

**Causes of Stress among Teachers: A Study of Selected Public and
Private Schools in Lusaka, Zambia**

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Declaration

I, Muchindu Chiwego, bearer of Computer Number 717823056, do hereby declare that this academic document is an original compilation of my research and it is the first of its kind. It was supervised by Dr Mandyata Joseph.

Student's Signature

Date

Supervisor's Signature

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Dedication

I dedicate this work to my uncle who is also my father Mr Mweete Kelvin Snr. This is the man that, despite his own struggles and responsibilities, has made sure that I am the man that I am today and achieve little but significant accomplishments such as this one. I am forever indebted to you Uncle K and I salute you.

To God be the glory.

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Abstract

The aim of this study was to explore the causes of stress among teachers in selected public and private schools in Lusaka district in Zambia. This study used a Descriptive Research Design supported by quantitative and qualitative approaches. This is because descriptive research studies are usually concerned with defining the characteristics (such as causes of stress among teacher) of particular individuals, or group, such as the one this study focused on. The study also made use of two sampling techniques, these being stratified random sampling which was used for sampling the selected private and public school before using purposeful sampling which was useful in sampling the 70 respondents (60 teachers and 10 administrators) from sampled public and private schools. Quantitative data was analysed using descriptive statistical tool, Excel soft, while thematic analysis was used to analyse qualitative data. The findings of the study showed that there quiet several causes of stress among teachers. The most prominent causes, however, included: the large teacher-pupil ratio; low salaries; long working hours; their lack of involvement in social-economic activities; the individual pupil behaviour; poor conditions of service; poor sanitation; and poor infrastructure in their schools. It was recommended that the employers (both in the private and public sectors) for the teachers should consider improving the conditions or service for the teachers as it was observed that the current conditions of service really contributed to the stress the teachers experienced.

Key Words: *Stress, teacher, public school, private school, Descriptive research design, and, Stratified and Purposive Sampling*

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Abbreviations

Pblc – Public

Prvt – Private

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides a guide on what this study is aimed at. It starts with giving the background to the study. The chapter also gives the statement of the problem, objectives, purpose and significance, delimitation, limitations, theoretical framework before providing definition of operational terms. It ends with a summary of issues discussed in the chapter.

1.2 Background

The speed at which change is taking place in the world today is certainly overwhelming and breath-taking. In the fast-changing world of today, everyone experiences, stress in their personal as well as professional lives. No individual and no profession is free from stress. The World Health Organisation (WHO, 1997)) compiled 10 Core Life Skills. Life skills are defined as “abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of life” (WHO, 1997:1). Among the 10 Core Life Skills, Coping with Stress is one of them. Coping with Stress is a life skill for every functional human being. According to Dug Enforcement Commission (DEC, 2015:12), “coping and stress management skills are an individual’s ability to take charge of their lives and respond to any kind of demanding situations through the use of their knowledge, skills and attitudes.” Thus, in modern times, stress in general and job stress in particular has become a part of the life and has received considerable attention in recent years. Stress as a phenomenon has been researched in various professions and the teaching profession is no exception. It has been a common finding that educators experience higher levels of stress than other professions (De Jesus and Conboy, 2001).

Stress is a universal phenomenon. However, an individual’s response to it is highly personalised. It is a combination of who the person is, what he has experienced and learned and how he feels at the time when stress hits. Some individuals find it easy to stay calm in the midst of chaos and complexities while others feel dejected. Hans et al (2012) postulates that the immune system is influential in the relationship between stress and sleep thereby causing

some people gain weight, some losing weight and some not easily falling asleep while others sleeping in excess.

Kahn et al. (1964) were the earliest to draw attention to organizational stress in general, and role stress in particular. Pareek's (1976) definition of role as the position occupied by a person as defined by the expectations of significant persons, including the role occupant, indicates that there are inherent problems in the performance of a role, and therefore stress is inevitable.

The phenomenon of stress among teachers has become a global concern and is receiving considerable attention. In the recent years, several studies have been undertaken to study the factors leading to stress among teachers. Work stress, for example, suffered by teachers can seriously affect their health and can also adversely affect their students and the learning environment. Can this be true for the private and public secondary school teachers in Zambia? Hence this study.

1.3 Statement of the Problem

Despite stress being a commonly used terminology, its causes and far reaching effects on the teachers and their performance has not widely been studied in Zambia. The teaching profession has been categorized as an occupation at high risk for stress (Chan & Hui, 1995; Pithers & Fogarty, 1995). The Health and Safety Executive (2000) in the United Kingdom reported that teaching was the most stressful occupation, compared to other occupations such as nursing and engineering. In a study, Nwimo (2005) reported that secondary school teachers in Enugu State suffered a low level of stress contrary to the belief that teaching was the most stressful occupation. Establishing teacher stress is important and can play an important role in understanding the processes that lead to teacher burnout. Burnout is described as the inability to perform both functionally and effectively in employment settings due to extensive exposure to job-related stress (Dorman, 2003). There is no much literature that can help explain and address factors surrounding stress among teachers. However, little is known about causes of stress among teachers in public and private schools. The study therefore sought to investigate causes of stress among teachers in public and private schools in a Lusaka, Zambia.

1.4 Purpose

The purpose of this study was to explore causes of stress among teachers in selected public and private schools in Lusaka district in Zambia.

1.5 Objectives

The following objectives guided the study.

1. To identify causes of stress among teachers in public and private secondary schools
2. To explore the consequences of stress on teachers, pupils' and school work in general
3. To ascertain efforts schools were making to reduce on stress among teachers in study schools

1.6 Research Questions

The following were the research questions which guided the study:

1. What are the causes of stress among secondary school teachers in public and private secondary schools?
2. What are the consequences of stress among teachers in private and public secondary schools?
3. What efforts are schools and teachers making to minimise stress in private and public secondary schools?

1.7 Significance

Education is widely recognized as a key for the future; hence the mission for the teacher takes on more importance than ever before. Historically, education unions have insisted that quality education requires quality teachers. This is as true as ever. But we now have a situation in which the expectations on teachers have increased dramatically. Teachers are themselves expected to be agents of change. At the same time, difficulties facing educational institutions and teachers have also multiplied. All these developments have created a situation where the role of the teacher is becoming more and more complex and demanding.

Due to speedy growth and development in the entire sphere, the levels of stress have gone up. Consequently, teachers, administrators and other employees find themselves in the grip of stress. Information generated in this study would be useful to administrators, teachers, counsellors or guidance and counselling teachers, learners in schools and stakeholders such as Ministries of Health and Education. The information would be useful in the quest to plan school intervention programmes that might save the teachers from the noxious effects of stress leading to burnout. This study would also trigger interest in researchers to do more research on the subject matter.

1.8 Delimitation

The study was limited to the sampled public and private secondary schools in Lusaka district. The schools were selected mainly because they represent work environments for teachers in public schools and the others represent a work environment for teachers in private schools. Lusaka has been picked because it is convenient in terms of time and financial resources. They are all day schools and they have Junior and Senior secondary sections.

1.9 Limitations

This study is limited by its relatively small respondent sample of mainly 70 seventy respondents who are also based in one province. Therefore, this makes the finding not generalizable on a larger scale. However, considering that this study is a pilot study, its findings are relevant in that they have given a picture with regards to what causes stress among teachers as well as establishing that no appropriate measures had been put in place in order to manage stress among teachers especially in public schools. Thus, this study has led the way for other similar studies to be conducted on a large scale by other researchers in future.

1.10 Theoretical Framework

There are several theories that explain the causes, nature and effects of stress. For the purpose of this research, the Lazarus or Psychological Stress Theory was used.

