ADDIS ABABA UNIVERISTY
SCHOOL OF GRADUATE STUDIES

EFFECTS OF SERVICE YEAR AND LEVEL OF STRESS ON TEACHER PERFORMANCE: THE CASE OF AWASSA COLLEGE OF TEACHER EDUCATION

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BY
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ABSTRACT

The purpose of the study is to assess the effects of service year and levels of stress on teacher performance. The study also intends to explore the major stressors and stress dimension that cause stress in college teachers. In order to identify the sources of teacher stress, 30 items of self reported questionnaire was administered to a randomly selected 50 (45 male and 5 female) respondents from the total of 96(90 male and 6 female) college teachers. Besides, the performance of each sample teacher was observed two times by using 25 items checklist. Percentage analysis was conducted to find out the magnitude of teacher stress. Mean rank analysis was employed to examine the major stressors. One way ANOVA was used to investigate the association between stress with demographic information. Linear correlation and curve estimation were utilized to find out the association between teacher stress and performance. Two-way ANOVA was conducted to examine the effects of service year and levels of stress on teacher's performance. Result indicated that 64% of teachers rated their job is much or extremely stressful. The major stressors were associated with administrative issues. BA/BSc, beginners and whose rank was graduate assistant-I reported significantly more stress than MA/MSc, experienced and lecturer. The performances of teachers in moderate level of stress significantly differ from teachers performance in low and high levels of stress. Curve estimation showed and inverse 'U' shape curve relationship between stress and performance. This relationship was found to be .62(Eta=.62) Results were discussed with reference to the existing literature. Suggestion for the amelioration of the situation and implications of future researches are also proposed.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The study focuses on observing the effect of service year and levels of stress on teacher's performance in Ethiopian college of teacher education. The investigation is conducted with particular reference to Awassa College of Teacher Education (ACTE).

Research on occupational stress in teaching has increased in recent years. To support this, Hiebert (1984) pointed out that one need only pick up any provincial or state teacher bulletin or school related journal to read about the ravages of stress. In view of this, he noted a common dramatic title such as "The pain of teacher burn out," "Did we all let Barry Die?" or "Is teaching hazardous to your health?". In line with this, some scholars in the field even claim that the problem is widespread and be treated as cross cultural phenomena (Dunham, 1980; Fletcher & Payne, 1982).

The long range goal of educational research is to improve the quality of education to be offered at all levels. Obviously, the role played by the teachers in maintaining educational quality is undisputable.

Therefore, the primary interest to study this area is due to a concern for the well being of teachers, and identifying stress effect on teacher's performance for recommending possible solutions that might contribute to positive change of the situation. In general, in the area of stress research, evidences are showing the role of stressful life events develop variety of illness, adverse psychological condition and disruption of social interaction (e.g., Kyriacou & Sutcliffe, 1977a; Kaiser, 1982; Selye, 1979). Empirical evidences of teacher

stress also confirm the relation ship between stressful events in the school setting and physiological, psychological, and behavioral disturbances (e.g., Kyriacou & Sutcliffe, 1978b; Kyriacou & Pratt, 1985). Hence, it is possible to say, if there is manifestation of stress symptoms repeatedly on teachers, it in turn impairs the teaching learning process.

A number of studies have been conducted on teachers stress in different countries of the world. Kyriacou and Sutcliffe (1978b) conducted a research on teacher stress and their finding imperatively implies that more teachers are facing stressful situation in elementary, junior and secondary schools in England. In their study, the major causes for teacher stress were: poor working condition, pupils' misbehavior, time pressure and poor school climate.

On the other hand, some studies compared the stress experience between teachers and non teacher workers. For example the study examined by Cox and Brockly (1984) concluded that work appears as a major source of stress for working people, with teachers appearing to experience more stress through work than non teachers.

In line with this, Dunham (1992) pointed out that teachers were more stressed than most occupational groups including dentist and nurses. Besides, Coates and Thoresen (cited in Hiebert & Farber, 1984, pp.20) reviewed the literature on teacher anxiety and showed that the incidence of self reported anxiety amongst teachers is high. In their view, teacher anxiety is associated with a variety of personal, social, and environmental condition.

In a similar way, domestic researches on teacher stress were conducted (e.g., Darge, 2002; Getachew, 1999). Getachew (1999) conducted the study on 256 elementary, junior and high school teachers. And the result revealed that

about sixty seven percent of teachers rated teaching as 'very' or 'extremely' stressful. As to Getachew, poor working condition, low pay, low professional recognition, ineffective administration and evaluation were the major sources of teacher stress.

Moreover, Darge (2002) studied seven plausible sources of stress: Salary and Opportunities, Student characteristics, Performance evaluation, Time pressure, Resources, Regulations and Relations. The finding revealed that different stress experiences were observed on each of the seven sources.

Therefore, in Ethiopia, there are situation and pressure present in teaching environment that are troublesome or distressing on school teachers.

There are different factors which contribute to teacher stress in relation with their experience. C. Turk, Meeks, and M. Turk (1982) made an attempt to observe some of the factors such as 'unfavorable school atmosphere', 'bad pupil characteristics', 'lack of conducive work atmosphere', 'intrinsic behavior of the teacher', 'time factor', and 'lack of adequate training'. The levels of these factors differ in accordance with the levels of teachers' experience and intra personal conditions.

Besides, Getachew (1999) pointed out that younger, less experienced, and less qualified teachers felt greater experiences of stress than older, more experienced and more qualified teachers. On the other hand, Darge (2002) forwarded an idea about stress in relation to experience. It was stated as "Degree holders, experienced and pedagogically trained male teachers appeared to be subjected to greater stress than their female counterparts. Additionally, these studies pointed out areas which lead teachers to stressful situation in relation with their family life, pupil behavior, work atmosphere and training. The inadequacy of these factors has a substantial contribution to lead teachers toward stressful conditions.

On the other view, Coates and Thoresen (1976) conducted the study on the effect of stress on teacher's performance. They pointed out those distressful situations that have impeded the performance of teachers and concluded that stressed teachers get difficulty to handle his/her teaching learning process efficiently and effectively.

In Support of this, Capel (1989) noted that the effect of stress on performance as: " Teachers under stress gave significantly less information and less praise, showed less acceptance of their pupils ideas, and interacted less frequently with their students". These conditions intern affect teacher's performance.

In line with this, Kyiacou and Sutcliffe (1977a) pointed out that stress on school teacher weaken the teacher's performance. In the same view, Kyriacou (1989) concluded that teacher stress is also a problem in school because of its effect in job performance. Additionally Lavi (1990) stated that work related psychological stressor originate in social structure and pressure, affect the human organism through psychological process and influence health.

Teachers in teaching profession face various events to lead them to stress. Teaching is undoubtedly a stressful occupation. As teacher become uncomfortably stressed, negative thinking begin to crowd their minds. In line with this, the literature in experimental psychology by Lazerus (1966) has long pointed to the effect of stress and anxiety as narrowing the individual's ability to think along new lines and inhibiting creativity.

Generally, most research studies concluded that the overall problems that cause stress on the school teachers greatly affect competency as well as performance of teachers and inturn has its own adverse effect on the quality of education (e.g., Capel, 1989; Kyriacou & Sutcliffe, 1977a).

Hence, there is a need for a rigorous effort to reduce teacher's stress levels and need to develop a climate in colleges where stress is seen as an understandable and up to a point to be an agenda among the staff to minimize the sources of stress with in the college and improving the teaching learning process.

1.2 **Statement of the Problem**

A lot of research works regarding teacher stress in foreign studies were available. Several studies have focused on the magnitude of self reported teacher stress and how this relates to various response variables such as job satisfaction, absenteeism and career intuition. Only few available foreign studies considered the relationship between teacher stress and their performance (e.g., Gmelch, 1983; Westman & Eden, 1992). Besides, most of the studies conducted in the case of Ethiopia were focused on junior and secondary school teacher stress (e.g., Darge, 2002; Getachew, 1999). These studies did not address the issue in focus. Thus, the main purpose of the study was to examine the effects of service year and levels of stress on college teacher performance. Based on this, the study tried to address the following research questions.

1. Does service year have an effect on teacher performance?
2. Does stress have an effect on teacher performance?
3. Is there interaction effect between stress and service year on teacher's performance?
4. What is teacher's level of stress in relation with his/her teaching experience?
5. What are the main sources of teacher stress?

1.3 Objectives of the Study

1. To know the effect of stress on teacher performance.
2. To understand whether there is a relationship between teacher's levels of stress and service year on teacher performance in ACTE.
3. To identify major causes of stress in ACTE.
4. To recommend possible solutions that might contribute to positively change the situation.

1.4 Significance of the Study

As indicated in the background of the study most of the researches were dealt with problems that are associated with teacher stress (Turk et al., 1982; Borg, 1990; Darge, 2002; Getachew, 1999; Kyriacou & Sutcliffe, 1978a, 1978b; Lazerus, 1966) and with the suggested intervention.

This study is concerned with the effect of stress in relation with service year on teacher performance in ACTE. So it helps to investigate problems that are associated with stress and their impact on performance. Hence the finding of the study may serve:

- To call attention, to the causes of stress, of the concerned bodies such as the college administrators, the college society, the southern Ethiopia education bureau, and the federal educational authority to help them understand the problems teachers encounter and take proper intervention actions to minimize and alleviate the problem.

- To identify the factors of stress which impair teachers' performance in relation to their experience.

- To contribute on the existing little knowledge in Ethiopian context about the issue and also to initiate other interested researchers for further studies.

1.5 Delimitation

The study was delimitated on the levels of teacher's stress and service year on teacher performance only at Awaasa College of Teacher Education.

1.6 Limitation of the Study

One of the limitation of this study is that only questionnaire was used to secure stress information. However other useful tools like observation, school absenteeism, turnover records and medical histories were not utilized.

A second limitation is the data on stress presented here represent a single point of time. Hence, the results are limited in the degree of complexity and generalizebility with in the selected population.

Lastly, shortage of time and money highly affected the depth of the study.

1.7 **Operational Definitions of Terms**

Stress:-

is described in terms of the pressure on the individual, the effects of such pressure and the individual response to this pressure.

Service Year: -

refers to the number of years that the teacher's work in teaching profession.

Stressor: -

refers to an event or a problem that provokes individuals to be stressed.

Teacher Stress:-

refers to a response syndrome of negative affect (such as anger or depression) by a teacher that are associated with the environmental pressure on him/her.

Teacher's Performance:-

is the ability of the teacher in implementing of the active learning teaching approach especially on lesson implementation, continuous assessment and class room management.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 Stress: Definition and Conceptualization

Generally, different sources reflect the definition and concepts of stress. For instance, Jaffe. et al. (2006) defined stress as a normal occurrence that often arises when you perceive a situation as threatening or when you are dealing with an unusually large number of everyday responsibility. To address this problem, Jaffe et al. (2006) put as,

> "Many people consider stress to be something that happened to individuals, an event such as an injury or a promotion. Others think that stress is what happens to our bodies, minds and behaviors in response to an event (e.g., heart pounding, anxiety, or nail biting). While stress does involve events and our responses to them, these are not the most important factors. Our thoughts about the situation in which we find ourselves are a critical factor."

In line with this, the University of Iowa Counseling Service defined stress is any charge that you must adapt to in our ever changing world. In particular stress is any demand (force, pressure, strain) places on the body and the body reaction to it (cited in Jaffe, 2006, para.13). On the other hand Lavi (1990) pointed out that work-related psychosocial stressors originate in social structures and processes affects the human Organism through psychological processes and influence health through four types of closely interrelated mechanism: emotional, cognitive, behavioral and psychological.

Scientific inquiry in to stress has been inhibited by the lack of clear, generally accepted definition of what we men stress. Fortunately, John et al. (1990) pointed out the modest agreement that stress involved the combination of the following an environmental stimulus or stressor often described as a force applied to the individual; an individual's psychological or physical response to such force ; or interaction between these two.

Stress and tension are normal reactions to events that threaten us; such threats can come from accidents, financial troubles, and problems on the job or family (Jaffe et al., 2006)

2.2. Teacher Stress: Definition and Conceptualization

The psychological literature abounds with the different definition and conceptualization of stress. For a better and précis understanding of it, an attempt is made to reveal some of them on this study.

Concerned on the definition and concept of teacher stress Turk et al. (1982) summarized different research works and noted that the concept of the term ' teacher stress ' has appeared consistently since 1933, under such labels as 'teacher anxiety,' ' teacher moral ', 'teacher problems ; and more recently 'teacher burnout'. Although these terms do not have identical meanings they all address the same meanings.

Wolff (1968) described stress as inherent characteristics of life. According to him, stress referred that a dynamic state with in the individuals and emphasized the idea that different stressors will convey different meanings to individuals according to their past experiences. To support this, McGrath's (1976) conceptualized and considered stress as, it is the result of two divergent forces that acts on the individual. The demands on the individual

and the availability of resources to meet these demands are the two divergent forces. McGrath's (1976) noted that these demands begin to outstrip the individual resources; the individual will experience a corresponding increase in stress. On the same view, Martens (1982) defined stress as, "a process that involves the perception of a substantial imbalance between environmental demand and response capability, under condition where failure to meat demand is perceived as having important consequences and is responded to with increased level of state anxiety" (as cited by Capel, 1989). In line with this, frequently cited theory from Lazarus and Folkman (1984) was viewed as, stress is the dynamic relationship between the person that is the reacting individual and environmental stressors. An individual's reactions depend on the perception of harmful, threatening, or challenging event.

Moreover, on the same view, Kyriacou (1989) noted that a teacher stress refers to the experience by teachers of unpleasant emotion such as anger, depression, tension, frustration, anxiety and nervousness resulting from aspects of their work as a teacher. In essence, he defined stress as, "an unpleasant emotional state". In line with this, stress is described in terms of the pressure on the individual, the effects of such pressure and the individual's response to this pressure ,(Borg, 1990) . In addition to this Darge (2002) on his study indicated as stress refers to dissatisfaction and concern teacher show as a result of working conditions that are very taxing or that exceed their capabilities.

Kyriacou (1989) also described stress as the primary body's natural, emotional and physiological reaction to the perception of danger in one's environment; that is in psychological terms, the body being for "fight" or "flight". To this end, he stated that a perception of danger is by no means limited to physical danger, rather, the perception of threat to one's self esteem, and mental well being in general also a potent trigger of this

emotional state. It is obvious, Teachers faced many and various demands and may perceive certain demands will be difficult or impossible, and that failure to do so will threaten his mental or physical well being, the teacher is very likely to experience stress. In the same view, Woods (1989) stated, teacher stress as a high risk and an inherent feature of the teacher job (as cited in Male & May, 1998, p.136)

On the other hand, to verify the definition and concept of stress Kyriacou and Sutcliffe, (1978a) attempted to develop model of teacher stress. The first usage, which of stress as pressure exerted by the environment, has been labeled the engineering model. The second usage that of stress as a state of the individual, has been labeled the psychological model. This model of stress has been widely employed (e.g. Lavi,1990; Selye, 1979). Most of the authors define stress as a state of the individual; qualify their definition with respect to what the state is result of or response to. On the other hand, the other model, Cox (1975) pointed out, "definition that conceptualizes stress as the result of an imbalance or discrepancy between demands and ability have been labeled transactional models of stress.(cited in Kyriacou & Sutcliffe, 1978a, p.3).

