seems to be an idea that stress is a sign of weakness. If a person wanted to, he or she could control it. Stress is talked about in the staff room in a joking manner or in “hush-hush” tones between close colleagues. Rarely is it addressed in a staff meeting and more rarely at in-service. Even when teachers admit the job is stressful they hesitate to acknowledge their own stress. And when a teacher is off on stress leave it appears colleagues do not know how to react. Whether or not to send flowers or even a card has caused dissension in some staff rooms.

No, in the 19 years that I’ve been teaching I have never had any in-service or along the lines of how to handle stress...It’s like stress is something that people don’t want to let other people know that they’re stressed because that might let people know that they are weak... Like you might let your close colleagues know how you’re feeling but you wouldn’t let the administration know.

The impression came across that if you had stress you were weaker. And there’s a big taboo about it and I think that’s why people don’t mention how stressed they are really feeling because it’s seen as shameful and that you’ve not completed your job as you should have done. And in my own case, I would never like to have admitted at one time that I was stressed at that time. It’s taken me a year and a half to have come to terms with the fact that, my God, ...yes, I’m stressed you know.

Disillusionment

A feeling of disillusionment permeates many of the interviews. The idealism with which these teachers began their careers has been eroded and reality has set in as they find themselves ill-equipped to deal with the difficulties they face. With all the roles they must take on there is little time to actually teach. They are further disillusioned by the lack of respect from students and parents and the general lack of support for their endeavours to instill an enthusiasm for learning in their students. There exists a general feeling among them that they lack the control to change their situation.

I’m totally disappointed...I’m almost ready to give up the ghost in many ways.

Just felt unable to function, completely, and got to the point where I felt that everything I ever believed in had just been taken away from me.

As a classroom teacher I was really disillusioned...and I felt that I was not in an effective position any more.

When the interviewer said “It sounds to me like you must feel very disillusioned with this career that you’ve chosen,” the interviewee replied:

Totally...how odd is it in the Masters programme that I’m in and they will constantly tell you, challenge the system, you know, be a thinker, be a doer, be a learner...but yet

when you get out there in the system...the attitude is, nothing will ever change...I'm not only disillusioned but disgusted.

Work Overload

Work plays a predominant role in the lives of these teachers and exerts a decisive influence on their well-being and their level of stress. Increasingly large classes lead to a greater workload both within the classroom and after school hours in preparation and assessment. Inclusion and Pathways require more lesson planning and more detailed and lengthy assessment. The number of parent-teacher meetings has increased dramatically. The pace of the school day is unrelenting; teachers are always on. Recess and lunch time supervision cuts deeply into the few minutes that should be provided for lunch and some relaxation so the workload also affects eating habits and general well being.

Totally overwhelming. And I think, you know, you sit there and you've got three or four piles of stuff and sometimes it's just, where do I start and how will I get it finished?...So there never seems to be enough hours in the day.

I'm not just saying that it's time consuming but it's almost impossible.

I said Oh my God, where are you going...I mean physically, where am I going to get the time to do it...trying to juggle...you know, trying to juggle...that's what's really (sigh) really affecting me in many ways. Like, am I going to be able to get this done?

Impact of Workplace Stress

The impact of workplace stress is far reaching and teachers struggled emotionally as they related their experiences. Several cried as they talked to me. The amount of work they have to fit into their day and the amount they have to take home at night intrudes into their personal life. The juggling required to cope with the responsibilities on both fronts is stressful for them. These teachers report little personal time for themselves, feelings of guilt for reduced time with their families, and marriage strain. They attribute emotional and physical problems and general ill health to the stress they are feeling at work. They describe themselves as anxious, restless, agitated, unmotivated, drained, as having headaches, insomnia, stomach cramps and depression.

All I can call them is panic attacks or anxiety attacks...only a week ago where it was 4 o'clock, 4:30 in the morning, I woke up and I thought, Oh my Jesus, I'm not going to get the work done and there is no way I'm going to accomplish it...I started out the year like this - dry heaves, this kind of thing, that kind of panic and I don't like the feeling.