The Lazarus Stress Theory or Psychological Stress Theory views stress as a relationship or transaction between individuals and their environment (Lazarus and Folkman 1986). Central to the Psychological Stress Theory are two concepts and these are ‘appraisal’ and ‘coping’.

Appraisal is defined as individuals' evaluation of the significance of what is happening for their well-being. On the other hand, coping is defined as individuals' efforts in thought and action to manage specific demands (Lazarus 1993). Most of the stress that come in this way is psychological but later becomes psychophysiological which means that it melts from the psyche and spreads its effects even to the whole body functioning system. Lazarus and Folkman (1986:63) defines psychological stress as ‘‘a relationship with the environment that the person appraises as significant for his or her well-being and in which the demands tax or exceed available coping resources.’’

This theory explains stress not only among teachers but almost all professions because an employee appraises his or her work environment. What happens around the work environment is very important because it is the place that supports the employee's livelihood or financial source. No one wants to have his/her source of income disturbed, especially in this era where the economy is hard. Therefore, the school is an important environment for a teacher and the teacher attaches so much importance to it that if the school becomes unfriendly, the teacher gets stressed and he/she tries by all means to find strategies on how to cope with the atmosphere in the school. The school is the support base for the teacher because teachers spend most of their time in school and the results of the services they provide to pupils, especially in examinations determine their worth or competence. It is not uncommon that any employee feels relevant when his/her services yield the intended results and vice-versa.

1.11 Definition of Operational Terms

1.11.1 *Public School*

A public school is a school that is owned, run and funded entirely by the government to provide educational services to the general citizenry.

1.11.2 *Private school*

A private school is a school that is owned, run and funded entirely by an individual or a non-governmental organisation to provide educational services either for profit or for non-profit making to those who can afford or the deserving beneficiaries respectively.

1.11.3 *Stress*

Stress is a psychophysiological reaction of the body to a very demanding or exhausting situation. It can also refer to the pressure that life exerts on us and the way this pressure makes us feel.

1.11.4 *School Administrator*

A School Administrator is an officer in school who has a position that gives him the authority to make decisions, supervise and enforce school policies among teachers in the school.

1.11.5 *Teacher*

A teacher is a person who is placed in a role to facilitate the acquisition of knowledge (the teaching and learning process) among pupils in a school (early childhood/pre-school, primary or secondary) with an adherence to an approved curriculum and syllabi for each subject and grade level.

1.12 Summary

This chapter has presented the framework for this study. It has given the basis on which this topic warrants a research or study of this nature. The chapter started with giving an overview of the chapter followed by the background to the study. Further, chapter has given the statement of the problem, objectives, purpose and significance, delimitation, limitations, theoretical framework before providing definition of operational terms. Furthermore, it has ended with a summary of issues discussed in the chapter. The next chapter presents a review of related literature of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter starts by giving an overview of the chapter followed by a historical development of the subject of stress. After giving the historical background, it explores the causes of stress among teachers in countries in countries where studies were conducted. The exploration of the causes of stress is followed by the consequences or effects of stress before the knowledge gap this study aims to fill. Finally, a summary of the chapter is given.

2.2. Historical Perspective of Stress

According to Van Wyk (1998:18), the concept *stress* is derived from the Latin word *strictus*, which literally means taut (stiffly strung). In addition, stress is seen as “physical force or pressure, or extreme scientific overload of an object, or a psychological condition brought about by specific demands of the environment on a person” (Selye, 1974:82). Further, “stress is the pressure that life exerts on us and the way this pressure makes us feel” McEwen (2002:3). Basically, stress is a psychophysiological reaction of the body to a very demanding or exhausting situation. Stress theory began with the experiments of Hans Selye (1956) who described stress as biological syndrome. Hans Selye (1956) defined stress as the non-specific response of the body to any demand. Conducted experiments on rates show that if the organism is severely damaged by acute non-specific cocoas agents such as an exposure to cold, surgical injury, production of spinal shock a typical syndrome appears, the symptoms of which are independent of the nature of the damaging agent and represent rather the nature of damaging agent as such.

The apparent state of this syndrome is called stress, which brings biological changes in the organism. Selye’s observation was that stress reaction was general and occurred in response to any number of different stimuli. He saw this reaction as an adoptive syndrome of this organism in response to external stress. The form this syndrome takes place is called general adaptation syndrome (GAS). GAS consists of three phases, (i) alarm reaction (ii) resistance (iii) exhaustion. In the first stage the system assesses the situation and prepare for fight or flight but the overall resistance is to a stressor initially decreases. During the resistance, the

body becomes adapted to the presence of the stressor and begins to resist its impact. It may mean fighting or controlling one's self trying. The exhaustion starts if the stressor continues and the body reaches the end of its capacity for resistance, the result may be a collapse, illness, mental disorder or even death.

2.3 Causes of Stress

The above discussion leads us to general definition as which according to Sharp (1977), considers stress as an individual perception and assessment. This definition means that everything which we perceive and conceive with our five senses is a source of stress. Additionally, the definition makes it clear that the perception and assessment of the environment is not the same by each individual. For example, moving to a new town might be a source of distress for one because of some painful loss and a source of excitement or eustress to another person. The above definition illustrates that stress is the fact of life. We cannot escape from it anywhere. Without stress life means death. Stress is a cushion that absorbs instant death when a person is exposed to too demanding situations. So for living a better life, we should understand it.

Every individual may experience a certain level of stress throughout their lives and it may arise from various factors but stress may also be caused by poor leadership and management skills of the teacher himself/herself (Kearney & Turner, 1987). This stems from the concept of stress in a work environment as postulated in the Social Cognitive Theory which was constructed by Albert Bandura in 1986. Bandura (1986) in his Social Cognitive Theory advances a view of "human functioning that accords a central role to cognitive, vicarious, self-regulatory, and self-reflective processes in human adaptation and change" (Pajares 2002:1).

The Social Cognitive Theory explains the aspect of "self-efficacy in relation to performance, anxiety, depression and health" of which are factors central to causing stress and determining the effectiveness of an individual's stress management skills (Mafumbate 2010:57). This is attributed to the fact that in the process of self-regulation and having a live conscious of the value of the task at hand, adapting and coping under demanding environments brings about anxiety in an individual. Therefore, "anxiety can interfere with a person's ability to function efficiently in life when it gets to unprecedented levels of a maladaptive state characterised by extreme physical or psychological reactions" (Mutswanga 2010:38). It may be because of the

surrounding environment, attitude, and their job requirement. Prolonged experience of extreme physical and psychological reactions builds up into negative stress. Negative stress among school teachers can lead to emotional and physical depression (Hammond & Onikama, 1997; Shernoff et al., 2011).

Another factor that could lead to stress among school teachers is students' poor behaviour. Teachers get stressed by students' poor behaviours because most of their occupational time is spent with their students (Sass et al., 2011). Student indiscipline levels are increasing in educational institutions and every single student has different characteristics and attitudes (Rieg et al., 2007). Therefore, their poor behaviours may intensify stress among school teachers. Moreover, teachers are easily distracted with student behavioural issues (Moriarty et al., 2001) which can decrease teachers' level of concentration resulting in more stress among them.

Further, when school teachers are consistently burdened by excessive workload, they become stressed (Leithwood et al., 1996; O'Connor & Clarke, 1990; Timperley & Robinson, 2000). Teachers nowadays are given too many administrative tasks and their obligations to these duties increased correspondingly. They may feel burdened or intimidated. Consequently, some teachers may resort to protests probably due to excessive stress. This can be observed by the increasing number of school teachers' absenteeism, high turnover, frequent complaints, poor performance and the increasing number of occupational faults among school teachers (Oteer, 2015).