In line with the second model, Warr & Wall (1975) used the term stress refer to a state of individual, and defined occupational (work) stress in terms of the individual experience of tension, anxiety, fear, discomfort, and associated psychological disorders, resulting from aspects of the work situation which depart from the optimum (e.g. Too little or too much work). Like wise, Kyriacou & Sutcliffe (1978b) indicated that a teacher stress may be defined as a response of negative affect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic physiological and biochemical changes.

In line with the above, Dunham (1984) identified three major approaches to understanding the nature of stress in teaching. The first was "engineering " model of stress (it looks at the pressure exerted on teachers) the second was "physiological" model (it focuses on teacher reactions to those pressure) and the third was "interaction" model of stress (is concerned with the pressure, reaction and coping resources which teachers use in their attempts to cope with stress) (as cited in Borg,1990, p.105).

Eventually, more to the point, two common usages of the term stress are clearly distinguished by Cox (1977) and Mc Grath (1970). The first usage defines stress in terms of the stimulus characteristics of the environment, and essentially conceptualizes stress as pressure exerted by the environment on the individual. The second defines stress in terms of a state of response pattern displayed by an individual, and essentially conceptualizes stress as something that happened within the individual.

2.3. Source of Teacher Stress

Stress is in the eye of the beholder (kyriacou, 1989, p.28). Teacher in apparently similar circumstances appear to experience different levels of stress. Causes of stress are numerous. Sources of stress for individuals teacher is vary greatly. Different stressors convey different meanings to individuals according to their past experiences (Wolff, 1968). Most of the studies on teacher stress have been pointed out the main sources of stress or stressors (e.g., Borg, 1982; Cox & Brockley, 1984; Kyriacou, 1987b, 1989; Turk et al., 1982).

Identifying those events that provoke teacher stress or cause of frustration, anxiety depression, irritation, exhaustion, psychophysiological symptoms and job dissatisfaction helps to start looking at what can be done to alleviate the

effect of it on teachers' performance. Over all Kyriacou (1989: 30) pointed out six major categories of sources of teacher stress these in on particular order are time pressure, low status, pupil indiscipline, poor working conditions, poor motivation in pupils and conflict with colleagues.

Time Pressures

Teachers have been experienced stress due to time pressure (e.g. Dewey, 1986; Laughlin, 1984; Kivi 1998,) indicate time pressure is major stressors. On the study of Kyriacou and Sutcliffe, (1978b) asked 257 teachers to rate 51 items regarding sources of stress on a five point scale labeled 'no stress', 'mild stress', 'moderate stress', 'much stress', 'extreme stress' (scored from zero to four). Among ten major sources that had the highest mean value, the three were: 'Lack of time to spend individual pupils', 'not enough time to do the work', and 'lack of time for marking'. Similarly, reports of the study from the sample of 240 teachers carried out by Edworthy (1988) to identify the factor causing the most stress aspects of teaching occasioned, 54.1% teachers reported lack of time to relax as the most stressor. In the same view, Hougtone cited in Borg, (1990: 113) carried out a questionnaire survey of 168 teachers. Amongst other stressors, the most frequently mentioned cause of stress was (i.e., 85%) having little time to perform duties to one's satisfaction. Claxton (1989) putted it, "when you spend your days feeling stretched to the limit and emotionally drained it is small wonder that you went to spend the evening dozing in front of the television instead of preparing lessons 'this only creates more time pressure" (as cited in Jarvis, 2002, para. 31). In line with this, Dewe (1986) and Laughlin (1984) pointed out "time pressures refers to the general level of demands made on teachers with in very short periods of time; indeed the variety of demands made on the teacher in a typical school day, often with tight deadlines attached to them, make this aspect of teaching a major source of stress "(as cited in Kyriacou, 1989, p.31). In the same view, Kyriacou and

Sutcliffe (1978b) reported the time constraints correlated highly with self reports of stress. Further more in the study of Spooner (1984) cited in Borg (1990, p. 118) asked the 296 respondents from 60 primary schools to rate 49 sources of teacher stress on five point scale (scored from zero to four). Responses were analyzed by using the mean value. From the top five items that had the highest mean value, the three items were: 'lack of time with individual students', 'little time to relax', and 'insufficient time to complete work'.

Low Status

As noted by Kyriacou (1989), low status refers to teachers' perceptions that their profession is held in low esteem by the wider society; this is in part reflected by the level of salaries for teachers and how teaching is discussed by the wider society, particularly through the media. In the United Kingdom, criticism of teachers in some newspaper contributed to lowered moral within the profession. This is the great concern, since professional self esteem appears to act as a buffer between stress at work and the likelihood of a participating stress related illness. The responses of participants, on the study of the 240 teachers by Edworthy (1988) to identify the factor causing the most stress in teaching occasion; revealed that 59.4% of teachers rated 'poor salary' and 63.2% rated 'low status of profession'. Turk et al (1982) stated, "It is apparent from the studies that a large majority of teachers, both in the United States and England, feel that they are underpaid and that their jobs are made more difficult by large classes. In line with this, some studies (e.g. Kyriacou and Sutclieffe, 1977b) have indicated that undermining teachers' professional, self esteem and identity makes teachers much more vulnerable to teacher's burnout. To support this, Travers and Cooper (1997) questioned British teachers across all educational sectors high workload, poor status and poor pay emerged as three of the seven sources of stress.

In the contrary, Evans (1998) reported, "Only one teacher (out of 22) describing dissatisfaction due to teachers' pay and low status in the society"(as cited in Jarvis, 2002, para. 8).

Pupil Indiscipline

Classroom discipline is also one of a significant source of stress. This stressor enclose with wide range of pupil behavior problems which include the pupil who refuses to cooperate and does little or no work in class, and openly aggressive towards other pupils or teachers. On the study of Kyriacou and Sutcliffe (1978b) drew up a list of 14 sources. The 218 comprehensive school teachers in 16 schools rated 'pupils individual students who continually misbehave' as one among the top four stressful sources (evidenced by their mean value). On the same view, Dunham (1986) referees the first investigation of stress in teaching in the UK, Maxwell (1974) conducted a survey of primary schools teachers in the inner London, the reported major source of stress was the 'disruptive behavior of pupils' (as cited in Borg, 1990, p.113).

Further more, in comparative questionnaire study of staff stress in 59 West Germany and 69 English comprehensive schools teachers by Dunham (1980) asked to complete the checklist meant to identify stress situation in schools. The interview data showed that the two major sources of stress reported by both groups of teachers were 'disruptive pupil behavior' and 'poor school communication'. Similarly, Lewis (1999) examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor with those worst affected being teachers who placed particular emphasis on pupil empowerment.

Reports of the study of Kloska and Ramasut (1985) drew up a list of 11 sources of teacher stress and asked the 64 teachers in 4 comprehensive schools to rate

items according to the perceived degree of stress. The three sources of teacher stress with the highest mean value were: 'lack of pupils motivation', 'lack of time to resolve problems with individual children', and 'pupil indiscipline'.

A study of 1000 student teachers by Morton et al. (1997) revealed that classroom management was the second greatest sources of anxiety (as cited in Jarvis, 2002, para. 21). In line with this, studies examined by Turk et al. (1982) noted that, issue of pupil misbehavior appears as a common problem in 20 out of 49 studies. In the same view, regarding teacher stress, Phillips and Lee (1980) report, "When teachers are asked to describe their fears, apprehension and concerns related to teaching, student discipline usually heads the list" (as cited in Dworkin et al.,1988, p.160).

Poor Working Condition

Poor working conditions were also identified contributor to teacher stress. This condition includes such problems as inadequate equipment, poor staff room facilities, and teaching at a split site school (e.g. Dewe, 1986; Danham, 1983; Kyriacou & Sutcliffe, 1978b). On the same view, Turk et al. (1982) noted list of problem that include under poor working conditions; they are poor facilities, financial constraints, duties (e.g. clerical or paper work, supervisor duties, " busy work " such as collecting milk money). On the study which focused on causes of stress by Wilkinson (1988) data were collected from 60 teachers by various methods, namely a 'simple form of inventory', 'field diaries' and 'semi structured interviews'. Result showed that the major sources of stress were: 'lack of facilities affecting quality of teaching' (46.15%) and 'class size too large for facilities' (41.53%) (as cited in Borg, 1990 p.112). Besides, on the study which focused on the sources of stress in the comprehensive school teachers by Kyriacou and Sutcliffe (1978b) asked 257 teachers to rate each of 51 items on a five point scale labeled. On the factor

analysis of the response revealed that from the 51 sources of stress four factors accounted for 52% of the total variance. These were labeled: 'pupil misbehavior', "poor working condition', 'time pressure', and 'poor school ethos'. In line with this Manthle et al. (1996) reported that a general lack of resources is one of the most important factors in many researches studies (as cited in Getachew, 1999, p.20).

Poor Motivation in Pupils

As noted by Kyriacou (1989) pupils' poor attitudes towards school and their lack of motivation have consistently been identified as a major source of stress in numerous studies (e.g., Laughlin, 1984; Payne & Furnham, 1987). In line with this, reports of the study regarding on the sources of stress by Kyriacou and Sutcliffe (1978b) from the responses of 257 respondents for 51 items on the five point scale labeled, showed that from 10 sources of stress with the highest mean value, the three were: 'pupils poor attitude to work', poorly motivated pupils', and 'pupils who show lack of interest'. Further more, on the study of Kyriacou and Sutcliffe (1978b) drew up a list of 14 sources of stress and administered for 218 comprehensive school teachers in 16 schools. As evidenced by the mean value, 'pupils' poor attitude to work' as rated the top from four stressful sources. More to the point, Kyriacou (1989) stated it, "Indeed, it is probably the effort involved in teaching such pupils on a regular basis that forms the single most important source of stress".

Conflicts with colloquies

Conflicts with colloquies, as reported by Dewe (1986) and Maracco et al. (1982), cited in Kyriacou (1989, p. 31) has been considered as a major source of teacher stress. As indicated by Turk et al. (1982), problems include personality conflicts with other staff members, poor communication between teachers and personnel has added demoralizing feature to the school

especially for untenured teachers. Colleagues' conflicts can range from purely academic disagreements to those arising from the exercise of managerial activities. On the study which focused on the cause of stress by Wilkinson (1988) data collected from 60 teachers by various methods, namely a 'simple form of inventory', 'field diaries', and 'semi structured interviews'. Result revealed that the major sources of stress were: seasonal pressure period / conflicting demands (indicated by 81.53% of staff) and unsatisfactory communications' (36.92%)(as cited in Borg, 1990, p.111).

In the same view, from the review of different research works, Dworkin et al. (1988) summarized that the prominent teacher concerns include the following;

1. vandalism, violence, and generally disorderly behavior.
2. Excessive time spent in other that direct instructional function
3. Inadequate levels of support service, supplies and materials
4. poor administrative support
5. unmet ego- needs, and
6. The wasting of outstanding student potential

On the other hand, several categories of factors were isolated by Dworkin (1989) which interact to heighten teacher stress. These include school based factors associated with the daily life on the school campus; community's demand to have access to and control over their schools; professional factors associated with the struggle for professional identity faced by teachers.

On the other way, Dworkin et al. (1988) operationalzing the sources of stress; that is- stressors, specific to role of the teacher can be divided into intrinsic and extrinsic factors. Intrinsic factors are those aspects of role performance which steam from the requirements of delivering information to and

socialization of the student. The extrinsic factors are those which although not directly linked to the teaching function arise from social interaction and issues which emerge because one occupies the role of teacher.

The two general categories of intrinsic and extrinsic factors were divided by Telschow and Dworkin (1982) in to subcomponents. The intrinsic were separated in to socialization issues (specifically, matters of student discipline) and pedagogy issues (the actual organization and delivery of information). Extrinsic sources of stress were divided in to those which center on social relation (interaction with administrators, colleagues, and parents) and environmental and reward factors (salary, job security, benefits and physical surrounding).

Like wise, a framework of five categories, were developed by Cooper and Marshal (1977) that pertain to stressors in educational organization. Those five categories are (a) factor intrinsic to the job (work conditions and work overload), (b) role in the organization (inadequate information about one's role too little responsibility, too little support from top administrators and too little dealing with increasing standards of performance and technological change), (c) Relationship within the school (mistrust of fellow workers leads to poor communication, low job satisfaction, and feeling of job related threats), (d) career development (job insecurity and status incongruence), and (e) Organizational structure and climate (lack of participation in decision making process, poor communication, restriction on behaviors, and organization politics relate to poor physical health, depression , low motivation to work, low life satisfaction and low job satisfaction.

On the other dimension, causal factor in teacher stress can be divided in to three broad areas (Jarvis, 2002). They are (a) Factors intrinsic to teaching, (b)

cognitive factors affecting the individual vulnerability of teachers and (c) systematic factor operating at the institution and political level.

The causal factors or stressors that are intrinsic to teaching profession include high workload, and long working hours, poor status, poor pay, classroom discipline evaluation apprehension. These causal factors were reported as a main stressors on different studies, (e.g., Traver, & Cooper, 1997; Male & May, 1998; kinnunn & Lestinen 1989; Lewis, 1999; Capel, 1997)

The cognitive factors affecting individual susceptibility to teacher stress are including low self- efficacy, low social support, low coping responses. These causal factors were reported as stressors on some research works (e.g., Friedman, 2000; Brouwers & Tomic, 2000).

The usage of the term 'systemic' by M. Jarvis (2002) was denoted as a broad cluster of organizational factors that are not intrinsic to the nature of teaching, but rather dependent on the climate of the education institution or the wider context of education including the political domain. The systemic factors are include, lack of government support, lack of information about changes, constant changes, the demands of the National Curriculum and leadership style. These systemic factors were reported as stressors on some research works (e.g., Travers & Cooper, 1997; Jennings & Kennedy, 1996; Harris,1999).

More to the point to address these problems, recently, domestic study was held by Darge (2002) on seven plausible sources of stress on 144 teachers from four government high schools of Addis Ababa. On the result of the study, the most predominance stress was related to Salary and Opportunity, Student Characteristics, and Performance Evaluation. Apparently next in the hierarchy of problems areas are Time Pressure and Resources. From the seven

plausible sources of stress include on the study, Regulation and Social Relations presented the least serious difficulties.

2.4. Symptom of Stress

Several researchers have focused on the symptoms of, or reaction to, stress in teaching (e.g., Dunham, 1977; Johnstone, 1989; Kyriacou & Sutcliffe, 1977a). The symptom of stress by Kyriacou and Sutcliffe (1977a) was reported as, physical (peptic ulcers, cardiovascular disease), psychological (depression, anxiety), or behavioral (deterioration in work performance, deterioration of interpersonal relationships). On the other way, Dunham (1983) grouped stress reaction into four categories: behavioral, mental, emotional, and physical.

Occupational stress is one of the factors leading to work related health problem. According to Bayers, (1987) cited in kyriacou (1989 p.59) occupational stress has negative impacts on the physical health (e.g. cardiovascular disease, heart attack), psychological health (e.g. depression, low self esteem, and burnout), behavioral health (e.g. absenteeism, turnover, low productivity). In line with this, Kaiser (1982) noted that emotional reactions due to stress are noteworthy. Anger with collogues, students and administrators can result in anti organizational behavior such as slow down, refusal to volunteer for extra projects, and refusal to ever do anything other than a day's work for a day's pay.