I don't know, stress is, the fact that there has been hours each night outside of the school day which takes away from your social life, time with your family and...I don't know if it's a fair point to make, but I've often thought about it. Six years ago actually I went through a separation and divorce and when I look back at it I actually believe that

part of the reasons that happened was because of the amount of time I was putting into my teaching job which kept me away from my wife and my daughter.

I just don't think I'm healthy as a result of it...It makes me very unsafe if I leave school after a frustrating day. Unsafe in terms of my mind is not where it should be - on the road. That's # 1 . I'm antsy then with my own kids...I'll smoke my head off...and it makes me fall into traps that I don't want to be in. I'd rather go home and suck a half dozen beer to cool down.

Emotionally drained or sometimes after a rough day you...like it's on your mind for all that day, that night and maybe even the next day. Wondering if the way you approached or you did it right...or is this going to be like this now every day for the rest of the year. It obviously makes you wonder what the next day is going to be like...apprehensive, anxious sometimes, I've often had a rough day and even the next morning get up to go to work next day and you don't have an appetite, you don't have any breakfast before you go, butterflies in your stomach, sick to your stomach, not knowing how the day is going to go.

And of course the first thing that goes out of my life is my exercise routine, you know...no longer go down to the gym so extra pounds is the problem. But time wise, there is no time for one's self and it's just being pulled apart in all directions and fitting in wherever...there was no personal time, none whatsoever, none.

Student Behaviour

Student behaviour is cited by every teacher as a source of stress and a need is expressed for stronger measures to deal with disruptive students. Large classes of students with varying capabilities are difficult to manage. Teachers are expected to keep up with curriculum demands while experiencing problems from all aspects of student behaviour. They are subjected to verbal and physical aggression from students quite often without the support of parents or administration for discipline. They related of threats to harm and assault. Besides the physical and verbal abuse, there are also the unmotivated students, those who do not value education, are antagonistic towards teachers and other students and who strongly resist any attempts to involve them in classroom studies. The teachers feel there is an increasing threat of violence and thus, a feeling of vulnerability for themselves and their non-violent students.

You feel that you're forever fighting to keep control in the classroom rather than trying to concentrate on what you're trying to teach. And I find that *very* stressful.

Within the classroom itself it's disruptive behaviour. There is nothing, nothing in the system to deal with children who are adults (laugh), you know, with disruptive

behaviour, nothing at all. There is no comeback, there's no way you can just take them out and throw them out, there is nothing; you have to deal with it constantly, we're not even given training on how to help...you know, conflict management with teenagers. I never had a single course on that and I don't know whether the more recent courses allow for that but most people I have talked to have never had any training in the ...and we're dealing with children who are extremely volatile and in a large number of cases are on drugs and drinking and we have little comeback.

So it becomes a battle. So, there's that stress, there's that stress of usually dealing with the same person each day. I try not to lose my cool. It's the stress of dealing with that (behaviour)...it's just the hassle of dealing...

Lack of Administrative Support

A lack of administrative support permeates teachers' descriptions of their stress. It was Principals do not acknowledge teachers stress and when it is mentioned as a concern it is given scant attention and no commitment is ever made to address it. Whether this is an unwillingness to address this issue or a lack of skills to do so has not been determined.

Teachers cite a general lack of support but specifically a lack of direction, lack of support to discipline students who repeatedly misbehaved, and a lack of understanding about the teachers' workload. Principals and vice principals continue to make demands of teachers for extra-curricular events and for administrative duties even when it seems clear (to the teacher) that he or she has more work than can be reasonably managed. Many teachers voice frustration with their principal's lack of involvement in the school stating he/she is rarely seen in the corridors.

School boards are no more supportive than school principals and teachers express the opinion that administrators at this level do not understand the realities at a classroom level. They expect teachers to work in unhealthy physical environments (leaky roofs, peeling paint, drafty windows, dirty, unattractive classrooms and staff room, and during construction with all the noise and dust associated). These teachers feel there is little respect from board office and that a message is sent to teachers of how little they are valued. Again, they feel the same lack of direction that is felt at the school level.