Lack of or inadequate supervisory support is another major factor that can lead to stress among school teachers. Teachers tend to feel stressed when their school principle are perceived to be unable to provide a fair support to them, and they tend to feel frustrated when jobs or tasks given were not exactly their responsibilities (Spector, 1997). Other than that, a bad relationship between new teachers and old teachers also will lead to stress among them (Rieg et al., 2007). In addition, workload, working environment, age factor, job security and inadequate salary lead to occupational stress among teachers (Ahmad, 2017:3).

Moreover, teachers experience social relationships demands, physical and mental problems, pressure at workplaces, traffic and meeting deadlines. Growing-up tension all of these conditions and situations are valid cause of stress. Suffice to say, stress is not only the subject

of psychology, management studies, Human Resources Studies and organizational behavioural studies.

2.4 Effects or Consequences of Stress

The consequences of stress are not profession selective. They cut across professions because human beings function the same regardless of their different profession. Nevertheless, the negative spill over effects or externalities of an individual's stress on his/her job and the quality of the services or products depends on the sensitivity of the job and how direct or indirect those services or products contribute to the satisfaction and well-being of the recipients. The following are the consequences of stress.

Firstly, stress is not always a negative experience. Stress can be used as fuel for working hard and completing one's tasks. DEC (2015:12) also agrees to this argument and adds that "a certain level of stress stimulation is necessary and can be positive and enhance personal performance, mental health and quality of life."

Secondly, as alluded to above, when the body is resisting from the stressor, it becomes adapted to the presence of the stressor and begins to resist its impact. It may mean fighting or controlling one's self trying. According to Cordes & Dougherty (1993:622), stress can cause "job compassion fatigue." Consequently, it grows into a "subtle but progressive erosion of behaviour, attitude, health and spirit that eventually inhibits an individual's ability to function effectively at work" (Berg, 1994:185). In addition, it involves "emotional exhaustion, depersonalisation and diminished personal accomplishment" together with frustration and strain (Cordes & Dougherty, 1993:621). The exhaustion starts if the stressor continues and the body reaches the end of its capacity for resistance, the result may be a collapse, illness, mental disorder or even death (Sylye, 1956). Finally, "stress can cause hopelessness, disinterest in work, questioning values, negative thoughts about self and others" and "excessive stress causes anxiety and mental confusion, inability to concentrate and think clearly, slower reflexes, poor co-ordination, rapid beating heart, dry mouth, heavy sweating, indigestion" (DEC 2015:13).

2.5 Stress Management Interventions/Measures

Stress management interventions refer to a class of activities that are used by organizations to improve employee well-being and reduce stress, principally by either addressing the causes of stress or by reducing the impact of stress on an individual (Holman et al, 2018:1). Stress management is very individual specific as some interventions can work on one person and not work on another depending on the levels of stress and coping skills for each individual. Some measures for stress are as follows. Holman et al (2018:2) describes a typology for Stress Management Intervention in three levels or categories and these are; primary, secondary and tertiary. These categories are further categorised as individual and organisational level. The first category is the primary which manages stress at individual level means of selection and assessment and pre-medical examinations. At organisational level, stress interventions are done by means of job design, worktime and schedules and management training such as mentoring.

The second category of stress management is called the secondary intervention. at individual level, this category uses the following; mindfulness training, health promotions (such as exercise), cognitive behaviour therapy, relaxation, meditation, personal and interpersonal skill training, acceptance and commitment therapy, psychosocial intervention training, coping skills training and resilience training. In the same vein, Selye (1984) advises that relaxing can help manage stress. Relaxing ranges from taking leave from work, going out for fun with family, picnics or eating out, watching a comedy movie or going on vacations outside their city. According to Selye (1984), a balanced diet supports a proper functioning of the body system through synergy. Synergy in the body facilitates the dissolution of stress cells. Further, McEwen (2002) agrees to the above argument and also posits that engage in hobbies or interesting activities and social pass time relieves stress. Furthermore, ShreveNeiger & Edelstein (2004) encourages that meditation, singing religious songs and reading scriptures soothes the mind and helps manage stress. On the other hand, according to Holman et al (2018:2), improving communication and decision making, conflict management, peer support groups and coaching and career planning are used at organisational level of stress management.

The third category of stress management is the tertiary level. Under this the individual level of this category, employee assistance programmes, counselling, posttraumatic stress

assistance and disability management are interventions by which stress is managed. At organisational level, vocational rehabilitation and outplacement are interventions used to manage stress (Holman et al, 2018:2). Chakuchichi and Mutswanga (2010:28) adds that “besides medical help, one may bargain with faith healers, traditional healers and so on” to find relief in stressing moments.

2.5 Knowledge Gap

The phenomenon of stress among teachers has become a global concern and is receiving considerable attention. Over the years, a lot of studies have been undertaken around the world to study the causes of stress among teachers but very few studies have been conducted so far involving teachers in public and private schools. There is scanty literature on the causes of stress among teachers in the two types of schools in Zambia. It is, therefore, important that a study be conducted so that current knowledge on causes of stress be observed because the world has changed the pace at which it demands the teachers’ input in their profession which might be true for *Zambian* teachers as well. This study would add to the knowledge body for policy makers, administrators and counsellors to consider and use in the management of teacher human resource to ensure to ensure their quality state of health so that they offer quality services.

2.6 Summary

This chapter has given a review of the literature on stress in light of the historical perspective of stress, the causes of stress, the consequences or effects of stress. In addition, it has presented how this study will add to the body of knowledge on stress among teachers in Zambia. It has ended with a summary of issues discussed in the chapter. The next chapter presents the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter presents the research design, the target population, study sample, sampling procedure, data collection instrument, data collection procedure, data analysis and the ethical considerations for this study. It ends with a summary of issues discussed in the chapter.

3.2 Research Design

Kothari (2004:31) defines a research design as ‘‘the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. This study used a Descriptive Research Design. ‘‘Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group’’ (Kotari, 2004:37). Additionally, ‘‘the object of descriptive research is ‘to portray an accurate profile of persons, events or situations’’ (Robson 2002:59).

Therefore, this research design was appropriate for this study because the study was aimed at giving the accurate profile of the situation and persons (stress and secondary school teachers) under discussion. Further, this research design was appropriate for the data collection instrument because it allowed respondents to explain and give their opinions which facilitated a qualitative approach in the analysis. The qualitative analysis used the thematic approach in analysing the given responses from the respondents in the description of the responses and their relationships.

3.3 Population

The population for this study was all the teachers and school administrators in the Public and Private Secondary schools which were chosen with 68 teachers and 32 teachers respectively. The public or government school had 68 teachers with about 2000 pupils. The private school was run by a Non-governmental Organisation (NGO) and had a total of 32 teachers with about 610 pupils. The inclusion of participants from different categories of schools was done on purpose to get a divergent perspective of the respondents’ experiences of stress as the type

of school may also influence the factors surrounding teachers' stress. The type of school may determine the enrolment size and availability of teaching and learning materials, recreational facilities and other conditions of service which in turn influence stress factors among teachers.

3.4 Study Sample

A total of 70 participants was selected. This included 10 school administrators (5 per school) and 60 teachers (30 per school) from the selected schools. School administrators included 1 Head/Deputy teacher and 4 Heads of Departments. This was done in order to avoid bias which would have risen from having one category of the sample having more representatives than the other. Saunders, M et al (2009:218) guides that 'your choice of sample size within compromise is governed by; the confidence you need to have in your data-that is the level of certainty that the characteristics of the data collected will represent the characteristics of the total population.' Therefore, there is high confidence that this sample size is representative of the target population for the reason that the target population is offering the Zambian Curriculum and syllabi of the subjects they offer. Additionally, both schools are in the urban area of Lusaka.