Dunham (1977) attempted to identify the common symptoms of stress. He asked the participants at the Clwyd conference to complete a checklist of stress responses. The participants were the mixed groups of teachers, head teachers, deputies, educational officer, and advisors. The ranking order by frequency analysis of responses revealed that "tension headache" by 47 delegates and "general irritability and bad temper" by 25 delegates were

mentioned as stress response from mixed groups. In line with this, Dunham (1980) held a comparative study on staff stress in England and West German comprehensive schools; his study focused on identifying the major stress responses by the use of a 24 item checklists and by interview. The frequency ranking analysis of responses revealed that "general irritability and bad temper" figure as the most frequently reported response to stress at English and German schools. "Depression" was reported as a reaction response to stress by more than 50% of the teachers of English schools.

Furthermore, Dunham (1980) pointed out that on interview investigation, the English teachers reported 'disenchantment', 'exhaustion', 'unhappiness', and 'comfort eating' as stress response. Similarly, Dunham (1984) cited in Borg (1990: 114) reported the findings carried out in 1982 and 1983 on stress reactions of teachers to work pressure in three English comprehensive schools. The participants were asked to indicate their stress symptoms of that school year on a checklist. The rated options were: 'very often', 'often', 'sometimes', and 'rarely'. The percentile rank analysis of the responses revealed that 'feelings of exhaustion (41%), marked reduction of contacts with people outside schools (31%), frustration because little sense of achievement (26%), and irritability (25%) (percentage in brackets indicates the number of teachers who reacted in the manner 'very often' or 'often'). On the same view, Coldicott (1985) concluded as "the two stress symptoms most exhibited were fatigue and irritability, the later being particularly noticeable".

On the other view, in the survey study of 257 school teachers in 16 comprehensive schools, Kyriacou and Sutcliffe (1978b) asked respondents 17 items regarding symptoms of stress to rate with five point scale labeled 'never', 'rarely', 'about once a week', 'about once a day', 'many times a day'(scored zero to four respectively). Result showed that 'exhaustion'

(M=2.047) and 'frustration' (M=1.841) were the two stress symptoms with the highest mean values. Moreover, 'headaches', 'tearful', and 'exhaustion' were reported significantly more frequent symptoms of stress by female teachers.

In the study of 117 teachers of comprehensive schools in English, Kyriacou and Pratt (1985) asked respondents an open ended question: "to what extent, if any at all, do you feel you suffer from stress?" Teachers described their experience of stress symptoms, of which the most frequently mentioned were: being unable to relax or 'switch off' after work; feeling very tense; being emotionally and physically drained at the end of the school day; and sleeplessness.

Two studies carried out by Dunham highlights 'frustration' as a common symptom of teacher stress. On the first study of Dunham (1978) the result was obtained from oral and written reports of 92 heads of department in comprehensive schools. The reported stress response of teachers was: frustration, anxiety, and psychosomatic symptoms. In the second study, Dunham (1983) identified the stress reaction of 220 teachers. He asked respondents to describe their reactions to their work stress. For this he used a checklist containing 28 items. The frequency analysis of the result revealed that 'frustration' (reported by 55% of respondents), 'disturbed sleep' (45%), 'withdrawal from staff contact' (40%), and 'tension headaches' (35%) were frequently reported stress reaction of teachers.

On the other dimension, Cooper and Marshal (1976) cited noted that there is evidence to indicate that occupational stress can precipitate both mental and physical ill health. In line with this, in the study that consist a sample of 127 (90women and 37men) teachers in nine comprehensive schools in the north England, Kyriacou and Pratt (1985) asked the participants completing Pratt's (1978) Teacher Event Stress Inventory (this was used as a measure of self

reported teacher stress) and the Middlesex Hospital Questionnaire (MHQ) which explored the association between self reported teacher stress and mental health. The results were analyzed with comparing the mean scores on each of the six MHQ subscale for females and males populations with a matched age profile. The result revealed that there is relationship between self reported teacher stress and psychoneurotic in the two sex groups.

Increased stress levels become excessive negative consequences come into play (Kaiser & Polczynski, 1982). Lists of poplar forms to escape from stress were noted by (Albrecht, 1979). All are seen as negative consequences of excessive stress; such as: drinking liquor, frequently or heavy eating, smoking, drinking coffee, coals, or other high caffeine drinks; using heavy drugs or mind alerting pills; withdrawing psychologically, robotizing ones behavior, self destructive behavior, lashing out at others, displacing anxiety and anger on to other people (as cited in Kaiser & Polczynski, 1982, p. 132). In this view, some studies (e.g., Borg, 1990; Kaiser & Polczynski, 1982) revealed that alcoholism, absenteeism, drug abuse, illness, and early death have been mentioned as negative consequences of excessive stress.

To this end, more to the point, Kaiser and Polczynski (1982) suggested that some warning signs, not presented as a fool proof diagnostic tools but as a simple way of calling attention to possibilities of excessive stress in colleagues:

- Inability to remain seated for long periods and quite talk, the propensity to pace;
- A sudden change in the speech pattern: talkative colleague becoming quiet, a usually quite colleague becoming talkative;
- A sudden change in the number and seriousness of discipline problems in a colleague's classroom;

- A sudden increase of fault finding behavior and abruptness;
- A sudden increase in the time necessary for task completion: increased number of late arrivals;
- A sudden development of nervous mannerisms ;
- When previous irrelevancies become immediate irritants;
- A sudden tendency to repeat unnecessarily; continuous telling of the same story;
- An increase in the tendency to interrupt;
- Sudden loss or gain in weight;
- A change from moderate voice level to loud talk;
- An increase in the tendency to blame others for one's own faults;
- When a colleague known for fondness toward children becomes extremely critical of student behavior;
- A tendency to withdraw into privacy and solitude;
- An increase in alcohol consumption and/or drug use.

2.5 Stress and Performance

Stress is inevitable in all life situations. In this view, Viner (1999) described that a brief examination of any daily newspaper reveal that stress has become a universal explanation of human behavior, failure and disease in the stories told about life by doctors, politician the business world, athletes, and ordinary people. Teachers in teaching profession face various events to lead them stress. Teaching is undoubtedly a stressful occupation and it will never be possible to get rid of stress from work completely (Chekravorty, 1989). As teachers become uncomfortably stressed, negative thinking begin to crowd their minds. But the extent of teachers' perceptions of the circumstances depends on individual's experience.

Kyriacou (1989) noted that teacher stress is a major international concern of school. In this view, he pointed out that a prolonged experience of stress can precipitate both physical and mental ill-health and affect job-performance. Teacher stress is also problem in schools because of its effect in job performance (Kyriacou, 1989). More to the point, he described that stress can cause stress related ill-health, a lowered level of job satisfaction, lower commitment, and an impaired quality of classroom teaching and relation with pupils. In line with this, Wilke, Gmelch, and Lovrich (1985) stated that one of the destructive consequence of stress is behavioral problems; it including poor relations with colleagues, absenteeism, and lose of self-confidence and self-esteem.

The literature in experimental psychology by Lazerus (1966) has long pointed to the effect of stress and anxiety as narrowing the individual's ability to think along new lines and inhibiting creativity. On the other hand potter and Fiedler (1981) noted that stress tends to improve performance on previously over learned tasks and tasks involving behaviors acquired through rote learning and experience.

To support this several authors e.g., Laughlin (1984), Mykietun (1985), Kinnunen (1989), and Kyriecou (1989) cited in Borg (1991, p.263) had argued that, it is not unreasonable to expect teachers stress are related to the teacher's performance and consequently with the educational processes. Indeed, Calabrese, (1987) pointed out evidence which suggests that lower levels of teacher stress are related to improve teaching effectiveness and highest attainment scores. In the same view, Wilke et al. (1985) pointed out that findings from numerous studies tend to indicate that individuals under stress experience tunnel vision: that is, they find their perception of reality limited, and they tend to become rigid in thought.

Consequently, their problem solving capacity typically is impaired, they are less adaptive, and their creative thought processes are seriously restricted.

Teacher burn out refers to a state of mental, emotional, and attitudinal exhaustion in teachers which results from prolonged experience of stress (Cunningham, 1983; Farber, 1984). In this view, Kyriacou (1989) pointed out that such teachers are still able to function as teachers, but they are largely lost their commitment and enthusiasm for their work, and inevitably shows in aspects of their job performance.

In line with this, Capel (1989) pointed out that burned out teachers gave significantly less information and less praise, showed less acceptance of their pupils' ideas, and interacted less frequently with them. Thus burnout can have a negative impact on the teachers themselves and on the pupils they teach.

Whatever the level of stress and burnout by Capel (1989) concluded that they may negatively affect individual (e.g. mental and emotional exhaustion, a lower sense of personal accomplishment), the pupils (e.g. the burned out teacher gives them less information, less praise, and pays less attention to individual and their needs), and the organization (e.g. higher absenteeism, working hard but not accomplishing anything, leaving the job or the profession entirely).

The finding of study examined on the effects of stress on mental productivity by Wilke et al. (1985) was reported that there are losses in productivity when stress reaches either an excessive or an insufficient level. Kahn and Quinn (1964) noted that the greater decrement in performance appears when tasks entail complex problem solving as opposed to motor responses (cited in Wilke et al., 1985, p.344).

Esteve (1989) described that permanent anxiety of teacher may lead him/her to adopt different defense mechanisms e.g. the limiting of activity at work, falling in to a routine of absenteeism, and mechanism which also serve to relieve the tension to which the teacher is subjected.

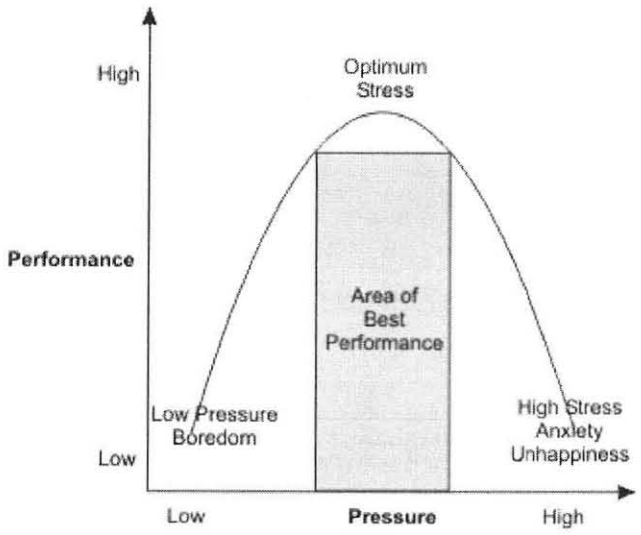
Attridge, Berymark, Parker and Lapp (2002) conducted survey study on the impact of job related stress and reported that 88 percent of teacher said "stress has impact on their personal lives and job performance". On the same view, Vally (cited in M. Attridge et al., 2002, p.31) revealed that four out of 10 teachers experience at least a high level of job stress. And many of these educators say their job stress has a negative impact on the academic performance of the students they teach.

2.6. The Stress and Performance Curve

The research by Wilke et al. (1985) indicated that there is strong relationship between teacher's performance and level of stress of him/her. Similarly, Bhaget (1983); Jamal (1984, 1985) and McGrath (1976) cited in Westman and Eden (1992, p.523) observed that there is a consensus among stress researchers on stress is related to performance. The National faculty stress study developed questionnaire to measure sources of stress. From the sample of 1920 college teachers, 1221 (62%) returned usable questionnaires for analysis. Report of the finding regarding the relationships between stress and performance revealed that it attest to the utility of the inverted 'U' function concepts. Similarly, the stress – performance study by Wilke et al (1985) noted that typically involved manual tasks and subsequent tests more often examined the effect of stress on mental productivity. According to them, the findings were shown; both areas have indicated similar losses in productivity when stress reaches either excessive or insufficient level.

On the studies of stress-productivity, Wilke et al (1985) suggested that an optimum level of stress is required to maximize performance. Poor performance may be attributable to either too much or too little stress. In this view, they concluded that the relationship between stress and productivity, when grouped, then reveals an inverted U shaped curve; the levels of performance increases as stress increases, up to a point, and then performance declines with further increases in stress. important implication of these findings suggests that a moderate level of stress results in optimum productivity.

The theory of inverted U relationship between stress and performance indicate that when there is very little pressure on individuals to carry out an important task, there is little incentive for them to focuses energy and attention on it. As pressure on them increases, they enter the "area of best performance". Here individuals are able to focus on the task and perform well there is enough pressure on them to focus their attention but not so much that is disrupts their performance. The relationship between pressure and performance illustrated on Mind Tools Products and Service, MTPS, (2006) cited in Jaffe,(2006) represented as:



The Inverted-U relationship between pressure and performance

Similarly on the inverted U function of stress and performance curve, Gmelch (1983) stated that the under stimulation zone that of the first zone, can be typified as the trauma of uneventfulness. People are under–challenged and suffer from boredom, fatigue, frustration, and dissatisfaction. Teachers resting too long literally rust out from sitting in the same job with out period of variety, change, or stimulation to keep their motivation high. Either their skills or jobs have become routine or obsolete.

At the other extreme, Gmelch (1983) indicated that teachers have been going too hard and too long and find themselves burned out. In this view, he noted that here teachers find the ambitious, aggressive, and impatient who have not yet learned their limitation and literally work themselves into extinction. They become irrational problem solvers, exhausted due to long working hours, dissatisfied and despondent from loss of self esteem (Gmelch, 1983).

On the other dimension, Gmelch (1983) concluded that, stress should not be considered only in terms of the extremes of rustout and burnout. The proper amount of stress is not bad. It is like your body's temperature (Gmelch, 1983).in line with this, he pointed out that to keep performance peak levels by creating the right amount of stress to function under optimum stimulation. He observed that here teachers engage in rational solving creativity, productive change, progress, and real job satisfaction.

In contrary to this, Wilke et al. (1985) revealed that studies of the impact of work related stress on faculty performance are limited and, with respect to the inverted U function, they are some what inconsistent. In line with this, Vries (1973) cited in Wilke et al. (1985) shown that the evidence on his studies somewhat contrary to the inverted U theory. Furthermore, in contrary to the

inverted U theory, Westman and Eden (1992) indicated that the negative relationships between stress and self-assessed performance have been found fairly consistently.

2.7. Performance Measure

On the laboratory demonstration of the effect of stress on work, by Riley and Zaccaro (1987) cited in Westman and Eden (1992) indicated that there is, as yet, little research establishing the relationships between organizational stress and actual index of organizational performance. In line with this, Cohen (1980) cited in Westman and Eden (1992, p.525) pointed out that most of the evidence confirming a relationship between stress and objective indicators of performance has been gathered in laboratory experiments.

In the studies of performance and stress, Westman and Eden (1992) observed that performance had always been assessed subjectively and correlate with the subjective reports of stress by the same respondents. In this view, Fried, Rowland, and Ferris (1984) cited in Westman and Eden (1992) concluded that such percept- percept correlations are week evidence because they are susceptible to artificial inflation with a common method effects.

The meta-analytic review of job performance predictors, by Hunter and Hunter (1984) cited in Westman and Eden (1992) pointed out that they found the validity of self- assessed performance was virtually zero. Therefore, many researchers have aware of the deficiencies of self appraisals, but have no access to objective measures of performance. Because of this, Westman and Eden (1992) noted that supervisor appraisals by rating scales have resulted the heavy reliance. In line with this, he concluded that considering supervisory rating is more objective and may yield more realistic appraisals than self-ratings. To support this, the literature on performance ratings attests

to the deficiencies that still plague in self rating and supervisory rating. At best, supervisory ratings are a compromise of convenience (Hogan, 1987; Landy and Farr, 1980). Furthermore, Amir, Koversky and Sharon (1970) cited in Westman and Eden (1992, p.525) pointed out that the 'peer rating' is valid sociometric scale.