A total lack of support, a total lack of vision and a total lack of willingness to do anything. I mean the comment that my vice-principal made to me yesterday after all this issue (which the interviewee had related) was "hang in there boy; there's only four weeks left. If you can pull it off 'til June 05 you'll be O.K."

And the response I got was "what can we do, our hands are tied." I didn't see any stress on *them*. Not the kind of stress I was feeling.

I have an expectation of people to help me out with all of these issues and stressors. It never gets responded to in the way that's appropriate to me or satisfactory to me. And yet they have no problem coming back to me and loading up, not just my work

day but...you know if I look at the weekend coming up...can you do Skills Canada, can you do this, can you do that. And I'm sort of going, wait now, help me out here folks.

I find the support from administration and from the board level, it isn't there. Sometimes you lack direction on where you should go with things. And sometimes the attitude I guess.

Love of Teaching

Regardless of the level of stress, every teacher spoke about his/her love of teaching. Teachers enjoy positive interaction with their students, helping and encouraging students to learn and the feeling that they have had some impact on the lives of students, enjoy teaching outside the classroom, opportunities to teach sports, get involved in drama and music or help out with community endeavours. They find rewards in teaching life skills and witnessing students develop socially and emotionally as well as intellectually. Over and over they spoke of how rewarding it is to impart their knowledge to a group of enthusiastic students and to see them enjoy the challenges and rewards of studying.

Many enjoy the collegial feeling of working with others who understand the day-to-day problems and concerns and the rewards of this career.

It's important that I've been able to touch someone else's life...kids can open a book pretty much and they read it themselves but it's to bring it to life; I think that's important.

You know, the learning aspect. I think when you can do that and you see a little light go on un their head...I think that's very important. That's what I like about teaching, that little light that shines in their eyes.

It's a pleasure when you reach the kids sometimes that have nothing going for them and that gives me the greatest joy.

I like being able to share the knowledge that I have and encourage children to learn. I like being able to work with young kids...I really like working with teenagers and helping them. I like the idea that you are encouraging people to develop their minds.

Despite the love of teaching all the teachers interviewed have considered or are considering leaving the profession. One took early retirement due to stress. Unfortunately the availability of alternative employment in this province is low and many feel locked in. Financially they cannot afford to lose their pensions and so, weighing the pros and cons, believing they have too much to lose, somewhat reluctantly they stay.

DISCUSSION

The restructuring of schools and the amalgamation of school boards (from 21 to 10) appears to

have had a negative impact and has resulted in a higher level of stress for most of these high school teachers. At the same time curriculum changes and inclusion have compounded what was already recognized as a high stress occupation. Although it is too soon, in this study, to make definite statements, the **changes** that teachers have experienced appear to have been overwhelming to many. With the advent of the Atlantic Provinces Education Federation (APEF) the new curriculum is seen by many as rigid and intrusive in regard to what is being taught and, an impossible task. Teachers speak of being left out of decision-making and of feeling greater pressure to achieve better results. This supports research on reform and restructuring by Farber (2000) who reported that worn out teachers “often feel that no one really understands what they are enduring” (p.679). These teachers feel depersonalized and undervalued when not involved in the decision-making process and this is echoed throughout the interviews. It is stressful for them when the goals of the school seem to be incompatible with their own professional goals. Teachers who described themselves as once enthusiastic and committed now seem cynical and burnt out from trying to cope with rapid changes, many of which they do not believe are reasonable. They are frustrated by their lack of control and feel their concerns are not being heard. An overwhelming sense of powerlessness and isolation permeated the interviews.

Teachers often appear to be working in a **negative culture**. Although this may not be a direct cause of stress it seems to contribute to the whole process. Teacher stress is easily witnessed in the staff room by all participants and they report morale to be low. Low morale saps the energy from teachers (Delaney, 1991, Overland, 2002). The staffroom, as reported by these teachers, is not a pleasant place to be and especially on ‘high stress’ days, they avoid it. Their descriptions are similar to those of Vandenbergue’s findings of 1996 when he described the staff room as being a place of competition and conflict.