3.5 Sampling Procedure

The study used two methods of sampling. These were; stratified random sampling and purposive sampling. "Stratified sampling random sampling is a sampling procedure where the population is divided into non-overlapping groups called strata and a random sample is selected from each stratum" (Muchengweta et al, 2016:39). This meant grouping schools according to the category they belonged and that was public and private so that participants could be selected from them.

Secondly, 'purposive sampling implies that participants are selected for a specific purpose' (Muchengweta et al, 2016:43). Therefore, teachers and their school administrators were selected purposively or for a specific purpose from the schools. That specific purpose was to give reliable information regarding stress among teachers as they are the ones around it and the focus on the study. Furthermore, the teachers were selected according to their respective departments and their gender. Firstly, this was done to for the purpose of having an even

representation of teachers and school administrators in each school. The second purpose was balance of gender.

3.6 Data Collection Instrument

A questionnaire was used in this study to collect data from respondents. It comprised of few closed ended questions and many open ended question. A questionnaire was used because it is an appropriate instrument for collecting primary data. The other reason for using the questionnaire was that ‘‘it is free from the bias of the interviewer; answers are given in respondents’ own words’’ and ‘‘respondents have adequate time to give well thought out answers’’ (Kothari, 2004:101). The researcher personally delivered the questionnaires to the respondents in order to explain, even verbally, the respondents’ role in the study. This helped in ascertaining completeness of responses and facilitated trustworthiness and reliability of responses from the participants. Each questionnaire was coded using a number for identification purposes.

3.7 Validity and Trustworthiness

Validity of this research was attained by selecting an appropriate sized sample and by ensuring that the respondents of the study were representatives of the target population. On the other hand, the respondents were assured of confidentiality and that none of their responses was going to be considered right or wrong so that data obtained was going to give a true picture of the situation on the ground. In addition, questions in the questionnaire were prepared in a clear, simple and specific manner for the respondents to easily interpret and understand. To ensure reliability of the data collected, the research instrument was reviewed and approved by the supervisor.

3.8 Data collection procedure

The data collection procedure started by acquiring an introduction letter from the school. This letter was used to seek permission from the relevant authorities to visit the targeted schools. Then permission to interact with the participants in schools was sought from the school administrators. Before conducting any interview, consent was sought from the respondents. The nature of the study was fully explained to the participants including the procedures, purpose, benefits, and researchers and participants’ responsibility in the study so that they

could understand what they were consenting to as well as enable them participate willingly in the study. Thereafter, a questionnaire was administered or given to the participants and collected upon the respondents' completion of the responses.

3.9 Data Analysis

Data was fully checked for accuracy and completeness after the questionnaires were completed. Questionnaires were appropriately coded and entered on a data sheet. Quantitative data was analysed using Microsoft Excel where descriptive analysis was facilitated from in terms of charts and tables. Qualitative data or open responses from the participants were analysed thematically. This was done first by open coding. Open coding involved getting and reading all the responses as they were from the questionnaires. Secondly, it was done by axial coding which involved organising the responses according to the objectives on the study. Thereafter, selective coding was employed by picking key responses through theming and used the themed responses for description in the data presentation. Finally, data analysis was completed by the aid of descriptive tables and charts created from the themed responses.

3.10 Ethical Considerations

Firstly, verbal or written permission from the participants was sought. The whole research process was fully explained to all the participants. Participants were not forced to participate in the study. Additionally, the respondents were assured of confidentiality and privacy by explaining to them that only identification numbers were used on the questionnaires and not their names to ensure anonymity to the researcher and the general public. The participants were not subjected to any physical harm as the research did not involve any offensive or violent procedures.

3.11 Summary

This started with an overview of the chapter before presenting the research design and why the given research design is appropriate for this study. It has also given the population and the sample size from the population and the procedure used to select an appropriate and representative of the population. The chapter has also given the data collection instrument and why it is appropriate for this study. The procedure on how data was collected and analysed has also been given in this chapter. Lastly, the ethical considerations that facilitated

the study are given before giving a summary. The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study. The findings are presented according to study questions i.e causes of stress, consequences of stress and stress management measures in study schools. They are presented in form of tables and graphs and the descriptions for each table or graph is given. The chapter ends with a summary of findings presented.

4.2 Data Presentation

4.2.1 Workload and Stress

The figure 4.2.1 below indicates the relationship between the workload that the sampled teachers had and the stress that they experienced.

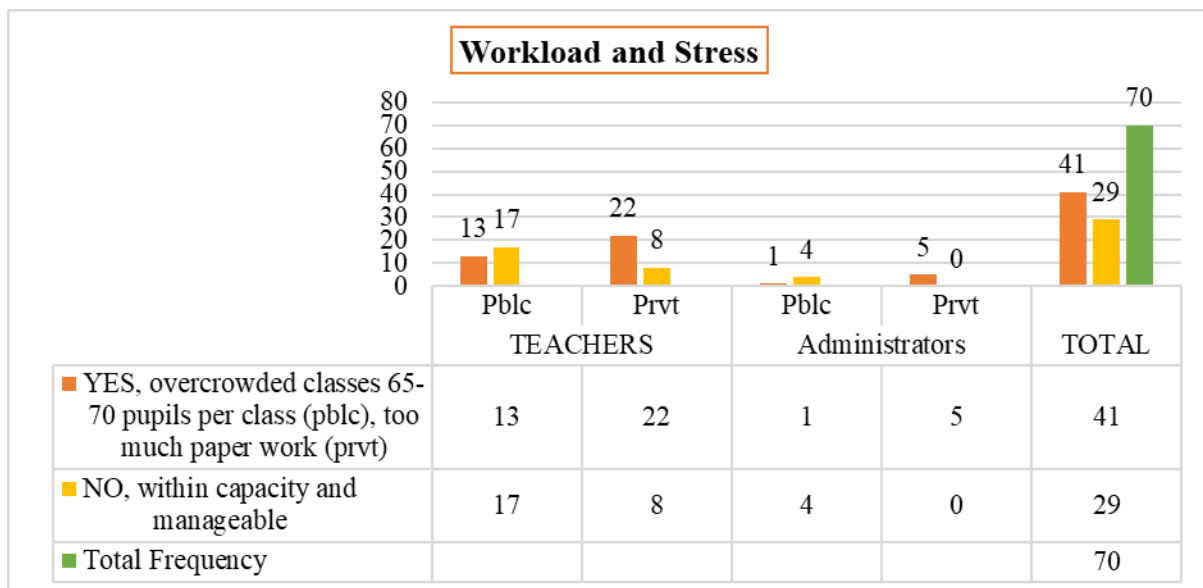


Figure 4.2.1 Workload and Stress

The bar graph above shows the responses as to whether their workload was a factor causing stress to them or not. A total of 41 respondents (14 from the public school and 27 from the private school) agreed that their workload was a cause of stress since they (those from the public school) had too many and overcrowded classes and those from the private school sited

paper work as making their workload a cause of stress on them. Then 29 respondents (21 from the public school and 8 from the private school) said that their workload was not a cause of stress to them the workload was within their capacity and manageable.

4.2.2 Teacher-Pupil Ratio and Stress

The table 4.2.2 shows the relationship teacher-pupil ratio and stress that the teachers undergo.