2.8. **Stress and Experience**

Zabel and Zabel (1982) studied 100 teachers regarding stress on different age categories (as cited in Capel, 1989, p.40). The finding revealed that young, less experienced teachers experienced higher levels of burnout. In line with this, Capel (1989) pointed out that trained teachers would be less likely to experience stress if there were better communications and cohesion between colleagues at all level.

On the study of Capel (1989), a questionnaires containing scale to measure the stress and burnout were sent to the total of 160 teachers in four secondary schools. Of the 160 teachers involved the study, 78 (56.5%) returned their questionnaire. The result showed that from the eight independent variables, locus of control and total number of years' teaching experience was associated with experiencing burnout more strongly.

Absenteeism among school teachers has been investigated through self reported and through teacher records by Kyriacou and Sutcliffe (1979). In a study of sickness patterns in teaching, Simpson (1976) cited in Kyriacou and Sutcliffe (1979) found that in both sex subgroups absenteeism was greater in the beginning of their career (as reflected from their age). In line with this, the study carried out by Kyriacou and Sutcliffe (1979) using the self reports of teacher absences, the younger reported a mean frequency of absences over two school terms.

In the survey study on comprehensive schools teachers carried out by Kyriacou and Sutcliffe (1979) showed that younger teacher, and less experienced teachers were more likely to leave teaching profession than their colleagues. In the same view, in the study carried out by Borg and Riding (1991) on the comprehensive school teachers, a multiple comparison tests revealed an overall tendency for the youngest teachers (under 31 years) reported greater frequency of absences that teachers in some older age groups. This test also showed that teachers in older age groups reported greater frequencies of absences than those in some of the younger age groups. Results of the variable 'total day absent' indicated that teachers in the youngest age group reported a greater number of total days absent than teachers in each of the other four age groups.

On the result of the study of Borg and Riding (1991) revealed that in all age groups (except for the 'under 31 years' where the trend was reversed) and irrespective of the type of curriculum subject/s taught, male as compared to female teachers reported greater stress. on the other hand, perhaps with increasingly age male teachers become less tolerant of, and more stressed by, certain factors in their work environment like, for instance, pupil misbehavior and poor working conditions (Borg & Riding, 1991). Moreover, the finding of Kyriacou and Sutcliffe (1979) revealed that younger teachers were more likely to leave teaching than the older. In line with this, Kyriacou and Sutcliffe (1979) pointed out that teachers reporting greater stress more likely to leave teaching and less likely to take up a teaching career again.

On the finding of study by Dworkin (1988) on 291 sample of teachers, revealed that younger, better educated, majority group members are most likely to leave teaching because of dissatisfaction.

Pettegrew and wolf (1982) in the National Institute of Education research asked teachers to rank problems that hindered the quality of their service in relation to their teaching experience. students discipline, students attitude, incompetent administration, heavy workloads, and lack of resources hinder teacher productivity in accordance with their experience the most.

Similarly, the domestic study of Getachew (1999) pointed out that younger, less experienced, and less qualified teachers felt greater experiences of stress than older, more experienced and more qualified teachers. On the other hand, Darge (2002) forwarded an idea about stress in relation to experience. It was stated as "Degree holders, experienced and pedagogically trained male teachers appeared to be subjected to greater stress than their female counterparts.

CHAPTER THREE

METHOD

3.1. Design

The aim of the research was to understand, analyze and explain the effect of service year and levels of stress on teacher's performance. Ex–post facto research design was considered appropriate to achieve the objective of the study. To secure the information pertinent to the study, different instruments were utilized. To analyze the data gathered quantitative approach was employed. Different statistical tools like the mean value analysis, percentage analysis, linear correlation, curve estimation, one way analysis of variance (ANOVA), Tukey/Kramer (T/K) post hoc test method and two way ANOVA were used for the analysis.

3.2 Population and Selection of Sample participants

The research population included only 96 teachers in ACTE. A sample of 50 (male and female) teachers was selected randomly from each service year. The researcher adapted Kyriacou and Sutcliff's (1978) 'service year categorization modality' and managed to explore: beginner (i.e., 1 up to 4 years teaching experience), moderately experienced (i.e., 5 up to 10 years teaching experience), and experienced (i.e., above 10 years teaching experience) by using stratified sampling. In the sample of 50 teachers; 45 teachers were male and only 5 were female teachers (i.e., that constitute 83% of total female population). Generally on this study, 90% were male and only 10 % were female respondents. The criteria for stratifications was only the service year; other independent variables like qualification and academic rank were not included as criteria for stratification because these two variables were not the main focus of the study.

3.3. **Variables**

Dependent Variable

The dependent variable used in the study was the teacher performance. The data of teacher performance was collected by using observation checklist and teacher's document analysis.

Independent Variables

The independent variables instituted in this study were two types: demographic data of respondents (namely gender, service year, qualification, and academic rank) and stress score which was gathered through teacher self response to the stress scale.

3.4 **Instruments**

To obtain adequate information for the study, two types of data collection tools were employed. These were; questionnaire, and observation check list with including teacher's (student assessment) document analysis.

3.4.1 Teacher stress Measure

The questionnaire consisted of three sections. The first section requested demographic information: regarding gender, academic rank (status), qualification and service year. The second section consisted of 38 items on a 5 point Likert type stressors scale with rating of "strongly agree", "agree"; "undecided", "disagree" and "strongly disagree" which was used to identify teacher's perception on the existence of stressor in the college environment. Responses were scored from 5 to 1 to give a measure of teacher perception on

the existence of the stressors (i.e., 5 is strongly agree and 1 is strongly disagree). The third section consisted stress scale of 38 items on a 5-point Likert type rating of "No stress", "Mild stress", "Moderate stress", "Much stress" and "Extreme stress" which was used to investigate the stress level of teachers. Responses were scored from 1 to 5 respectively to give a measure of self reported teacher stress.

3.4.1.1 **Validation of a Questionnaire**

Validation of 76 items of the second and the third sections of the draft questionnaire was done by 5 experts. The experts were from Addis Ababa University; and 2 of them were professor, the other 2 were PhDs holder. and 1 was associate professor. Based on the experts' opinion, the necessary modification and adjustment was made and five items from each section were rejected.

3.4.1.2 **Pilot Study of a Questionnaire**

Each of the 33 items of section 2 and section 3 of draft questionnaire were tried on 20 teachers from the same college staff. To obtain good items for the study, four types of statistical techniques were employed. These were: Chi square significance test, item–total correlation, mean score of each item, and reliability by Cronbach's alpha. Three items were rejected in considering the Chi square test, item–total correlation, and the mean score value. The Chi square test result of one item revealed that it failed to discriminate significantly the teacher stress levels and the teacher's perception on the existence of the problems in the college environment; the value of the other rejected item's total correlation was too small so that it was not correlating significantly with the total measure of stress scale; and the mean value the third items was very small to indicate the existence of the problem in the

college environment. The estimated reliability by Cronbach's alpha of the tryout items was 0.93. (See appendix 1).

Table 3.1 **Reliability Statistics (n=20)**

Cronbach's Alpha	N of Items
.93	33

The tools with 30 items were administered to 50 randomly selected teachers of ACTE. This final sample does not include the sample who participated in pilot study.

3.4.2 Performance Evaluation

This instrument consisted of two sets of checklists. The performance evaluation of the respondents was investigated first by using an observation check list designed to obtain information about the teacher's performance in the classroom. The second checklist was document analysis checklist, which was used to get information on how the teacher applies and keeps records of continuous assessment of students in his class.

The classroom observation check list was designed to measure the teacher's classroom performance with regard to the implementation of active learning. The 21 items focused particularly on the identification of information about the teacher's performance on: (a) implementation of the lesson, (b) classroom management, and (c) continuous assessments.

The 4 items teacher's document analysis checklist was aimed at extracting information about the teacher's record keeping traditions and skills in utilizing students' continuous assessment results.

Both checklists were consisted of the total of 25 items on a 5-point Likert type rating of "excellent", "very good", "good", "fair" and "poor" which was used

to investigate the performance of teachers. Responses were scored from 5 to 1 respectively to give a measure of teacher performance.

3.4.2.1 Validation and Pilot Study of Checklist

Before administering the checklist, it was given to 3 experts (2 PhDs holder from Addis Ababa University and 1 PhD holder from Hawassa University) for validation. Based on the information gained from experts, the necessary modification was made. Tryout observation was conducted on 5 teachers, in 10 classes, and within 5 days with the help of one assistant college teacher who has a Master of Arts degree in educational psychology. After the tryout, those items which were found to be unrelated to the issue at hand were rejected from the observation check list.

The final observation was made on the sample teachers with the help of two assisting teachers that have a Master of Arts degree in educational psychology. During the study, each sample teacher was observed two times. In each classroom there are 40 up to 50 students. In each observation session, the teacher was observed for 100 minutes. Students had not information about the observation.

3.5 Item Analysis of Final Data

The administered questionnaire has two parts. The first part included items which gave information about the existence of the stressors in the college environment. In order to avoid prescription of stress variables and explore the prevalence of these stressors in the target staff the Likert type 5 point stressors scale was employed requesting respondents to show their degree of perception by selecting one of the alternatives presented in ranges as: "strongly agree", "agree", "moderately agree", "disagree" and "strongly disagree". The second part of the questionnaire included the same items like

as part one. But it solicited information about the actual stress level of the teacher with regard to such stressors. The 5- point stress scale of this part rating is described as "no stress", "mild stress", " moderate stress", "much stress", and "extreme stress".

3.5.1 Final Data Item–Analyses on the Existence of Teacher Stress Related Problem

For the final study, the stress scale containing 30 items indicating information regarding the existence of stressors in the college environment were administered on the randomly selected 50 college teachers. The item analyses of the 50 teachers responses on these 30 items was carried out.

To analyze the items, the SPSS (Statistical Package for Social Sciences) computer software program was used. The information obtained from the first part of the questionnaire was analyzed with mean scores of the items, the item – total correlation, the chi-square significant test and reliability by Cronbach's alpha.

As it is evident from the data, the mean scores of the items ranged from 2.00 to 4.42. The standard deviation of each item ranges from .85 to 1.46. The item-total correlation ranged from .33 to .72, the chi-square test value ranged from 3.40 to 56.60. The reliability of the 30 items by Cronbach's alpha was estimated and it was found as .93 before any items were rejected from tool.

Although the value of item- total correlation of the 30 items significantly correlated with the total measure of existence of teacher stress (i.e. the value of item- total correlation of each of the 30 items was greater than .30), 8 items were rejected because of their non significant chi-square value (i.e. The chi-square value of the eight items indicated that they lack discriminating ability on the existence of the problem in the college environment among the 50

teachers). Therefore only data on 22 selected items were used for the final analysis of the study.

3.5.2 Final Data Item Analysis of Teacher Stress Scale.

The scale measuring teachers' stress consisting 30 items was administered to 50 randomly selected college teachers. These items asked information about the stress level of the teachers. The item analyses on the 50 teacher responses for the 30 items were analyzed. The means, standard deviations, correlation with total score, the chi-square test for discriminating ability and the reliability of 30 items were calculated. The means ranged from 2.00 to 4.42; the standard deviations ranged from.84 to 1.45; the item-total correlation scores ranged from .33 to .72; the chi-square values ranged from 3.40 to 56.40; and the estimated reliability by Cronbach's alpha to .93 before selection of items. (See Appendix 2).

As described above, each of the 30 items correlated significantly with the total score of teacher stress (i.e. the value of each item was greater than .30). The calculated reliability coefficient of 30 items by Cronbach's alpha (r_{tt} =.93) was also high. However, because of non significant chi-square values, eight items (i.e. items which didn't able to discriminate the stress level among the teachers) were rejected from the final scale. Hence final scale measuring teacher stress consisted of 22 items.

Table 3.2 Reliability Value Regarding 30 and 22 Items

	Number of items	Alpha
Pilot	30	.93
Final	22	.899

As there was greater similarity of teachers' responses for part 2 and part 3, only the third part of the questionnaire was used for the final study of data analysis. In addition to this, as a result of item analyses on the responses of 50 teachers, only 22 items were analyzed for the final findings.

3.6 **Dimension of Stress**

To determine the general problem areas, responses on 22 items were grouped in to 4 dimensions. Each dimension was labeled in line with the literature available in the area, on the bases of empirical evidences of the data and in relation to specific stressors incorporated in it.

In the basis of theoretical understanding items that are grouped under 4 dimensions were subjected to factor analysis of each dimension separately. The factor analysis of each dimension in identification of single factor for each dimension was evident. The factor analysis thus conformed the dimension's theoretical basis result of factors are presented an action.(see appendix 3).

The dimension was labeled as: 1. poor working condition, 2. student's misbehavior and poor motivation, 3. lack of recognition and incentive, and 4. work load and time pressure. Cronbach's coefficient alpha was computed for each dimension and was found to be .76, .84, .75 and .73 respectively. In addition to this, item total correlation of each dimension was computed and the value ranged from .57 to .73 for dimension 1, .66 to .81 for dimension2, .47 to .86 for dimension 3, and .58 to .87 for dimension 4. To this end, item numbers included with in each cluster and the labeling are summarized in table 3.2 and correlation matrices of the four clusters presented on table 3.3 followed by a description of the item total correlation.

Table 3.3 Summary regarding Dimensions, Item Number and Labeling

Dimension	Item Numbers	Labeling	Alpha
1	6,9,10,19,20,and22	Poor working environment	. 76
2	1,2,3,4,5 and 17	Students Misbehavior and poor Motivation	.84
3	7,8,11,12,13 and 21	Lack of recognition and incentive	.75
4	14,15,16,18	Work load and time Pressure	.73

Table 3.4 Correlations matrix of the four Dimensions

Dimensions	Poor working condition	Lack of recognition and incentive	Student's misbehavior and poor motivation	Work load and time pressure
Poor working condition	1	.591**	.424**	.696**
Lack of recognition and incentive		1	.420**	.580**
Student's misbehavior and poor motivation			1	.685**
Work load and time pressure				1

** Correlation is significant at the 0.01 level (2-tailed).

3.6.1. Description of the Four Dimensions

1. Poor Working environment

This refers problems that are related with the working environment of the college. This area of Problems brings together items dealing with lack of sufficient administration and controlling mechanisms in the college to cope up with unwanted circumstances and violation of college regulations. Additionally problems affecting the college environment concerns relationships among people from within and outside the college system; particularly relationship with administrators, as they have differing opinions about educational policy and resources utilization, job insecurity resulting from poor implementation and procedures of the college administrators in the

college atmosphere. Issues associated with such kinds of problems create job stress on the teachers.

2. Students misbehavior and poor motivation

Teachers are concerned about maintaining a discipline or controlling, and maintaining a positive teacher student relationship, and dealing with disruptive students. Beside these, teachers are concerned about positive change of interest, motivation, and attitude of students toward learning and increasing the skill and performance of students. Items that relate with the above issues were included in this dimension. Generally such student's behavior and lack of student's interest to precipitate and learn create unpleasant atmosphere and stress on the teachers.