Schonfeld (1990a) raises an interesting hypothesis, a cause-effect relation which is opposite in direction to what teacher-stress researchers usually subscribe. He studied 67 teachers in New York assessing their level of stress and their morale. He found the level of depression to be higher than average persons in the community and many of the participants expressed dissatisfaction with their job. He hypothesized that distressed or unhappy teachers create negative school environments and questioned whether distressed teachers might cause some of the negative elements of the environment which are often identified as stressors. But which came first, the negative environment adding to stress *or* the stressors adding to the negative environment?

When teachers perceive a lack of respect and support from students and the public as a whole as well as a lack of support from administration this must surely add to the negative culture in which they work. Further, there is a common concern among teachers interviewed that they do not possess either adequate knowledge or have the training to cater for and meet the needs of special needs students who have been placed in their inclusive class rooms. In many cases they have reacted negatively to these new demands.

For some reason these teachers fear acknowledging their stress. The **stigma** associated with stress is learned by omission in our schools. Only rarely is it addressed in a staff meeting at any school and when it is mentioned in a staff room it is in a joking manner or in hushed tones. We are uneducated about stress and teachers often hesitate to seek medical help because they do not recognize the symptoms and even if they do, they are reluctant to admit it.

Teachers are cautious of confiding in anyone about their stress for fear of being seen as not able to cope and this is considered a major concern for untenured teachers. There is none of the compassion afforded to a person with a physical ailment. Instead, the “stressed out” teacher is seen as a failure. Worse - that is exactly how he or she feels. Perhaps if it were known how many teachers suffer from work-related stress then the stigma might be diminished.

These teachers described how effectiveness at work and at home is handicapped by stress; it **impacts** their personal lives and their families. It contributes to a teacher’s inability to cope with the expectancies and demands of everyday teaching. More education about stress is necessary in order for teachers to understand the many ways it can affect their health.

Stress, particularly workplace stress, wreaks havoc on the circulatory system and can contribute to heart attack (Phillips, 1982; Rice, 1992; Cartwright & Cooper, 1997). Job related back pain, headaches, depression, heart disease and burnout are on the rise (National Institute for Occupational Health and Safety, 1999). Stress is thought to lower our immune system and has increasingly been associated with health issues ranging from the common cold, herpes, cancer and AIDS (Rosch, 1997). Exhaustion, depression, estrangement from work, alienation, reduced productivity and low morale have been associated with workplace stress (Dworkin et al, 1990; Long, B. 1995). The teachers interviewed thus far suffer from an array of health concerns. The lack of personal time results in poor emotional health, guilt because they feel neglectful of their families and resentment that they must often choose work over family and self.

Friedman (2000) found that when teachers feel ineffective they also begin to feel inadequate in their job and they lose confidence that they can make any difference professionally. As teachers in this study related their experiences a picture of the discrepancies between their professional expectations and reality began to emerge. They are **disillusioned**.

They had dreams of teaching and sharing their knowledge but instead these teachers are faced with a myriad of roles for which they are unprepared and unqualified. Diminishing school resources and support services combined with an expectation of society to take on more responsibilities but does not respect their profession has left teachers feeling undervalued and ineffective.

Kathleen Blake (1999) described a multitude of duties in her ever-changing role as a teacher. On top of teaching she listed fighting the war on drugs and sexually transmitted diseases, offering advice, writing letters of recommendation for employment and scholarships, advancing her certification at her own expense and on her own time, sponsoring a sports team, collecting data and maintaining records to support and document progress, incorporating technology into learning and monitoring all web sites for appropriateness, being on the alert for abuse, communicating with parents by letter and phone and after school hours attending committee, faculty and parent meetings.