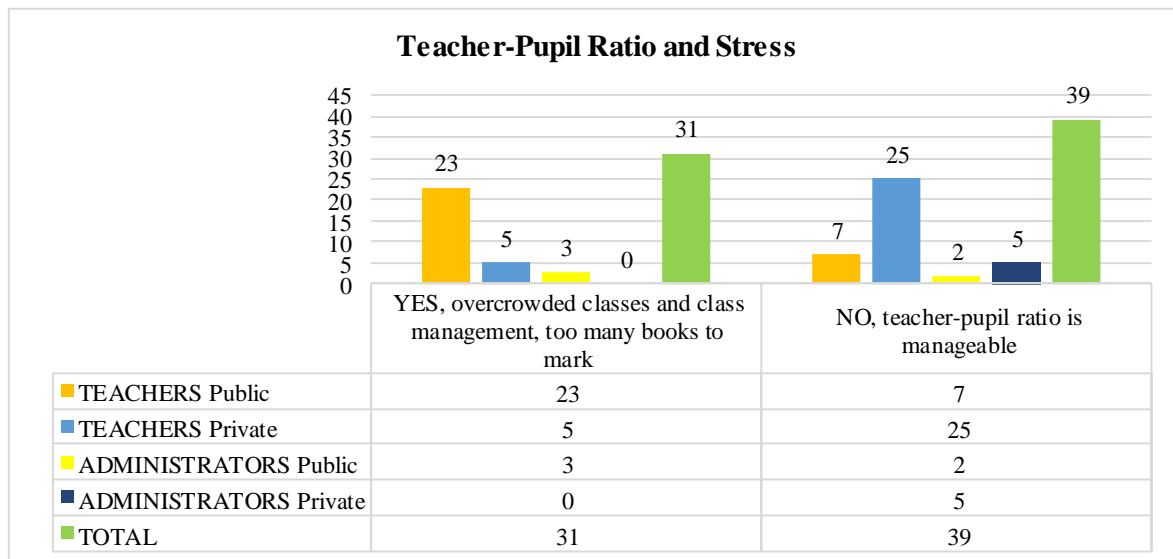


Figure 4.2.2 Teacher-Pupil Ratio and Stress

The bar graph above shows the respondents’ responses on whether their teacher-pupil ratio was a factor that contributes to their stress. A ‘NO’ response totalling to 39 (9 from the public school and 30 from the private school) was recorded giving the reason that their teacher-pupil ratio was manageable. on the other hand, 31 respondents (26 from the public school and 5 from the private school) said ‘YES’ the question of whether their teacher-pupil ratio was a factor leading to their being stressed and the reason they gave was their classes where overcrowded making class management very difficult and too many books to mark.

4.2.3 Pupils' Behaviour and Stress

Figure 4.2.3 below shows the relationship between pupils' behaviour and the stress that teachers experienced.

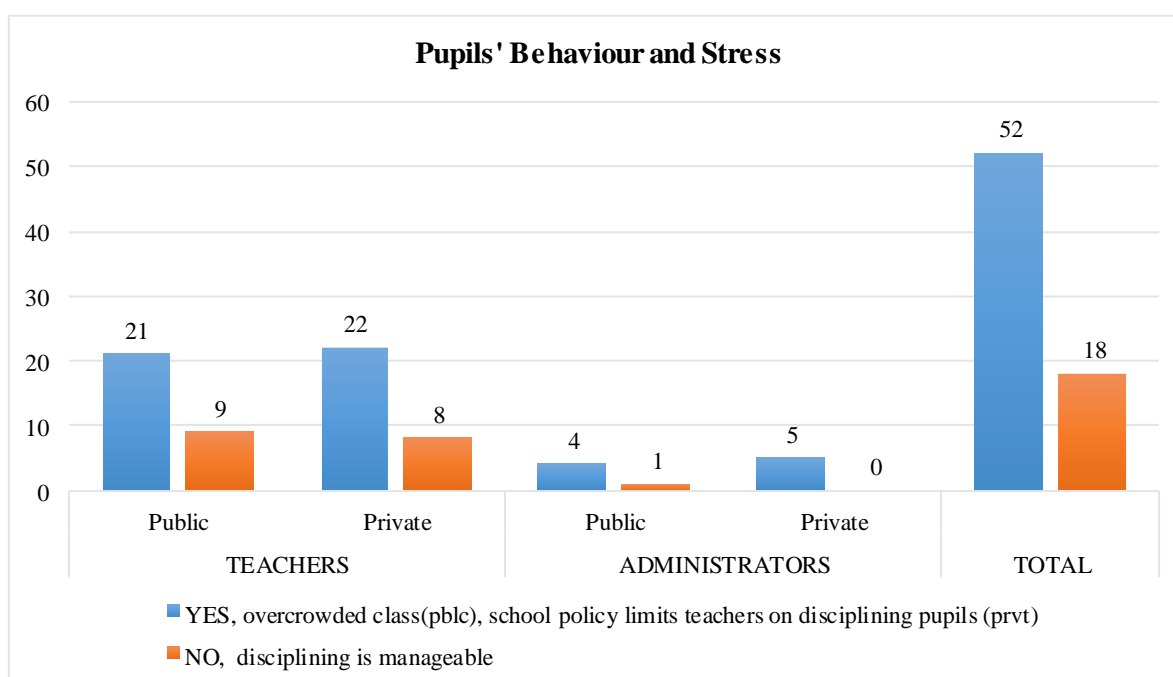


Figure 4.2.3 Pupils' Behaviour and Stress

The bar graph below shows the respondents' responses on whether pupils' behaviour was a factor contributing to their being stressed. A total of 52 respondents (25 from the public school and 27 from the private school) said that pupils' behaviour contributed to their being stressed. Respondents from public school said yes with the reason that overcrowded classes have a lot of different behaviours and it makes behaviour control very difficult and stressing while respondents from the private school said that behaviour of pupils stressed them because the policy limited them (teachers) to discipline them (pupils). To the contrary, 18 respondents (10 from the public school and 8 from the private school) said that pupils' behaviour did not cause any stress on them as they (teachers) managed to discipline pupils.

4.2.4 School Management Style of Leadership and Stress

Figure 4.2.4 shows the relationship between the School Management style of Leadership and the Stress that the teachers experienced.