3. **Lack of Recognition and Incentive**

The collection of items in this dimension were related to insufficient attention paid by the society, Ministry of education and the college administrators for the work teachers do and the incentive they deserve. Inadequate salary, lack of respect given by the society for the teaching profession, lack of incentive for extra work and such like problems are included in this cluster. Such undermining work situations make teachers much more prone to desperation and teacher burn out.

4. **Workload, Time pressure, and Inadequate Training**

This area of problem brings together items that indicating the mismatch between teachers' ability and skill with the demand and requirements of the teaching work. Beside this, issues related with time pressure were included in this dimension. Issues associated with this area create pressure on teachers.

3.7. Data Analysis

The aim of the research was to understand, analyze and explain the effect of service year and levels of stress on teacher's performance. To secure the information pertinent to the study, different instruments were utilized. To analyze the data, different statistical tools like the mean value analysis, percentage analysis, linear correlation, quadratic curve estimation, one way analysis of variance (ANOVA), Tukey/ Kramer (T/K) post hoc test method, and two way ANOVA were used.

As major statistical technique, one way analysis of variance (ANOVA) was conducted to reveal the association between self reported teacher stress and demographic information (i.e., service year, qualification, and academic rank). Besides, T/K post hoc test method was also used to investigate the respective pair that views significant difference. Similarly, one way ANOVA was conducted to determine the association between clustered items and demographic information.

To investigate the relationship between the stress and performance of teacher, linear and quadratic curve estimation was conducted. Moreover, the major sources of teacher stress were analyzed by the mean value analysis technique. Furthermore, percentage analysis was used to analyze the magnitude of teacher stress.

Finally, to determine the association between teacher performances, level of stress and service year two-way analysis of variance was carried out the teacher performance as dependent variable and stress level and service year as independent variables.

For all the above analyses, SPSS 13.0 was used.

CHAPTER FOUR

RESULTS

4.1. Analysis of the Sources of Teacher Stress

The means, standard deviations and correlations with total scores of the ratings in response to the 22 sources of stress are shown in table 4.1. The means ranged from 2.00 to 4.42, the standard deviations ranged from .84 to 1.45 the item total correlation scores ranged from 0.36 to 0.72; and this indicate that the stressors correlated significantly in the direction of the general measure of teacher stress (Pearson's correlation ranged from .36 to .72). Thus, the item–total score correlation of 22 sources of teacher's stress is partly an evidence for the internal reliability of the scale. Further more, the internal reliability of the result of the 22 sources of teacher stress was estimated by Cronbach's alpha and it was .899. The alpha values indicate that the teacher stress scale has high reliability. In addition to this, to determine item- item relationships, Pearson's correlation coefficient was computed and a correlation matrix was developed for the 22 items. This resulted in 241 correlation coefficients; out of which only 3 were negative and 124 were significantly correlated at the 0.01 and /or 0.05 levels (2-tailed). (See appendix 2 table 5).

The percentage analysis of the responses of teachers on self reported stress measure revealed that the stress mean scores of 32 teachers are 66 and above. This indicates that 64% of teachers rated teaching as much or extremely stressful.

Table 4.5 Sources of Teacher Stress, Means, Standard Deviation and Correlation with the Total Score of Teacher Stress. (descending order of means)

Item No	Sources of stress	Mean	Standard Deviation	Item Correlation
11	Lack of incentives in terms of status and promotion according to the procedure and college legislation.	4.42	.84	.61
10	Poor administration by the college management	4.34	.94	.69
13	Inadequate salary	4.28	.99	.72
8	Lack of similar salary and promotion compared to others jobs for the same qualification	4.08	.85	.47
7	Lack of recognition and incentive for extra work	3.9	1.25	.58
17	Teaching poorly motivated students	3.78	1.09	.71
3	Teaching students with weak back ground in the classroom	3.64	1.01	.55
12	Lack of progress in job	3.64	1.12	.66
2	Students lack of interest toward learning	3.46	.97	.56
22	Job insecurity	3.46	1.46	.62
5	Poor implementation of disciplinary policy	3.28	1.21	.42
4	Students little or no effort to participate in classroom activity	3.26	1.03	.56
20	Lack of teacher participation in review of curriculum	3.08	1.34	.64
15	Work load and complexity of teaching activity	2.98	1.12	.63
1	Students impolite behavior	2.9	1.07	.60
16	Lack of time to spend with individual students	2.76	1.14	.60
6	Individual students who continually misbehave in the classroom	2.56	1.11	.36
21	Failure to cover the course content in the time available	2.54	1.11	.36
9	large class size	2.48	1.18	.56
14	Lack of time for lesson preparation and marking	2.48	1.12	.52
19	Lack of professional support from other staff members	2.38	1.21	.64
18	Lack of professional competency to teach the courses	2.00	1.12	.62

As evidenced by the mean ratings, the top three stressors for the teachers of ACTE were "Lack of incentives in terms of status and promotion according to the procedure and college legislation"; "poor administration by the college administrators" and ", "Inadequate salary". On the other side, "Lack of professional competency to teach the courses"; "Lack of professional support from other staff members"; "Lack of time for lesson preparation and marking" and "large class size" were found to be the least sources of teacher stress in the college environment.

4.2 Stress and Demographic Information

In the study, from the self reports of teacher's on the stress scale, the teachers were categorized into three levels of stress; such as- low level, moderate level and high level of stress. From the adapted Kyriacou and Sutcliff's (1978b) 'service year categorization modality' three group of service year were indicated. They were: beginner (i.e., 1 up to 4 years teaching experience), moderately experienced (i.e., 5 up to 10 years teaching experience), and experienced (i.e., above 10 years teaching experience). From the identification of demographic characteristics, four group of teachers' academic rank were identified.

To determine the association between self reported teacher stress and demographic information, separately one way analyses of variance (ANOVA) were computed.

A: **ANOVA on teacher's self reported stress and their qualification.**

To investigate the association between self reported teacher stresses among the three qualification groups of teachers, one way ANOVA was used.

Table 4.6 The Mean and SD of Teachers in each Qualification Group (N=50)

Qualification	**Diploma** n = 4	**BA/BSc** n = 26	**MA/MSc** n = 20
Mean	60.00	77.19	67.10
SD	16.87	10.95	14.08

Table 4.7. Summary of ANOVA Regarding Stress by Teachers Qualification Group. (N=50)

Source	**SS**	**df**	**MS**	**F**	**Fcr P<0.05**
Between	1754.74	2	877.35	5.41*	3.15
Within	7619.84	47	162.12		
Total	9374.58	49			

As depicted in one way analysis of variance (ANOVA) with stress mean scores and teacher's qualification on the table, the observed value of F distribution was greater than the critical value. This shows that, there was a statistically significant difference of the mean score of teacher stress among the three groups of teacher's qualification. T/K post hoc test method was applied to differentiate among which pair of means the significance difference was observed.

Table 4.8 Summary of T/K Post hoc Test (N=50)

	BA/BSc	**MA /MSc**	**Diploma**
Mean Rank	b=77.19	m=67.10	d=60.00
Pair wise comparison and Q value			
	Qb – m= 3.76*		
	Qb-d = 3.58*		
	Qm –d = 1.44		

Note: d= Diploma b= BA/BSc m= MA/MSc

The critical value of Q (Q (3, 47) = 3.4

As is it evidenced on table 4.8, the Qs value revealed that teachers with degree qualification were significantly more stressed than teachers with master and diploma qualification.

B: **ANOVA with self reported stress and service year**

To investigate the association between self reported teacher stresses with the three categorized service year groups of teachers, one way ANOVA was used.

Table 4.9 The Means and SD of teachers' Stress in each three categorized service year Groups (N=50)

Categorized service year	**Beginner n = 18**	**Moderately experience n=12**	**Experienced n = 20**
Stress Mean	78.56	69.92	66.80
SD	12.26	12.83	13.84

Table 4.10 Summary ANOVA Regarding Stress by Categorized Service Year Groups

Source	SS	df	MS	F	Fcr P<0.05
Between	1364.02	2	682.01	4.00*	3.15
Within	8010.56	47	170.4		
Total	9374.58	49			

As evidenced on the table 4.10, there was statistically significant difference in the stress mean scores among the teachers of the three categorized service year groups. To differentiate the pairs T/K post hoc method was applied.

Table 4.11 Summary of T/K Post hoc Test (N=50)

Categorized services year	**Beginner**	**Moderately Experienced**	**Experienced**
Stress Mean score	b= 78.56	m= 69.92	e=66.80

Pair wise comparison and Q value

Qb-m= 2.51

Qb-e = 3.92*

Qm-e = 0.93

The critical value of Q (Q (3, 47) = 3.4

Note: b=beginner m=moderately experienced e=experienced

As is it evidenced on table 4.11, the Qs value revealed that beginner teachers whose service year was from 1 to 4 years reported significantly more stress than from those experienced teachers whose service year was above 10 years.

C: **ANOVA with self reported teacher stress and their academic rank**

To investigate the association between self reported teacher stresses among the four categories of teachers' rank, one way ANOVA was used.

Table 4.12. The Mean and SD of Teachers Stress in Each Academic Rank

Teachers Rank	Lecturer n= 22	Assistant Lecture n=3	Graduate Assistant I n=21	Technical assistant n= 4
Mean score	67.55	75.33	77.95	60.00
SD	13.64	6.11	11.73	16.87

Table 4.13 Summary ANOVA Regarding Stress by Academic Rank

Source	SS	df	MS	F	Fcr p<0.05
Between	1787.18	3	595.84	3.60*	2.76
Within	7587.07	46	164.94		
Total	9374.58	49			

As evidenced on the above table 4.13 the one way analysis of the variance with the self reported stress mean scores and the academic rank of the teachers revealed that there is statistically significant differences in teacher's stress mean scores between one or more than one pairs of mean from the four teacher's rank. To differentiae the pair T/K post hoc method was applied.

Table 4.14 Summary of T/K Post hoc Test. (N=50)

Stress Mean value and representing letter in bracket:

Graduate Assistant one **(g)** = 77.95

Assistant lecturer **(a)** = 75.33

Lecturer **(l)** = 67.55

Technical assistant **(t)** = 60

Qs Value of a pair of mean among the four teachers ranks

Qg-a= 0.46	Qa-l= 1.39
Qg-l= 3.75*	Qa-t= 2.21
Qg-t =3.63	Ql-t= 1.53

The critical value of (Q (4, 46) = 3.74

As it is indicated of the table 4.14, the significant Q value showed that teachers whose academic rank was graduate assistant I reported significantly more stress than from teachers whose rank was lecturer.

4.3. **Analysis on Stress Dimensions**

4.3.1 **Mean Analysis on Dimensions of Stress**

As it was mentioned in the method part, to determine the general problem areas, responses on 22 items were grouped in to 4 dimensions. On the average mean weight rank analysis among the four dimensions revealed that lack of recognition and incentive (M = 3.8), Students Misbehavior and poor Motivation (M = 3.39), Poor working environment (M =3.06), and Work load and time Pressure (M = 2.56).

4.3.2 **Analysis on Dimensions of Stress by the Demographic Variable**

To investigate whether there are any statistically significant differences in relation to the dimensions of stress among the demographic sub- groups, one way ANOVAs were carried out separately for each dimension.

The demographic characteristic included were (a) teacher's qualifications, divided into 3 groups (b) service years divided into 3 groups (c) academic rank, divided into 4 groups. ANOVA on these demographic characteristics is presented below.

Table 4.15 Summary Regarding the F values of One Way ANOVAs

All Dimensions by Demographic Information

	Teacher's Qualification	Service year	Academic rank
	F values	F values	F values
Poor working environment	6.52*	9.42*	5.29*
Students misbehavior and poor motivation	0.14	1.55	0.39
Lack of recognition and incentives	2.50	1.54	1.91
Work load and time pressure	10.39*	7.70*	6.50*

*significant F $p < 0.05$

As it is presented in table 4.15, the result of F value of the separate one way ANOVAs between the four dimensions and demographic information revealed that there were six statistically significant differences. These six significant differences were observed on only two dimensions among the three demographic characteristics. The two dimensions were: "poor working environment", and "workload and time pressure".

4.3.2.1 Qualification

The variable qualification contributed to significant differences in two of the dimensions. They were "poor working environment" and "work load and time pressure.

As it is depicted on the table 4.15, the intensity of stress related to the dimension "poor working environment" indicated statistically significant difference for the three qualification groups ($F(2, 47) = 6.52$). To differentiate the pair the T/K post hoc test method was applied. The significant Qs values were found between those who were qualified degree and diploma teachers ($Q(3, 47) = 3.65$) and between degree qualified and master degree teachers ($Q(3, 47) = 4.69$). The Qs result revealed that degree holder teachers reported significantly more stress than teachers with master and diploma qualification.

Besides, on dimension "work load and time pressure" revealed that there were statistically significant differences among the responses of teachers in the three qualification groups ($F(2, 47) = 10.39$, $p<0.05$). To differentiate the pair, the T/K post hoc test method was applied. The significant Qs values were found between those who are qualified degree and diploma teachers ($Q(3, 47) = 4.51$) and between those who were qualified degree and master degree

teachers (Q (3, 47) = 9.08). As portrayed on the Qs values, the result revealed that degree holder teachers reported significantly more stress than teachers with master and diploma qualification.

4.3.2.2 **Service Year**

The variable service year contributed to significant differences in two of the Dimensions. They were "poor working environment" and "work load and time pressure".

As indicated in the table 4.15, the result of the analysis revealed that there was a statistically significant F on the dimension "poor working environment" in the stress mean scores of teachers among the three categorized service year groups ($F(2,47)=9.42$, $p<0.05$). To differentiate pairs of means which significantly differ, T/K pos hoc test method was applied. The significant Q value was found between beginner and experienced Q (i.e. 6.15). As it was shown on ANOVA and the T/K test method, beginner teachers whose service year was 1 to 4 years reported significantly more stress with items that in poor working environment than experienced teachers.

Besides, on dimension "work load and time pressure" revealed that there was statistically significant F among the responses of teachers in the categorized service year groups ($F (2, 47) = 7.70$, $p<0.05$). To differentiate the pairs, the T/K post hoc test method was applied. The significant Qs values were found between beginner and moderately experienced (Q (3, 47) = 4.25) and beginner and experienced teachers (Q (3, 47) = 7.38)). As portrayed on the Qs values, the result revealed that beginner teachers reported significantly more stress than moderately experienced and experienced teachers.

4.3.2.3 Academic Rank

As it is presented on the table 4.15, the variable academic rank contributed to significant differences in two of the Dimensions. They were "poor working environment" and "work load and time pressure".

As it is depicted on the table 4.15 there were statistically significant differences in mean scores of items of the dimension "poor working environment" in four groups of teacher's rank (F (3, 46) = 5.29). To differentiate pairs of means T/K post hoc test method was applied. The significant value of Q was found between the teachers rank of graduate assistant I and lecturer (Q (4, 46) = 4.28) and also between graduate assistant I and technical assistant (Q (4, 46) = 4.54). The Q value revealed that teachers whose rank was graduate assistance one reported significantly more stress than teachers whose rank is lecturer and technical assistant on dimension of "poor working environment".

Beside, on dimension of "work load and time pressure" revealed that there were statistically significant F on the stress mean score among the four group of teacher's rank. (F (3, 46) = 6.50, $p<0.05$. To differentiate pairs of means T/K post hoc test method was applied. The significant value of Q was found between the teachers rank of graduate assistant 1 and lecturer (Q (4, 46) = 5.35). The Q value revealed that teachers whose rank is graduate assistance 1 reported significantly more stress than teachers whose rank was lecturer.