Rosch (1997) stated that occupational pressures are the leading cause of stress for adults. Work plays a predominant role in the lives of these teachers and exerts a decisive influence on their well-being and their level of stress. Throughout the interviews they speak about the stress of their work and only rarely mention stress at home except when it is caused by work.

When teachers without the proper training are asked to develop new policies and teach children with special needs in an inclusive classroom without the necessary resources greater workloads result. In general, teachers do not feel they possess adequate knowledge to meet the needs of the special needs

child. The excessive demands to attend meetings, write reports and take on administrative tasks must often be performed out of school hours when planning and preparation also need to be done. This extended role has left teachers attempting to fit even more into their already hectic day leaving less and less time for any personal life and little in the way of a feeling of fulfilment.

The frustration of an unmanageable and **unrelenting workload** was heard in all the interviews, not just in the teachers' words but in their voices and in their body language. "Impossible" seemed to capture the feeling.

Their experiences regarding **work overload** support the earlier research of Kyriacou & Sutcliffe (1978a); Hiebert (1985); Blase (1986) and Bertoch et al (1989) who favour an interactive model of stress. Such a model views stress as being perceived as an imbalance between the demands on an individual and that individual's ability to cope with those demands. The teachers in this study feel unable to cope with the demands of their work which they perceive as being impossible. There is a lack of fit between the environmental demands and their personal abilities and resources.

Student behaviour has long been associated with teacher stress (Milstein & Golaszewski, 1985; Blase, 1986; Friedman, 1995). Milstein & Golaszewski reported that student behaviour was cited by teachers as the main source of stress and burnout in their work. Blase found a number of sub-categories of student behaviour that were stressors for teachers: student discipline, student apathy, low student achievement, and student absences. Thus far this study has not noted student absences as a source of stress but the other three sub-categories are present. Friedman (1995) noted that student disrespect (to their peers and to their teachers) was a source of stress and this was particularly so for female teachers. Male teachers were more affected by inattentiveness. Interestingly, he found that female teachers had a more humanistic orientation while male teachers tended to be more custodial and thus far, these high school teachers concur.

Whether Newfoundland students have become more violent in recent years has not been determined nor will this study address that question. It is interesting though that when teachers spoke of behaviour it was quite often with regards to violence or the fear of violence.

Clearly, the teachers interviewed thus far are all dedicated and want to be good teachers. They take great joy and pride in educating their students, in influencing their lives. They still profess a **love of teaching**; this in spite of the many stressors they face every day.

This research is a work in progress. More high school teachers will be interviewed before a theory of stress in their workplace is constructed or implications are considered. However, it is clear that teacher stress is a multi-dimensional problem and that there is no simple solution to the problem.

SUMMARY

Although we have known for some time that our teachers in Newfoundland suffer from low morale and a high level of stress we have essentially ignored their despair. With only fifteen interviews of high school teachers completed it can be seen that these teachers, all with high expectations of achievement, are now dispirited and disillusioned. They suffer, physically and emotionally, from a variety of stress-related problems. They appear to be worn down by the cumulative effects of dealing with situations they perceive to be beyond their control.

Perhaps initially, the reward of feeling that they are doing something very worthwhile and

important sustains a teacher. Ultimately, despite all their work and effort to do an outstanding job, without sufficient positive feedback from administration, parents and students they feel let down and demoralized. Their hopes of making a difference in the lives of their students have not materialized and they no longer feel effective.