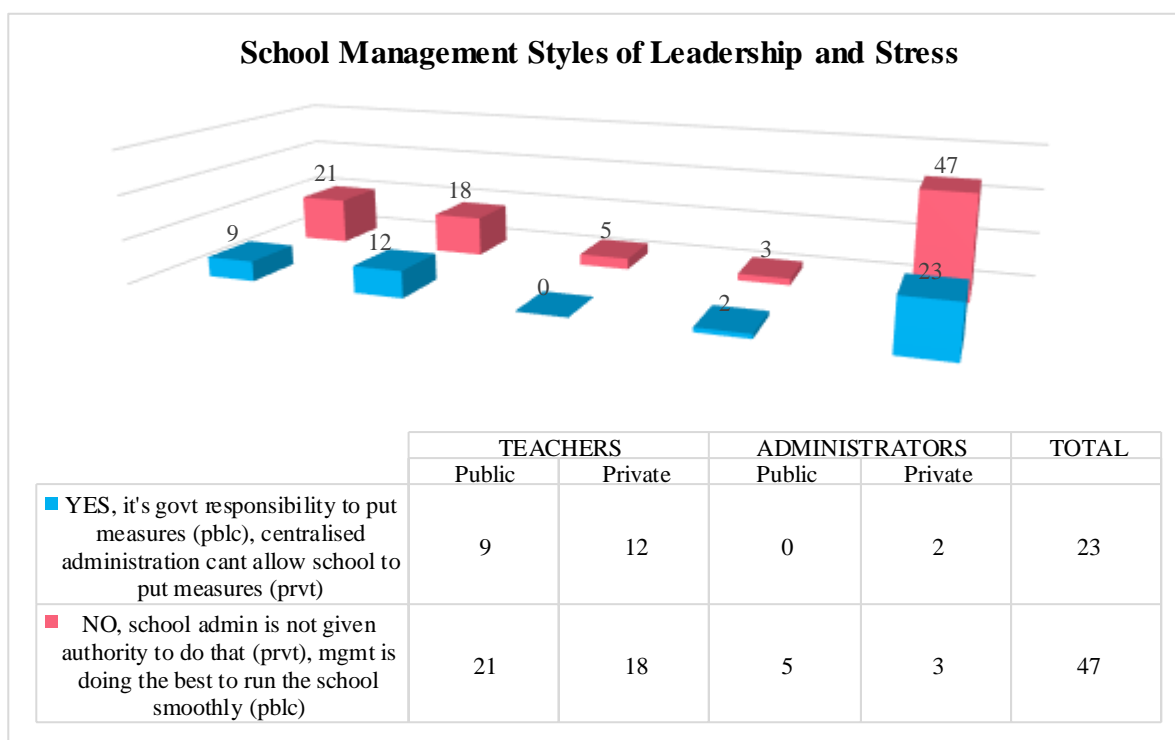


Figure 4.2.4 School Management Style of Leadership and Stress

The bar chart above shows the respondents' responses when they were asked as to whether their school's management style of leadership was a factor leading their stress or not. A total of 47 respondents (26 from public school and 21 from private school) said that it did not cause their being stressed. The respondents from private school gave a reason that it was not a factor leading to their being stressed because their school administration had not been given authority to put any measures. In the same vein, respondents from public school said that the school's management style of leadership was not a factor leading to their being stressed because management was doing their best to run the school smoothly.

On the other hand, 23 respondents (9 from public school and 14 from private school) said that management style of leadership was a factor leading to their being stressed. The respondents from the public school owed this to the reason that it's the government's responsibility to put stress management measures and not the school itself. then respondents from the private school said that their school's management style of leadership was causing their being stressed because it's a centralised administration which cannot allow the school in itself to put any measures to reduce stress among teachers.

4.2.5 Factors Leading to Stress According to Respondents' Perspective

Figure 4.2.5 shows the other causes of stress that were stated by the respondents.

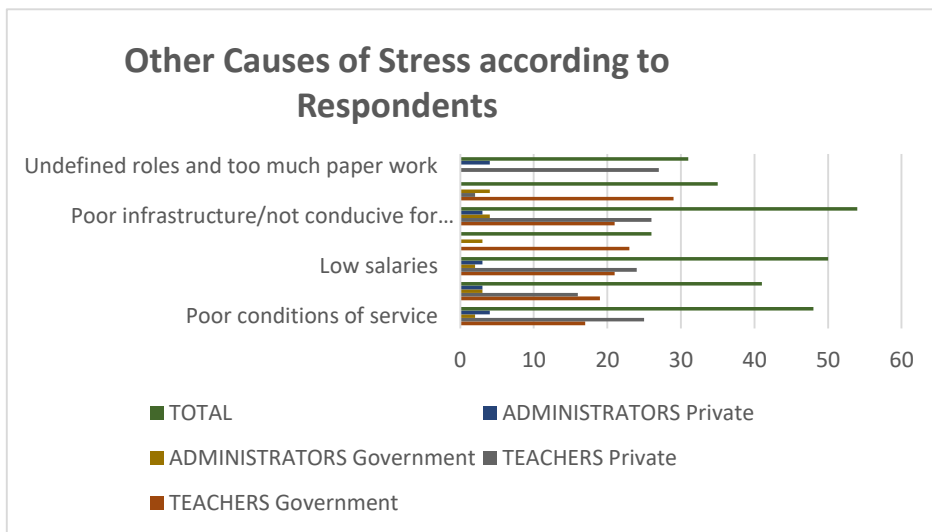


Figure 4.2.5 Factors Leading to Stress According to Respondents' Perspective

The table above shows the causes of stress according to the respondents. A total of 48 respondents (19 from the public school and 29 from the private school) said that poor conditions of service was a cause of stress among teachers. 41 respondents (22 from the public school and 19 from the private school) said that poor sanitation was a cause of stress among teachers. 50 respondents (23 from the public school and 27 from the private school) attributed low salaries to stress among teachers. In the same vein, 26 respondents (all from the public school) said that delayed or inconsistent salaries were a cause of stress among teachers.

Further, 54 respondents (25 from the public school and 29 from the private school) said that poor infrastructure was a cause of stress among teachers, 35 respondents (all from the public school) said that inadequate learning and teaching materials caused stress among teachers and 31 respondents (all from the private school) said that undefined roles and too much paper work was a cause of stress among teachers.

4.2.6 Effects of Stress on Teachers' Work, Pupils' Work and School in General

Figure 4.2.6 above indicates the effect of stress on teachers' work, pupils' work and the school in general.

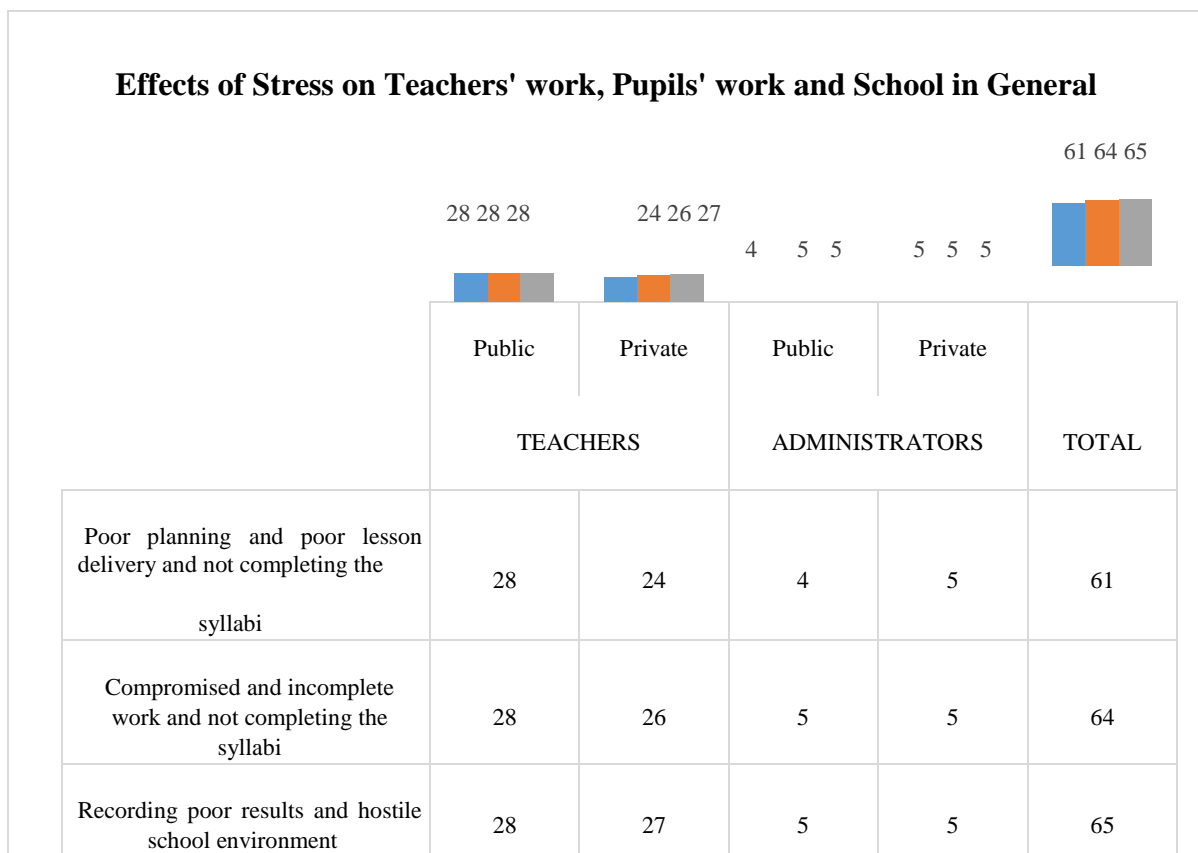


Figure 4.2.6 Effects of Stress on Teachers' Work, Pupils' Work and School in General

The above graph shows the effects of teachers' stress on their work, pupils' work and the school in general. A total of 61 respondents (32 from the public school and 29 from the private school) said that stress leads to poor planning and poor lesson delivery and not completing the syllabi. Secondly, a total of 64 respondents (33 from the public school and 31 from the private school) said that stress among teachers lead to compromised and incomplete work for pupils and pupils not covering the syllabi as well. Finally, 65 respondents (33 from

the public and 32 from the private school) said that stress among teachers bring about poor results and a hostile school environment.