4.4. Data Analysis on Teacher Performance

25 items that give information regarding the performance of teachers particularly on teachers ability of implementation the lesson, classroom management, and continuous assessment was observed by 2 checklists. The checklists were prepared with 5 point Likert scale in rating of 'excellent', 'very good', 'good', 'fair', and 'poor'. Responses of rating scale ranged from 1 to 5; 1 for 'poor' and 5 for 'excellent'.

Table 4.16 Teachers Performance Mean of Service Years by Qualifications N = 50

	Beginner	Moderately experienced	Experienced	**Row Total Performance mean**
Diploma	85.00 n=1	113.00 n=1	85.00 n=2	**92.00**
Degree	80.98 n=16	91.56 n=7	84.67 n=3	**85.55**
Master	82.00 n=1	97.08 n=4	94.65 n=15	**93.83**
Column Total Performance mean	**81.26**	**96.57**	**92.19**	

4.4.1 Association between Teacher stress and Performance Through Zero-order Correlation, Eta, and Curve-estimation.

To investigate the relationship between the teacher stress (independent variable) and their performance (dependent variable) of the 50 teachers in ACTE, the linear correlation and curve estimation were utilized. The linear correlation coefficient was equal to -0.095 and coefficient of determination (R square) was equal to 0.009. The Eta value of performance and stress was equal to .618 and Eta square was .382.

The linear correlation was found to be near zero and hence indicated no linear relationship between the stress and performance. But Eta value was an indication of existence of non-linear relationship between the variables.

On the curve estimation, their linear and quadratic relationship was indicated as follows:

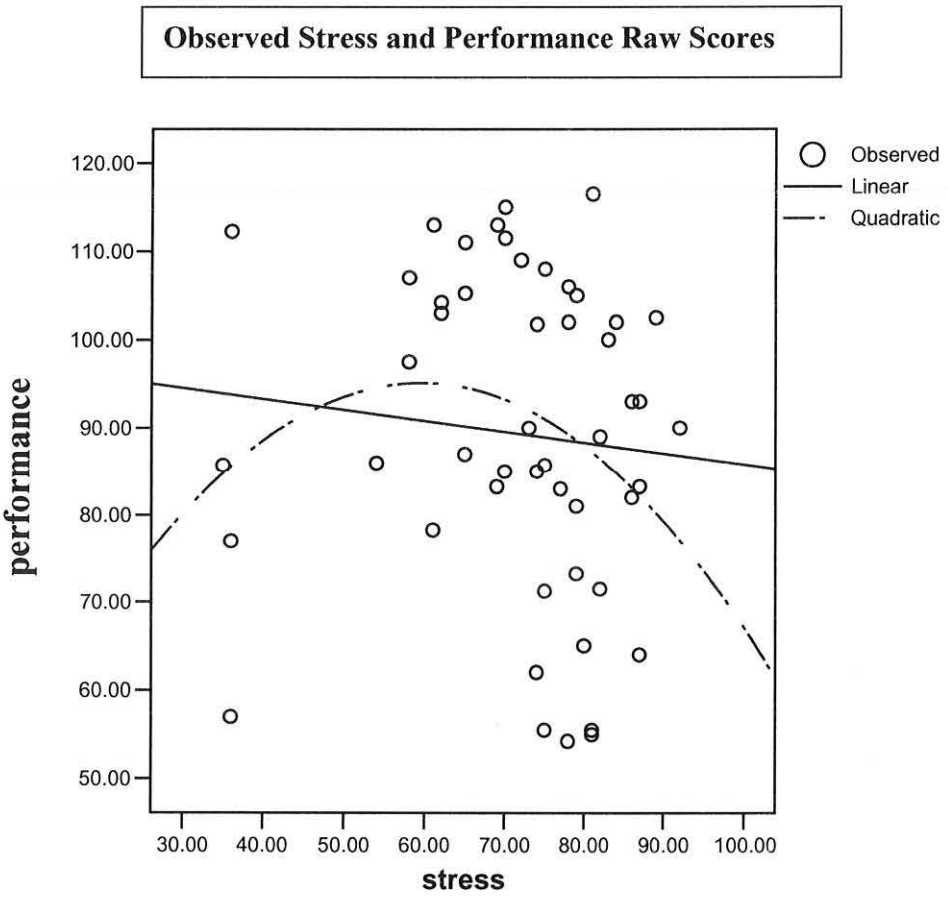


Fig. 1 curve estimation of performance and stress

The curve estimation of performance and stress revealed that the performances of moderately stressed teachers were the highest compared to the performances of teachers with low and high levels of stress. Further consideration on the figure revealed that the performances of teachers with low stress level are higher than from the performances of those teachers with high level of stress.

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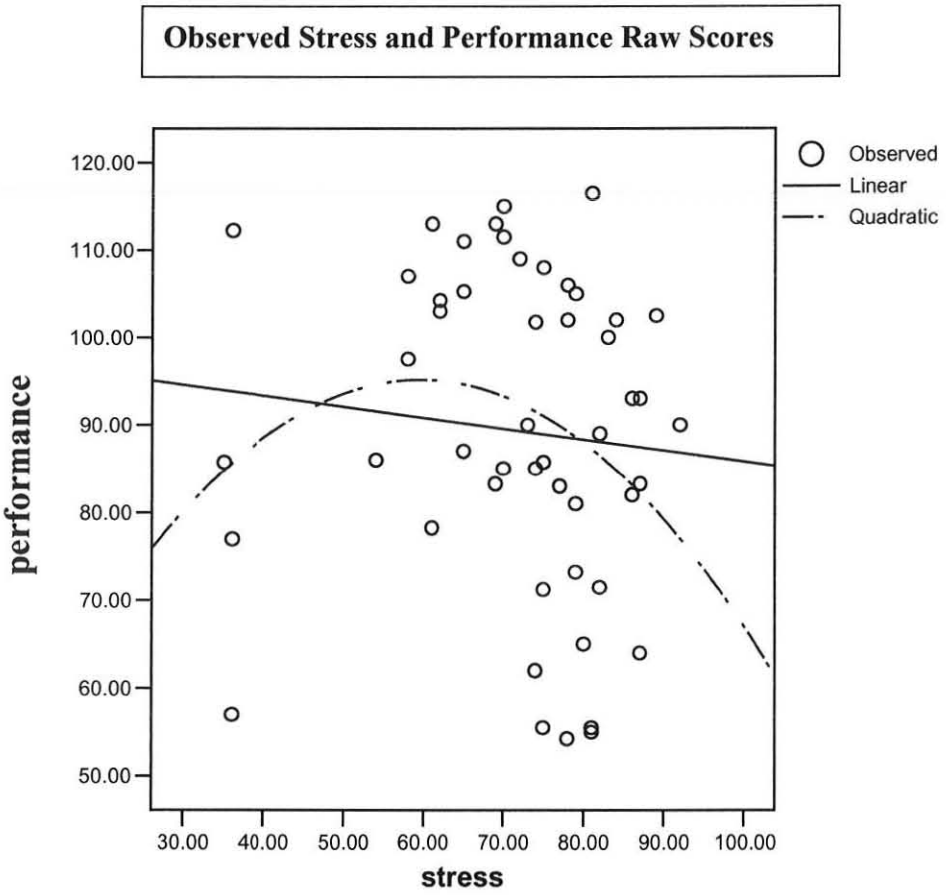

Fig. 1 curve estimation of performance and stress

The curve estimation of performance and stress revealed that the performances of moderately stressed teachers were the highest compared to the performances of teachers with low and high levels of stress. Further consideration on the figure revealed that the performances of teachers with low stress level are higher than from the performances of those teachers with high level of stress.

4.4.2 Association between Service year, Levels of Stress and Teacher Performance

The association between teacher's performance, level of stress and the three categorized service year groups was investigated by carrying out two-way analysis of variance with teachers' performances as the dependent variable and stress levels and categorized service year groups variable in turn as the independent variables.

Table 4.17 Summary Table of two-way ANOVA on Teachers Performance with Levels of Stress and Categorized Service Year Groups

Source	SS	df	MS	F	Fcr P<0.05
Rows (**categorized service year groups**)	14322.46	2	7161.23	516.3*	3.22
Columns (**levels of stress**)	114.37	2	57.43	4.14*	3.22
Interaction	2119.65	4	529.92	38.2*	2.60
Within cell	568.78	41	13.87		
Total	17125.78	49			

As it is presented in the table 4.17, the result of two way ANOVA reveled that there was a statistically significant difference in teachers performance in both main terms effects; i.e., there were statistically significant difference in teacher's performance between the three categorized service year groups and also between the three levels of stress. To differentiate the pair of means that has significance difference T/K post hoc method was applied. Further consideration on the table reveled that there was statistically significant interaction between the levels of stress and categorized service year groups on performance.

Table 4.18 Data for T/K post hoc method for Two Way ANOVA on Performance by Categorized Service Years Groups

Categorized service year groups	Xi	(Xi– Xk)		Qcr=3.44	
Beginner	81.26				
Moderately experienced	96.57	15.31		15.78*	
Experienced	92.19	4.38	10.93	4.6*	12.9*

Critical Q value (i.e., Q (3, 41) = 3.44)

As it is indicted on the table 4.18 the performances of moderately experienced teachers was the highest from the experienced and beginner teaches. Further consideration on the table revealed that, the performance of the experienced teachers was higher than the beginners.

Table 4.19 Data for T/K post hoc method for Two Way ANOVA on Performance by Levels of Stress

Levels of stress	Xi	(Xi– Xk)		Qcr=3.44	
Low	88.10				
Moderately	95.40	7.30		8.12*	
High	86.40	9.00	1.70	10.0*	1.9

Critical Q value (i.e., Q (3, 41) = 3.44)

As it is presented in the table 4.19, the result revealed that the performances of teachers with moderate stress level is significantly the highest from the performances of teachers with low and high level of stress.

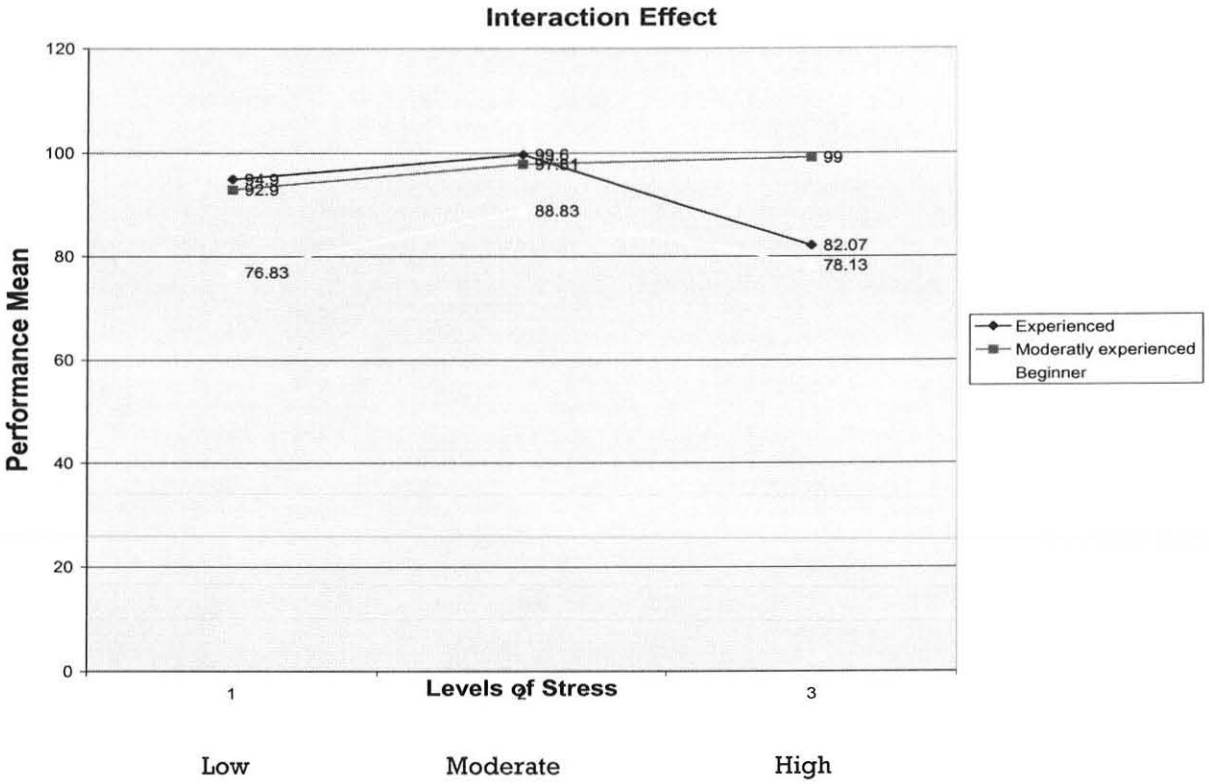

Fig. 2 **interaction between stress levels and service year**

As it is shown on the table 4.17, there was statistically significant interaction on the performance of teachers between the three levels of stress and the two classified service year groups (i.e. experienced and moderately experienced). Further, the figure revealed the performances levels of teacher's in each of the three categorized service year groups is not the same across the levels of teacher's performances in each of the three levels of stress.

From the fig. 2, the performance of the beginner teachers was less in all the three levels of stress when they compare to moderately experienced and experienced teachers. Further, moderately experienced teachers performed very well when they were highly stressed than experienced teachers did. Further consideration of the figure revealed that the performances of beginner and experienced teachers were high when they were in moderate level of stress.

CHAPTER FIVE

DISCUSSION

The main purpose of the study was to examine the effects of service year and levels of stress on teacher performance. To handle the problem, different statistical tools were utilized. The percentage analysis was used to investigate the magnitude of teacher stress. The study also attempted to investigate the main sources of stress for ACTE teachers. To handle this, the mean rank analysis was employed. To investigate the association between the teachers stress and demographic information, one way ANOVAs were computed. To investigate the relationship between teachers' stress and teachers' performance zero-order correlation, Eta correlation and curve-estimation were used. To examine the effects of service year and levels of stress on teacher's performance the two way analysis of variance across the two independent variables (i.e., service year and levels of stress) and the dependent variable (i.e. performance) was computed.

5.1 **Teachers Stress**

The finding of the present study revealed that 64% of ACTE teachers rated their job as "much" or "extremely" stressful. This is consistent with the finding of Getachew (1999), but substantially higher than the proportion of teachers reported in other studies (e.g. Kyriacou & Sutcliffe, 1977, 1978, 1979; Borg et al, 1991). However, the variation between Kyriacou & Sutcliffe's study and the present one may be due to the difference pertaining to the institutional context of the groups which represent organizational settings and patterns where the former characterize the local Ethiopian norms while the latter is a typically western scenario.

From this, we can draw that the findings attest to the pervasiveness of the stress phenomenon in teaching profession in our country.

Similarly, the mean rating of the 22 sources of stress (from descending order of items in their means value) indicate that 'lack of incentive in terms of promotion & status according to the college legislation' (M=4.42), and 'poor administration by the college administrators' (M=4.34) were the most acceptable sources of stress and the result indicated that the major stressor were related with poor administration of the college. However, this result is substantially different from the finding of Kyriacou & Sutcliffe (1978) which revealed that the administrative issues were considered as less stressors than a number of items having to do with poor working conditions and poor school ethos. From this we can deduce that there is a problem of stress as a result of administration in the college.