REFERENCES

- Bertoch, M., Neilson, E., Curley, J., Borg, W. (1989). Reducing Teacher Stress. *Journal of Experimental Education*, 57, 117-128.
- Blake, K. (1999). Teaching - A Look at Teachers' Responsibilities Today. *CEC Today*, November/December, 13.
- Blase, J. (1986). A Qualitative Analysis of Sources of teacher Stress: Consequences for Performance. *American Educational Research Journal*, Vo. 23, No.1, 13-40
- Cannon, W.B. (1935). Stresses and strains of homeostasis. *American Journal of Medical Science*, 189, 1-14.
- Cartwright, S. & Cooper, C. (1997). *Managing Workplace Stress*. Sage Publications, California.
- Cassidy, T. (1999). *Stress, Cognition and Health*. Routledge, New York.
- Cooper, C. & Travers, C. (1996). *Teachers Under pressure: Stress in the Teaching Profession*. Routledge, New York.
- Delaney, J. G. (1991). *Teacher Perceptions of the Effect of Administrative Practices on Teacher Morale in Newfoundland and Labrador Schools*. Thesis. Memorial University.
- Dedrick C. & Raschke, D. (1990). *The Special Educator and Job Stress*. A National Education Association Publication, Washington, D.C.
- Dick, B. (2001). *Grounded Theory: a thumbnail sketch*. Retrieved May 10, 2002 from <http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html>
- Doyle, B. (1999). NLTA memo to members. March, 1999
- Dworkin, A., Haney, C., Dworkin, R., & Telschew, R. (1990). Stress and Illness Behavior Among Urban Public School Teachers. *Educational Administration Quarterly*, 26, 60-72.

- Eliot, T.S. (1950). The Aims of Education: the conflict between aims. In Eliot, T.S. (1965), *To Criticize the Critic and Other Writings*. Faber & Faber, London.
- Eysenke, H. J. (1996). Personality and Cancer. In Cary L Cooper (Ed.) *Handbook of Stress, Medicine, and Health* (pp281-289). CRC Press, New York.
- Farber, B.A. (2000) Treatment Strategies for Different Types of Teacher Burnout. *Journal of Clinical Psychology/In Session: Psychotherapy in Practice*, 56, 675-689.
- Friedman, I. (1995). Student Behavior Patterns Contributing to Teacher Burnout. *Journal of Educational Research*, 88, 281-289.
- Glesne, C. & Peshkin, A. (1992). *Becoming Qualitative researchers: An Introduction*. Longman Group Ltd., New York.
- Goodson, I. (1992). *Studying Teachers' Lives*. Teachers College Press, New York.
- Government of Newfoundland and Labrador (1992). *Our Children, Our Future / The Royal Commission of Inquiry into the Delivery Programs and Services in Primary, Elementary, Secondary Education*. St. John's Newfoundland. Government of Newfoundland and Labrador.
- Hiebert, B. (1985). *Stress and teachers: The Canadian Scene*. Canadian Education Association, Toronto.
- Hillier, D. (1999) *A Review of the Literature on Teacher Stress*. Unpublished thesis, University of Vermont.
- Huberman, M. (1995). Narrative in the Study of Teaching and Learning. In Hunter McEwan & Kieran Egan (Eds.), *Narrative in Teaching and Learning Research* Teachers College press, New York.
- Hutchison, S. (1988). Education and Grounded Theory. In R. Sherman & R. Webb (Eds.), *Qualitative Research in Education: Focus and Methods* (pp123-140). Falmer Press, New York.
- Jackson, C. (2001a). Concern Raised Over Lack of Time for Teacher Development. *The Telegram*, July 3, 2001.

- Jackson, C. (2001b). Teachers Talking Tough on Salary. *The Telegram*. Aug. 25, 2001
- Kagan, N. & Kagan, H. (1995). Stress Reduction in the Workplace: The Effectiveness of Psycho educational Programs. *Journal of Counselling Psychology*, 42, 71-78.
- Kelly, A. & Berthelsen, D. (1995). Preschool Teachers' Experiences of Stress. *Teaching and Teacher Education*, 11, 345-357.
- Kendell, S. E. (1983). *An Investigation into Stress Factors and Levels of Stress as Perceived by Regular Classroom Teachers of Newfoundland and Labrador*. Unpublished Thesis, Memorial University of Newfoundland.
- Kirby, S. & McKenna, K. (1989). Experience Research Social Change: Methods from the Margins. Garland Press, Toronto.
- Kyriacou, C. & Sutcliffe, J. (1978a). A Model of Teacher Stress. *Educational Studies*, 4, 1-6.
- Kyriacou, C. & Sutcliffe, J. (1978b). Teacher Stress: Prevalence, Sources, and Symptoms. *British Journal of Educational Psychology*, 48, 159-167.
- Kyriacou, C. (1987). Teacher Stress and Burnout: An International Review. *Educational Research*, 29, 146-152
- Lazarus, R. (1966). *Psychological Stress and the Coping Process*. McGraw-Hill Book Company, Toronto.
- Long, B. (1995). *Stress in the Workplace*. Eric Digest # ED414521.
- Love, G. & Northcott, H. (1987). *Under Pressure: A Study of Job Stress*. Dow Jones-Irwin, Homewood, Ill.
- Marshall, C. & Rossman, G. (1999). *Designing Qualitative Research, 3rd edition*. Sage Publications, California.
- Meichenbaum, D. & Fitzpatrick, D. (1982). A Constructive Narrative Perspective on Stress and