4.2.7 Consequences of Stress According to Respondent’s Perspective

Figure 4.2.7 below shows some of the consequences of stress among teachers in both private and public schools.

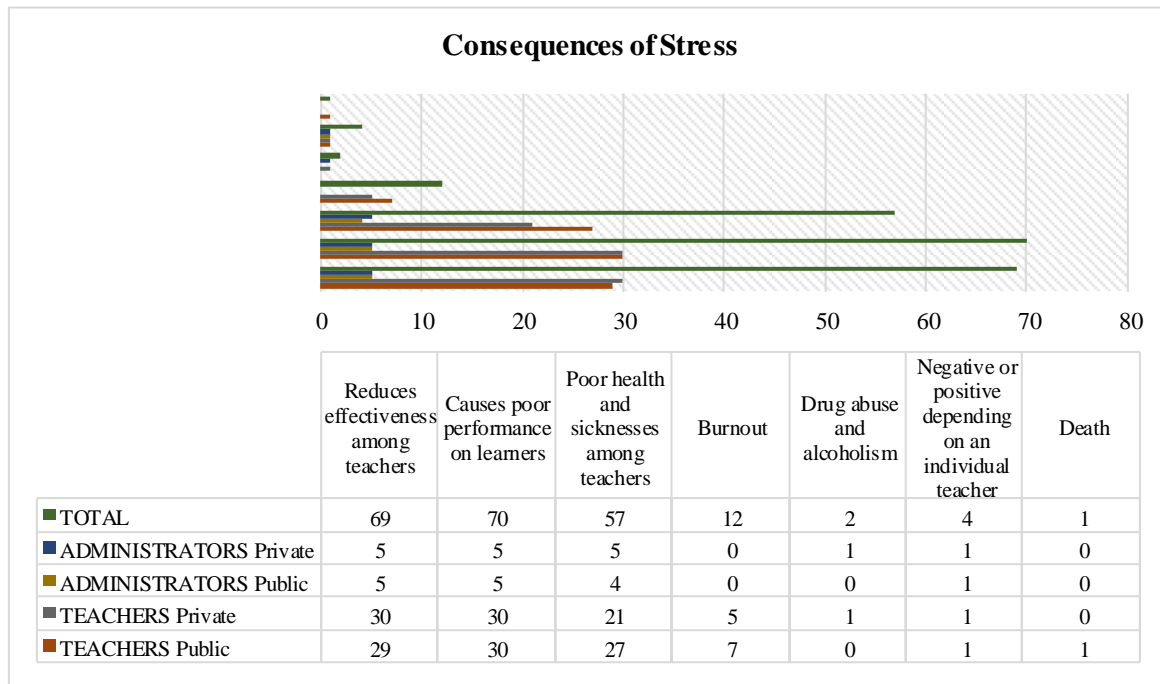


Figure 4.2.7 Consequences of Stress According to Respondent’s Perspective

The table above shows the consequences of stress on teachers. A total of 69 respondents (35 from the private school and 34 from the public school) said that stress reduces effectiveness among teachers. 70 respondents (35 from the public school and 35 from the private school) said that it causes poor performance among learners, 57 respondents (31 from the public school and 26 from the private school) said that it causes poor health and sicknesses among teachers, 12 respondents (7 from the public school and 5 from the private) said that it causes burnout among teachers, 2 respondents (both from private school) said that it causes drug abuse (alcoholism), 4 respondents (2 from each school) said that it could be negative or positive depending on an individual teacher and 1 respondent (from the public school) said that it could cause death.

4.2.8 Stress Management Measures in Schools

Figure 2.2.8 shows the measures that had been adopted by both the private and public schools in order to manage the stress that the teachers experienced.

Stress Management Measures in Schools

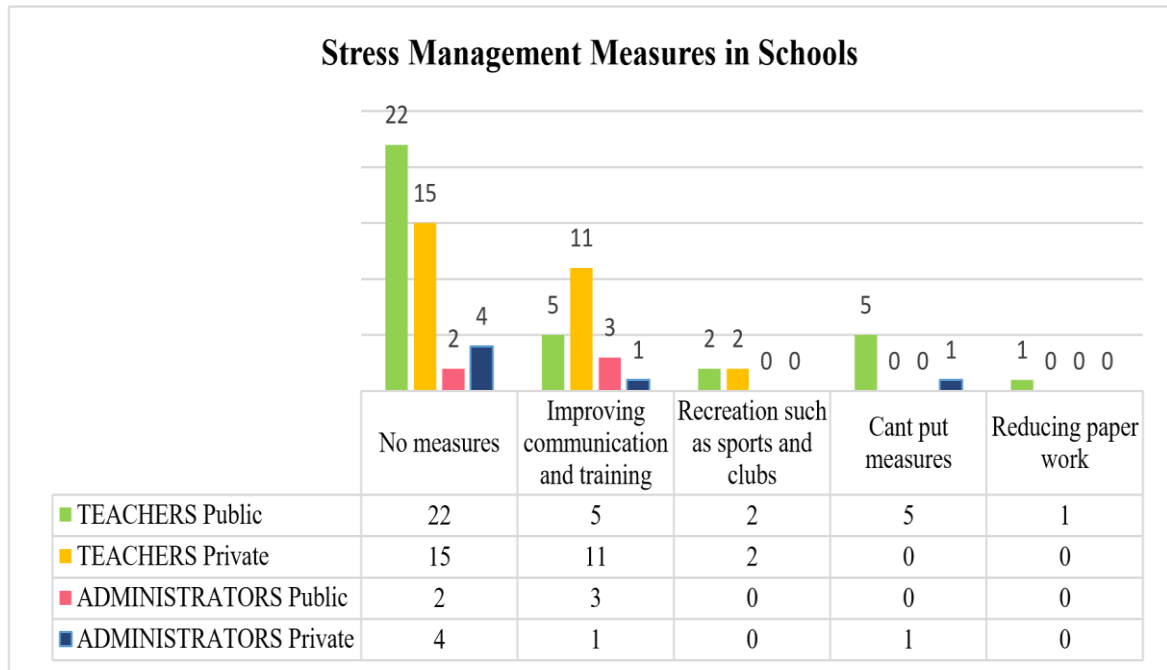


Figure 4.2.8 Stress Management Measures in Schools

The above pie chart shows the measures that schools had put in place to reduce stress according to the respondents. A total of 43 respondents (24 from the public school and 19 from the private school) said that their schools had not put in place any measures to reduce stress among teachers. On the other hand, a total of 20 respondents (8 from the public and 12 from the private school) said that their schools had improved communication and training as a measure to reduce stress among teachers. 4 respondents (2 from each school) said that their schools had recreation activities such as sports and clubs as a stress management measure. 6 respondents (5 from the public school and 1 from the private school) said that their schools could not put measures as they did not have the capacity or authority to do so. 1 respondent from the public school said that the school through management had reduced on paper work as a strategy to reduce stress among teachers.

4.2.9 Stress Management Interventions Suggested by Respondents

Figure 4.2.9 shows the Stress Management Interventions suggested by the sampled Respondents.