5.2 **Stress and Demographic Information**

On investigation of the relationships between stress and demographic information, significant differences of teachers' stress means were evident. Teachers with BA/BSc degree experienced significantly more stress than from teachers with MA/MSc degree and diploma holders. The finding is congruent with the domestic study of Getachew (1999). To him stress varies along with age, qualification and years of teaching experience. As to Getachew, the younger, less qualified and less experienced teachers reported greater experience of stress than the older.

The current finding also revealed that teachers whose service year was from 1 to 4 years reported significantly more stress than from those experienced teachers whose service year was above 10 years. This again is consistent with that reported in the domestic study by Getachew (1999) that younger, less

qualified, and less experienced teacher reported greater experience of stress than the older. Similarly, Zable & Zable (1982), cited in Capel, (1986), also noted that among other things, young, less experienced teachers experience higher level of burnout. Moreover, the findings of the studies by Kyracou & Sutcliffe (1978,1979) revealed that younger, and less experienced teachers were more likely to leave teaching rather than the their more experienced colleagues.

The result also revealed that teachers' whose academic rank is labeled as graduate assistant I who are lower in rank than lecturers reported significantly more stress than those labeled as lecturers. From this we can deduce that the institutional career ladder plays a role in causing stress depending on seniority. This implies that when the career ladder terminates working, it can have an adverse effect on causing stress.

5.3 **Stress and Dimensions**

The reported major stressors that provoke teachers to be stressed were lack of recognition and incentive. The issues specifically include: 'lack of recognition and incentive' (M=3.9), 'lack of similar salary and promotion compared to other jobs for the same qualification'(4.08), 'lack of incentive in terms of status and promotion according to the procedure and college legislation'(4.42), 'lack of progress in job'(M=3.64), 'inadequate salary'(M=4.28, and ' lack of time to spend with individual students'(M=2.76). This result is, in some degree, similar with the finding of Darge (2002). Likewise, on his study, Darge focused on seven plausible sources of stress, of which primarily identified problems related to salary and opportunities.

On the current finding the second reported major stressor dimension that provokes teachers to be stressed was student misbehavior and poor

motivation. The issues specifically include: 'students impolite behavior', 'students lack of interest toward learning', 'teaching students with weak background', 'students little or no effort to participate in classroom activity', 'individual student who continually misbehave in the classroom', and 'teaching poorly motivated students'.

The result also pointed out the association between the self reported stress items in the four dimensions (poor working condition, lack of recognition and incentives, students misbehavior and poor motivation, and workload and time pressure) and demographic characteristics of qualification, service year, and academic rank. In the course of the relationships between the four dimensions and demographic characteristics separately using one way ANOVAs, 6 significant differences were observed.

Those with BA/BSc degree, beginner, and those with rank of graduate assistant I significantly differed from those with an MA/MSc degree, experienced, and lecturers. The former group reported greater stress on the range of items which included 'individual students who continually misbehave in classroom', 'large class size', 'poor administration', 'lack of professional support from other colleagues', 'lack of teacher participation in review of the curriculum', 'job insecurity', 'lack of time for lesson preparation and marking', 'workload and complexity of teaching activity', 'lack of time to spend with individual students', and 'lack of professional competency to teach the courses'. Almost half the items were rated as having greater sources of stress. This is some what consistent with the finding of Kyriacou and Sutcliffe (1978) which revealed that younger and less experienced teachers differed from their colleagues by reporting greater stress on items: punishing pupils, difficult classes, maintaining class discipline, poor promotion opportunity, lack of participation in decision making, and attitude and behavior of teachers.

The finding also revealed that beginner teachers reported significantly more stress than moderately experienced teachers on items in "workload and time pressure" dimension.

5.4 **Stress and Performance**

The study revealed that the linear correlation relationship between stress and performance is almost zero. But the Eta result and quadratic relationship between stress and performance revealed that there was a curve-linear relationship between the two variables. The relationship as depicted in the graph indicates an inverted 'U' relationship confirming the existing literature/theoretical understanding. From this result it can also be said that the performances of moderately stressed teachers are the highest from the performances of teachers with low and high levels of stress. This is almost consistent with the empirical evidence of California National Faculty Stress Study Center, Wilke et al (1985), and Gmelch (1983) and with some theories regarding performance and stress relationship.

5.5 **Service year, Stress and Performance**

The finding of the study also revealed the statistical differences on both main terms effect in two-way ANOVA. The most outstanding significant differences were observed on the performances of teachers among the three categorized service year groups ($F(2, 47) = 517.3$). The performances of moderately experienced teachers were the highest from beginner and experienced teachers. Besides, the performances of experienced teachers were higher than the performance of beginner teachers.

From this we can deduce some possible explanation about the teachers performances. From table 4.2 the stress mean score of moderately

experienced teachers is 69.56. As most of empirical evidences are attesting, optimum stress maximizes teacher's performance.

In support of other studies (e.g., Attrdge, 2002; Capel, 1986: Gmelch, 1883; Wilke et. al., 1985), the present study attest to the performance of teachers with moderate stress level which is significantly the highest from the performances of teachers with low and high level of stress.

The study also revealed a significant interaction on the performances of teachers between the levels of stress and the two categorized service year groups. The performance of beginner teachers is lesser on each of the three levels of stress than from the performance of moderately experienced and experienced teachers. From this we can draw some possible explanation. In the first place, beginner teachers reported significantly more stress than moderately experienced and experienced teachers. This indicates stress has adverse effect on teacher's performance. In the second place, experience by itself has its own effect on the performance of teachers.

The moderately experienced teachers perform very well when they were highly stressed than experienced teachers did. However, this is inconsistent with most of the studies. It has some relation with the finding of Potter & Fielder (1981) which revealed that stress tend to improve performances on previously over learned tasks involving behaviors acquired through rote learning and experience.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATION

6.1 **Summary**

The main objective of the study was to asses the effect of service year and levels of stress on teacher's performance. The study also intended to explore the major stressors and stress dimension that cause stress in college teacher.

To gather the necessary data, 2 instruments were employed: namely, stress scale, observation checklist, and including teacher's (student assessments) document analysis.

To carry out this investigation, the following basic questions were posed.

1. Does service year have an effect on teacher's performance?
2. Does stress have an effect on teacher performance?
3. Is there interaction effect between stress and service year on teacher's performance?
4. What is teacher's level of stress in relation with his/her teaching experience?
5. What are the main sources of teacher stress?

The stress scale was found to have high reliability and also the factor analysis based dimensions of stress scale were found to have high reliability on the final data also.

6.2 CONCLUSION

The study attempted to examine the effect of service year and levels of stress on teacher's performances. The result indicated that significance difference in both main terms and interaction effect.

Therefore, based on the aforementioned discussions the present study arrives at the following conclusions.

1. The percentage analysis self- response stress measure revealed the strength of the pervasiveness of the stress phenomena is very high in teaching profession

2. The descending order of items in their mean value that revealed the major stressors of the college teachers are highly associated with poor administration of the college.

A. Stress and Demographic Information

The one way ANOVA, revealed that:

3. Those teachers with BA/BSc degree reported significantly more stress than those teachers with MA/MSc degree.

4. Beginner teachers reported significantly more stress than moderately experienced teachers & experienced teachers

5. Teachers whose rank is graduate assistance I reported significantly more stress than lecturers

B. Stress Dimensions and Demographic Characteristics

6. The major stressors items in the dimension "lack of recognition and incentive" were: 'lack of recognition and incentive for extra work', 'lack of similar salary and promotion compared to other jobs for the same qualification', 'lack of incentive in terms of status and promotion according to the procedure and the rule' 'lack of progress in job', 'inadequate salary', and 'lack of time to spend with individual students'. On the second place items in the dimension "student's misbehavior and poor motivation" were reported as the major teacher stressors.

7. Those teachers with BA/BSc degree reported significantly more stress on dimensions "Poor working Condition" and " work load and time pressure" than those teachers with MA/MSc degree and diploma holder

8. Beginner teachers reported significantly more stress than moderately experience and experienced teachers on the dimensions of "poor working condition" and "workload and time pressure".

9. Those teachers whose rank is graduate assistant I reported more stress on "work load and time pressure", and "poor working condition" dimension than from those teachers whose rank is lecturer

C. Stress and Performance

10. The linear correlation relationships between stress and performance is almost zero.

11. The Eta and quadratic relationship between stress and performance revealed a non linear relationship; and the teacher's performance with moderate level of stress is related to the highest from teacher's performance compare to high and low levels of stress.

D. Service Year, Stress and Performance

The two-way ANOVA revealed that:

12. The performance of moderately experienced teachers is the highest among the three categorized service year groups.

13. The performance of experienced teachers is higher than beginner teacher

14. The performances levels of teacher's in each of the three categorized service year groups is not the same across the levels of teacher's performances in each of the three levels of stress.

6.3 Recommendation

Based on the aforementioned discussion and conclusion the following recommendations are made:

1. It needs to develop a climate in the college where stress is seen as an understandable, and up to a point to be an agenda among the staff to minimize the sources of stress within the college and improving the teaching learning process.

2. Moves towards practicing good management by college administrators with clear goal statements.

3. The institution needs to stand for effective and efficient in implementation of principles and organizational practices set by the concerned parties. Besides, the leadership needs to display commitment to affect the regulations set in the founding legislation of the college. This further enhances organizational loyalty and dedication on the part of the teachers.

4. A considerate response must be arranged in terms of introducing different ways of employing incentives that would enable the staff to have an encouraging and safe working environment that would create motivation, mutual trust, and the corresponding professional rewards.

5. The college needs to make organizational revision and process reengineering that would guarantee the promotion of institutional values such as conflict resolution, sharing vision, collaboration, effective communication, transparency, vulnerability to expose one-self to risk, and the like.

6. It needs to give attention and consideration to create meaningful connections to students biographies (for example considering their interest in the entry process of recruiting, screening and so on) by helping them to adapt the behavior of successive effective teachers (particularly those who risked boredom and disruptions of all sorts) and affecting them to develop personal connection to the curriculum. This involves scaling up their awareness and attitude by connecting the knowledge and skills they acquire by meaningfully incorporating elements of personal narratives (living examples of those effective teachers, amidst inconveniencies and so on) which help them make sense of their studies and lives.

7. Professional development programs must further be enhanced with strict reference to the actual professional development needs of the academic staff.

8. Establishing merit based system that significantly values achievement would bring the momentum in terms of minimizing the stress intensive settings.

9. Finally, future researches should deal with additional variables in relation to stress; such as- job satisfaction, coping, absenteeism, and commitment. In addition, such further studies should consider assessing the effect of stress on teacher's performance on large population including teachers in different colleges or high school teachers.

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Appendix 1, Table 1. Mean, Standard deviation, Chi square value, and Item- Total Correlation of 33 items.

Descriptive Statistics (N=20)

	Mean	Std. Deviation	Item total correlation	Chi square value
item1	2.8800	1.0231	.56	17.4
item2	3.7000	.57124	.51	22
item3	3.7500	.91047	.03	11
item4	3.6000	.82078	.32	12.2
item5	3.4500	1.19097	.44	14.6
item6	2.6000	.94032	.41	10.2
item7	2.6000	1.09545	.73	16.3
item8	1.1000	.44721	.48	20.4
item9	3.4500	1.27630	.34	9.9
item10	3.5500	1.05006	.72	11.8
item11	3.9000	1.29371	.42	12.3
item12	3.9000	1.02084	.52	14.1
item13	2.7000	1.17429	.50	13.2
item14	4.3500	.98809	.74	15.3
item15	4.2500	1.01955	.70	12
item16	3.3500	1.13671	.60	12.3
item17	3.7500	1.11803	.55	11.4
item18	4.2000	1.10501	.73	11
item19	2.4500	1.27630	.41	13
item20	2.5500	1.31689	.75	12.6
item21	3.0000	1.25656	.76	14.2
item22	3.0000	1.12390	.66	17
item23	2.7000	1.08094	.32	3.2
item24	3.3000	1.49032	.82	10.8
item25	4.0000	.79472	.60	13.6
item26	2.8500	1.13671	.57	10
item27	1.8500	1.08942	.31	9.8
item28	2.1000	1.07115	.70	11.4
item29	3.2500	1.25132	.58	12.6
item30	3.0500	1.31689	.76	10.6
item31	2.9500	1.27630	.34	12
item32	3.4000	1.53554	.55	14.8
item33	3.0000	1.29777	.78	13.8

Appendix 1 table 2 **Reliability Statistics (n=20)**

Cronbach's Alpha	N of Items
.93	33

Appendix 2, Table 1. Mean, Standard deviation, Chi square value, and Item- Total Correlation of 30 items.

Descriptive Statistics (N=50)

	Minimum	Maximum	Mean	Std. Deviation	Chi-square Test value	Item- Total Correlation
item1	1.00	5.00	2.9000	1.07300	20.2	.44
item2	2.00	5.00	3.4600	.97338	27.7	.38
item3	1.00	5.00	3.6400	1.00582	27.0	.44
item4	1.00	5.00	3.2600	1.02761	24.4	.38
item5	1.00	5.00	3.2800	1.21927	12.6	.36
item6	1.00	5.00	2.5600	1.03529	23.2	.34
item7	1.00	5.00	3.9000	1.24926	7.2	.45
item8	1.00	5.00	4.0800	.85486	8.8	.63
item9	1.00	5.00	2.4800	1.18178	19.8	.50
item10	2.00	5.00	3.8800	.98229	10.6	.49
item11	1.00	5.00	2.5400	1.18166	11.0	.54
item12	1.00	5.00	4.3400	.93977	49.2	.62
item13	1.00	5.00	4.4200	.83807	56.01	.57
item14	1.00	5.00	3.6400	1.12641	9.8	.57
item15	1.00	5.00	4.2800	.99157	19.4	.72
item16	1.00	5.00	2.4800	1.19547	50.6	.54
item17	1.00	5.00	2.5400	1.24884	7.4	.51
item18	1.00	5.00	2.5000	1.18235	10.4	.55
item19	1.00	5.00	2.9800	1.11554	14.4	.65
item20	1.00	5.00	2.7600	1.13457	21.6	.60
item21	1.00	5.00	3.2000	1.29363	3.4	.69
item22	2.00	5.00	3.7800	1.09086	14.8	.56
item23	1.00	5.00	2.8800	1.25584	4.0	.57
item24	1.00	5.00	2.0000	1.12410	23.2	.36
item25	1.00	5.00	2.3800	1.21465	19.0	.69
item26	1.00	5.00	3.1000	1.26572	3.4	.59
item27	1.00	5.00	3.0800	1.33428	11.4	.68
item28	1.00	5.00	2.5400	1.11938	13.0	.48
item29	1.00	5.00	3.5600	1.37262	12.2	.59
item30	1.00	5.00	3.4600	1.45980	8.8	.66
Valid N (listwise)						

Appendix 2 table 2 **Reliability Statistics (n=50)**

Cronbach's Alpha	N of Items
.925	30

Appendix 2, Table 3. Mean, Standard deviation, Chi square value, and Item- Total Correlation of 22 items.