- Coping: Stress inoculation applications. In L. Goldberger and S. Breznitz (Eds.), *Handbook of Stress*, 2nd edition (pp707-726). The Free Press, Toronto.
- Milstein, M. & Golaszewski, T. (1985). Effects of Organizationally-based Individually-based Stress Management Efforts in Elementary School Settings. *Urban Education*, 19, 389-409
- National Institute for Occupational Health and Safety (1999).
- Noseworthy, W. (2002). *The Telegram*. January 21, 2002.
- Overland, D. (2002). *Stressing the Point: The effects of teacher stress*. Retrieved July 10, 2002 from http://s13a.math.aca.mmu.ac.uk/Student_Writings/DMELE/DavidOverland.html
- Phillips, E.L. (1982). *Stress, Health and Psychological Problems in the Major Professions*. University Press Of America, Washington, D.C.
- Long, B. (1995). *Stress in the Workplace*. Eric Digest # ED414521.
- Polio, H., Henley, T., & Thompson, C. (1997). *The Phenomenology of Everyday Life*. Cambridge University Press.
- Potter, B. (1995). *Preventing Job Burnout: Transforming work pressures into productivity*. Crisp Publications, California.
- Rest, K. (1996). Worker Participation in Occupational Health Programmes: Establishing a Central role. *AAOHN Journal*, 44, 221-225.
- Rice, P. (1992). *Stress and Health*, 2nd edition. Brookes/Cole Publishing Co., Pacific Grove, CA.
- Rosch, P. (1997). Measuring Job Stress. *American Journal of Health*, 11, 400-401.
- Selye, H. (1974). *Stress without Distress*. Hodder & Stroughton, London.
- Selye, H. (1983). The Stress Concept: Past, Present, and Future. In C. L. Cooper (Ed.) *Stress Research*. John Wiley & Sons, Toronto.
- Schamer, L. & Jackson, M. (1996). Coping with Stress: Common Sense about Teacher Burnout. *Education Canada*, Summer 1996.
- Schonfeld, I.S. (1999a). Psychological Distress in a Sample of Teachers. *The Journal of Psychology*,

124(3), 321-338.

Seidman, I.E. (1991). *Interviewing as Qualitative research*. Teachers College Press, California.

Strauss, A. & Corbin, J. (1990). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Sage Publications, California.

Trendall, C. (1989). Stress in teaching and teacher effectiveness: A study of teachers in mainstream and special education. *Educational Research, 31*, 52-58.

Vanderberghue, R. (1996). The Staff Room: A key place to understand professional culture. *Teaching and Teacher Education, 12(1)*, 115-117.

Wisniewski, L., & Gargiulo, R. (1997). Occupational stress and burnout among special educators: A review of the literature. *The Journal of Special Education, 31*, 325-346.

Younghusband, L. (1999). Where are we going: Pathways. *The Bulletin, 43*, Newfoundland and Labrador Teachers' Association.

Younghusband, L. (2000). Teacher Stress in One School District of Newfoundland and Labrador: A Pilot Study. *The Morning Watch*, Memorial University of Newfoundland, Faculty of Education.