Descriptive Statistics (N=50)

	Minimum	Maximum	Mean	Std. Deviation	Chi-square Test value	Item- Total Correlation
item1	1.00	5.00	2.9000	1.07300	20.2	.60
item2	2.00	5.00	3.4600	.97238	27.7	.56
item3	1.00	5.00	3.6400	.96582	27.0	.55
item4	1.00	5.00	3.2600	.99761	24.4	.55
item5	1.00	5.00	3.2600	1.18927	12.6	.41
item6	1.00	5.00	2.5600	1.03529	23.2	.36
item7	1.00	5.00	3.9000	1.24426	10.6	.58
item8	1.00	5.00	4.08000	1.24486	11.0	.47
item9	1.00	5.00	2.4800	1.24978	19.8	.56
item10	1.00	5.00	4.3400	.94077	49.2	.69
item11	1.00	5.00	4.4200	.84307	56.41	.61
item12	1.00	5.00	3.6400	1.12157	19.4	.66
item13	1.00	5.00	4.2800	.98547	50.6	.72
Item14	1.00	5.00	2.4800	1.11641	9.8	.52
item15	1.00	5.00	2.8900	1.11904	14.4	.63
Item16	1.00	5.00	2.7600	1.13657	21.6	.63
Item17	2.00	5.00	3.7800	1.09086	14.8	.71
Item18	1.00	5.00	2.0000	1.11510	23.2	.39
Item19	1.00	5.00	2.3800	1.21465	19.0	.62
Item20	1.00	5.00	3.0800	1.34428	11.4	.64
Item21	1.00	5.00	2.5400	1.10938	13.0	.36
Item22	1.00	5.00	3.2800	1.45776	12.2	.62
Valid N (listwise)						

Appendix 2 table 4 **Reliability Statistics (n=50)**

Cronbach's Alpha	N of Items
.889	22

PEARSON Correlations Sig. (2-tailed) and **N=50 Correlations**

Appendix 2 table 5 correlation matrix of 22 items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	1	.65**	.40**	.45**	.49**	.53**	.27	.07	.14	.257	.162	.275	.372**	.339(*	.271	.198	.42(**	.287*	.234	.347(*	.200
2		1	.47**	.59**	.36*	.33*	.34*	.23	.19	.272	.260	.436**	.372**	.087	.253	.231	.634(**)	.037	.074	.159	.124
3			1	.47**	.47**	.24	.23	.23	.16	.327*	.330*	.408**	.349*	.163	.376(**)	.298(*)	.521(**)	-.108	.131	.310(*)	.068
4				1	.25	.09	.29	.37**	.15	.457**	.441**	.349*	.569**	.145	.201	.300(*)	.507(**)	-.018	.116	.148	.143
5					1	.33*	.14	.23	.13	.094	-.018	.196	.137	.172	.155	.124	.294(*	.075	.023	.338(*	.173
6						1	.20	.04	.33*	.094	.053	.213	.163	.190	.258	.082	.202	.474**	.316(*)	.336(*)	.176
7							1	.26	.34*	.66**	.413**	.338*	.435**	.087	.262	.34(*	.357(*	.145	.269	.396(**	.099
8								1	.31*	.424**	.496**	.351*	.480**	.041	.259	.231	.413**	.021	.168	.173	.061
9									1	.346*	.329*	.179	.266	.324(*)	.425(**)	.483(**)	.304(*)	.399**	.526(**)	.182	.125
10										1	.777**	.410**	.707**	.124	.221	.480(**)	.531(**)	.097	.351(*)	.449(**)	.251
11											1	.427**	.718**	.059	.250	.388(**)	.595(**)	.000	.323(*)	.426(**)	.191
12												1	.589**	.298(*)	.402(**)	.364(**)	.584(**)	.162	.419(**)	.401(**)	.176
13													1	.297(*)	.319(*)	.478(**)	.548(**)	.092	.352(*)	.322(*)	.286(*)
14														1	.602(**)	.626(**)	.207	.348*	.504(**)	.306(*)	.154
15															1	.415(**)	.314(*)	.293*	.535(**)	.466(**)	.108
16																1	.368(**)	.096	.484(**)	.336(*)	.332(*)
17																	1	.066	.311(*)	.347(*)	.302*
18																		1	.570(**)	.285(*)	.000
19																			1	.498(**)	.087
20																				1	.218
21																					1
22																					

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Factor Analysis of the Four Dimensions

Appendix 3 table 1 dimension of students misbehavior and poor motivation

Communalities

	Initial	Extraction
item1	1.000	.594
item2	1.000	.714
item3	1.000	.542
item4	1.000	.588
item5	1.000	.374
item17	1.000	.578

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.390	56.498	56.498	3.390	56.498	56.49
2	.847	14.117	70.615			
3	.667	11.122	81.737			
4	.475	7.923	89.660			
5	.361	6.018	95.678			
6	.259	4.322	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component
	1
item1	.771
item2	.845
item3	.736
item4	.767
item5	.612
item17	.761

Extraction Method: Principal Component Analysis.
a 1 components extracted.

Appendix 3 table 2 dimension of lack of recognition and incentive

Communalities

	Initial	Extraction
item7	1.000	.385
item8	1.000	.432
item11	1.000	.674
item12	1.000	.523
item13	1.000	.794
item21	1.000	.114

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.923	48.709	48.709	2.923	48.709	48.7
2	.967	16.121	64.830			
3	.757	12.609	77.439			
4	.625	10.419	87.858			
5	.501	8.352	96.210			
6	.227	3.790	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component
	1
item7	.621
item8	.657
item11	.821
item12	.724
item13	.891
item21	.338

Extraction Method: Principal Component Analysis.
a 1 components extracted.

Appendix 3 table 3 dimension of workload and time pressure

Communalities

	Initial	Extraction
item14	1.000	.806
item15	1.000	.636
item16	1.000	.565
item18	1.000	.244

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.251	56.271	56.271	2.251	56.271	56.2
2	.919	22.983	79.253			
3	.538	13.453	92.706			
4	.292	7.294	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component
	1
item14	.898
item15	.797
item16	.752
item18	.494

Extraction Method: Principal Component Analysis.
a 1 components extracted.

Appendix 3 table 4 dimension of poor working environment

Communalities

	Initial	Extraction
item6	1.000	.301
item9	1.000	.446
item10	1.000	.455
item19	1.000	.580
item20	1.000	.490
item22	1.000	.507

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.779	46.319	46.319	2.779	46.319	46.3
2	.944	15.728	62.047			
3	.819	13.647	75.694			
4	.695	11.579	87.273			
5	.456	7.606	94.879			
6	.307	5.121	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component
	1
item6	.549
item9	.668
item10	.674
item19	.762
item20	.700
item22	.712

Extraction Method: Principal Component Analysis.
a 1 components extracted.

Appendix 4.1: The 30 Items Questionnaire

QUESTIONAIRE CODE NO _____

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
(DEPARTMENT OF PSYCHOLOGY)

A QUESTIONNAIRE PREPARED FOR TEACHERS IN AWASSA COLLEGE OF TEACHER EDUCATION

Dear Respondents

You are kindly requested to fill this survey questionnaire which focuses on the problems that may cause stress on teachers of Awassa College of Teacher Education.

The aim of this questionnaire is to identify factors in the college environment that cause frustration, anger, depression, anxiety, psychophysiological symptom and dissatisfaction on individual teachers. Your genuine and clear answer has immense importance for the paper to answer the basic question that it started with and also help to recommend plausible intervention measures to resolve the problem. You need not write your names. Please take time, read carefully and respond honestly for this will enable the researcher to obtain reliable and valid information.

I would assure you that your responses to this questionnaire will remain strictly **confidential** and it shall be used only for scholarly purposes

Thank you in advance for completing the Questionnaire

PART I DIMOGRAPHIC INFORMATION (put an 'x' mark on the '_____'

1. Your sex
   - 1.1 Male _____
   - 1.2 Female_____

2 .Service years (In teaching profession)
   - 2.1. 1 up to 4_____
   - 2.2. 5 up to 10_____
   - 2.3 Above 10 _____

3. Educational qualification
   - 3.1 M A /MSc_____
   - 3.2 BA/BSc_____
   - 3.3 Diploma _____

4. Academic rank
   - 4.1 Lecturer_____
   - 4.2 Assistant Lecturer_____
   - 4.3 Graduate assistant two_____
   - 4.4 Graduate assistant one_____
   - 4.5 Technical assistant_____

PART II EXISISTANCE OF TEACHER RELATED PROBLEMS

Stressors are problems that provoke teacher stress. Below are 30 such problems. As a college teacher, to what extent do these problems exists in the college environment to you? By putting an 'X' mark label your perceived degree on the existence of each problem in the college environment. Please use the following rating scale:

1=strongly disagree 2=disagree 3=can not say

4=agree 5=strongly agree

Items	1	2	3	4	5
1. Students' impolite behavior					
2. Students lack of interest towards learning					
3. Teaching students with weak background in the classroom.					
4. Students little or no effort to participate in classroom activity.					
5. Poor implementation of disciplinary policy to control students.					
6. Individual students who continually misbehave in the classroom.					
7. Lack of recognition for good teaching.					
8. Lack of participation in decision making in the college affairs					
9. Lack of recognition and incentive for extra work.					
10. Lack of similar salary and promotion compared to other jobs for the same qualification.					
11. Large class size					
12. Poor administration by the college management					

13. Lack of reward in terms of status and promotion according to the procedure and rule					
14. Lack of respect given to the profession by the society					
15. Lack of progressing in job.					
16. Inadequate salary					
17. Poor relationship with other college teachers					
18. Lack of time for lesson preparation and marking					
19. Work load and complexity of teaching activity					
20. Failure to cover the course content in the time available					
21. Lack of opportunity for further study.					
22. Teaching poorly motivated students					
23. Poor facility in the college					
24.Lack of professional competency to teach the courses					
25. Lack of professional support from other staff members					
26. Lack of up to date training					
27. Lack of teachers' participation in review of curriculum					
28. Lack of time to spend with individual students					
29. Job insecurity					
30. Students evaluation of teacher's performance.					

PART III TEACHER RELATED STRESSORS

Stressors are events that provoke teacher stress or cause frustration, anxiety, depression, irritation, exhaustion, psychophysiolgical symptoms, and job dissatisfaction of individual's teachers. Below are 30 such problems. As a college teacher, to what extent could these problems be source of stress to you? By putting an 'x' mark label the degree of each problem as a source of stress to you.

Items	Not stress	Mild stress	Moderate stress	Much stress	Ext str
1. Students' impolite behavior					
2. Students lack of interest towards learning					
3. Teaching students with weak background in the classroom.					
4. Students little or no effort to participate in classroom activity.					
5. Poor implementation of disciplinary policy to control students.					
6. Individual students who continually misbehave in the classroom.					
7. Lack of recognition for good teaching.					
8. Lack of participation in decision making in the college affairs					
9. Lack of recognition and incentive for extra work.					
10. Lack of similar salary and promotion compared to other jobs for the same qualification.					
11. Large class size					
12. Poor administration by the college management					

13. Lack of reward in terms of status and promotion according to the procedure and rule					
14. Lack of respect given to the profession by the society					
15. Lack of progressing in job.					
16. Inadequate salary					
17. Poor relationship with other college teachers					
18. Lack of time for lesson preparation and marking					
19. Work load and complexity of teaching activity					
20. Failure to cover the course content in the time available					
21. Lack of opportunity for further study.					
22. Teaching poorly motivated students					
23. Poor facility in the college					
24.Lack of professional competency to teach the courses					
25. Lack of professional support from other staff members					
26. Lack of up to date training					
27. Lack of teachers' participation in review of curriculum					
28. Lack of time to spend with individual students					
29. Job insecurity					
30. Students evaluation of teacher's performance.					

Item number 7,8,14,17,21,23,26, and 30, that is:- 8 items were rejected because of Chi square value. 22 items were analyzed for the final finding.

Appendix 4.2 Selected 22 Items that Were Analyzed for the Final Finding

PART III TEACHER RELATED STRESSORS

Stressors are events that provoke teacher stress or cause frustration, anxiety, depression, irritation, exhaustion, psychophysiolgical symptoms, and job dissatisfaction of individual's teachers. Below are 22 such problems. As a college teacher, to what extent could these problems be source of stress to you? By putting an 'x' mark label the degree of each problem as a source of stress to you.

Items	Not stress	Mild stress	Moderate stress	Much stress	Extreme stress
1. Students' impolite behavior					
2. Students lack of interest towards learning					
3. Teaching students with weak background in the classroom.					
4. Students little or no effort to participate in classroom activity.					
5. Poor implementation of disciplinary policy to control students.					
6. Individual students who continually misbehave in the classroom.					
7. Lack of recognition and incentive for extra work.					
8. Lack of similar salary and promotion compared to other jobs for the same qualification.					
9. Large class size					
10. Poor administration by the college management					

11. Lack of reward in terms of status and promotion according to the procedure and rule					
12. Lack of progressing in job.					
13. Inadequate salary					
14. Lack of time for lesson preparation and marking					
15. Work load and complexity of teaching activity					
16. Failure to cover the course content in the time available					
17. Teaching poorly motivated students					
18.Lack of professional competency to teach the courses					
19. Lack of professional support from other staff members					
20. Lack of teachers' participation in review of curriculum					
21. Lack of time to spend with individual students					
22. Job insecurity					

Appendix 5 Observation Checklist

Code No _____

Observation Checklist for Evaluating Teacher's Lesson Delivery, Classroom Management and Continuous Assessment Techniques

Evaluate the performance of the teacher using the following rating scale:

1=poor **3=good** **5=excellent**

2=fair **4=very good**

No	Evaluation Criteria	Points					Rem
		1	2	3	4	5	
1	Preparing instructional plan for this lesson						
2	Logical organization of the content according to the objective and level of the students						
3	Greeting, introduction and securing attention						
4	Making linkages among the parts of the lesson (link between introduction and main parts, use of appropriate techniques like questioning, examples, exhibits, etc. as instrument of linkage)						
5	Structuring questions at different levels which are precise and relevant to the content						
6	Questions delivered with appropriate speed, with proper information and pitch, allowing pause for thinking and well distributed covering even non – volunteers						
7	Guiding the student and shaping the content and instruction during the progress of the lesson (simplifying, clarifying, eliciting performance, etc).						
8	Managing of student responses using techniques like prompting, eliciting further information, refocusing and asking critical awareness questions accepting, reflecting and redirecting						

9	Clarity of presentation						
10	Summarization, establishing links between the present learning with earlier as well as future learning, creating a sense of achievement in students						
11	Giving activities and assignments relevant to the content and level of students						
12	Evaluating students' progress in relation to the instructional objectives, use of appropriate questions and observations						
13	Appropriateness of the method selected to the content of the lesson						
14	Proper use of time						
15	Ability to give direction for managing misbehaving students.						
16	Using different teaching method						
17	Proper relationship with classroom students						
18	Devising and using appropriate reward system whenever necessary						
19	Follows students' activities in the classroom.						
20	Giving equal attention for all students						
21	Setting up activities that promote students' active engagement						

Teacher's Document Analysis Checklist

Evaluate the teacher 's record keeping traditions and skills in utilizing students' continuous assessment results by using the following rating scale:

1=poor **3=good** **5=excellent**

2=fair **4=very good**

1	A clear indication of information about continuous Assessment						
2	Using number of assessment to evaluate students' progress.						
3	Using variety of assessment methods						
4	A clear recorded indication of students result from continuous assessment						

Declaration

This thesis is my original work and has not been presented for the requirement of other degree in any other university and all sources of materials used for this thesis have been duly acknowledged.

Name Endalkachew Mulat

Signature _____

Date _____

This thesis has been submitted for examination with my approval as a university advisor.

Name Dr. P. MOHAN RAJU

Signature _____

Date 7/7/07