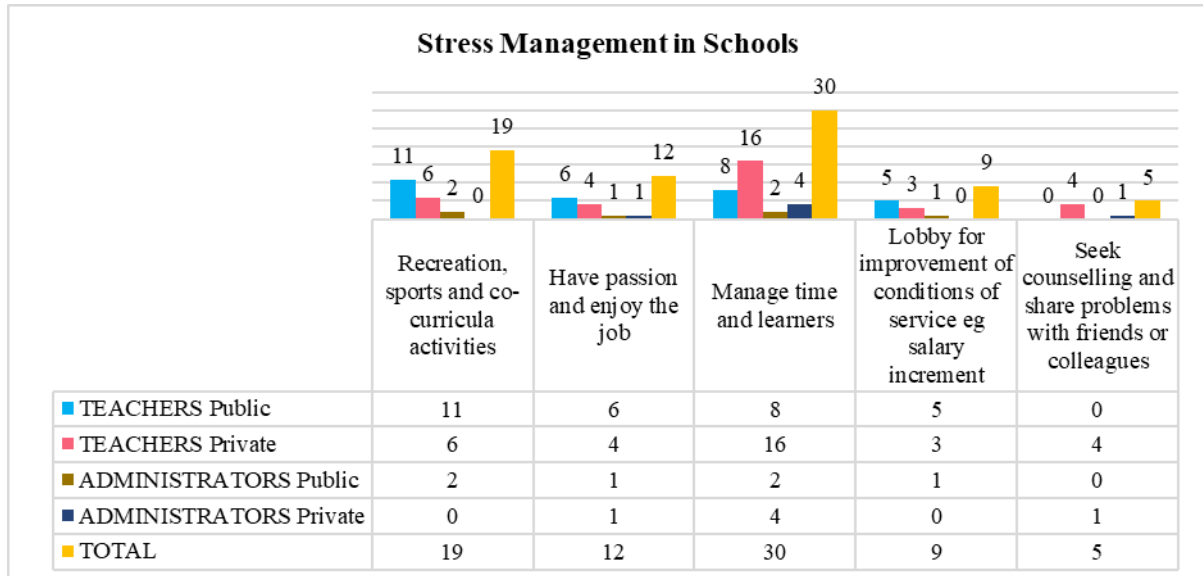


Figure 4.2.9 Stress Management Interventions Suggested by Respondents

The table above shows the respondents' suggested measures for stress management of among teachers. A total of 19 respondents (13 from the public school and 6 from the private school) said that co-curricular activities and recreation such as sports can help teachers manage their stress. Then 12 respondents (7 from the public school and 5 from the private school) said having passion and enjoying the teaching job can help reduce stress among teachers. Further, 30 respondents (10 from public school and 20 from private school) said that managing time and learners can help reduce stress among teachers. 9 respondents (6 from the public and 3 from the private school) said that improvement of conditions of service such as salary increment can reduce stress among teachers. Lastly, 5 respondents from private school said that seeking counselling services or sharing problems with friends or colleagues can help reduce stress among teachers.

4.3 Summary

This chapter has presented the findings of the study according to the objectives. The first part presented causes of stress which are workload, teacher-pupil ratio, pupils' behaviour and school management style of leadership. Other causes presented include poor conditions of

service, poor sanitation, low salaries, poor infrastructure, inadequate teaching and learning materials, undefined roles and too much paper work. The second part presented the consequences of stress on teachers' work, pupils' work and school in general. They included poor lesson planning and poor lesson delivery and not completing the syllabi, compromised and incomplete work and not completing the syllabi and recording poor results and having a hostile school environment respectively. Other consequences presented included reduction in teachers' effectiveness, poor health and sickness and burnout. The third part presented the measures schools were putting in place to manage stress among teachers. The findings included no measures and no capacity to put measures, improving conditions of service and reducing paper work. It has also presented the suggested stress management measures by respondents. These included recreation, having passion for the job, time and learner management, improved conditions of service and counselling. It has ended with a summary of findings presented. The next chapter discusses these findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study following the data presented in the previous chapter. It will follow a succinct approach with due cognizance to the research objectives. The objectives were to: identify causes of stress among teachers in public and private secondary schools; explore the consequences of stress on teachers, pupils' and school work in general and; ascertain efforts schools were making to reduce on stress among teachers in study schools. The chapter will end with a summary of the issues discussed in the chapter.

5.2 Background Information

This study made use of two sampling techniques. The stratified random sampling was used for sampling the selected private and public schools before using purposeful sampling which was useful in sampling the 70 respondents (60 teachers and 10 administrators) from the earlier sampled public and private schools. It can also be stated that of the 70 respondents sampled for this study, 35 were sampled from the public schools, while the other 35 were sampled from the private schools.

The researcher was also interested on acquiring some insightful demographic information from the sampled respondents. This information included variables such as gender, marital status and the level of education attained by the respondents.

It was observed from the study that most of the respondents sampled for the study representing a total of 39 (18 from the public school and 23 from the private school) out of 70 respondents were male while the female respondents were 31(9 from the public school and 12 from the private school). It was further observed from the findings that the marital status of the majority respondents from both the private and public schools represented by 36 teachers was that of being single (14 from the public school and 22 from the private school), while a total of 32 teachers were married (20 from the public school and 12 from private school).

5.3 Causes of Stress among Teachers in Public and Private Secondary Schools

One of the factors that the researcher assumed was responsible for influencing the level of stress experienced by teachers in public and private secondary schools was the teacher-pupil ratio. In an ideal class, each teacher is expected to teach less than 30 pupils per class. This is because when pupils are too many in a class, the resultant effect is usually a mental and/or a physical strain on the teachers teaching those classes (Leithwood et al, 2001). When this happens, the level of stress that the teacher undergoes tends to increase as well. For this reason, the teacher's performance gets affected negatively. It is in this vein that the teacher-pupil ratio should always be put to consideration if a teacher is to be effective in their teaching.

In this study however, it was established that the majority of teachers (34 out of 35) who taught in public schools had classes of above 60 pupils, while those who taught in private schools had classes of between 20 to 30 pupils. This finding indicated that there was a higher likelihood of having a teacher in a public school get stressed as a result of a higher teacher-pupil ratio strain as compared to teachers teaching in private schools. This can be seen from the 26 public school teachers out of the 35 who complained that, indeed having overcrowded classes, too many books to mark and difficult class management characterised the situation in public schools that was responsible for stressing the teachers. A respondent from the public school was quoted saying, *'Yes, the teacher-pupil ratio stresses me. I teach about 68-70 pupils in some classes and I have to endure their noise and marking of heaps of exercise books.'*

Whereas, for those teachers who taught in private schools, 30 out of 35 respondents stated that the teacher pupil-ratio in their schools was quiet manageable. These findings were similar to those of O'connor & Clarke (1990), where they established that excessive pupils in a class contributes to the levels of stress experienced by teachers.

Secondly, the researcher also assumed that the number of subjects that a teacher teaches in a particular school does also contribute to the stress that they experience. This is because the more subjects one teaches, the more mental and physical energy they exert. As a result, the teachers are likely to get stressed due to the competing demands arising from the many subjects they teach in the school. Consequently, stress becomes inevitable. Nevertheless, in this study, the findings showed that most respondents (57 out of 70) both in the private and

public schools taught two subjects each, which is quiet manageable and may not stress them so much. Thus concluding that the number of subjects being taught by an individual teacher in both private and public schools did not significantly influence the stress they were experiencing.

Another factor that the researcher supposed contributed to the stress levels that teachers experienced in both the private and public schools was the number of hours they spent at work. This is because the more the hours one spends at work, the more stressed they are likely to feel. When one continuously engages his mind in conducting teaching related tasks such as marking of exercises given to pupils, talking to pupils and other teaching activities for long hours, stress becomes a reality to such a one. The exhaustion one tends to experience can facilitate the increased stress levels that those teachers under go. It is thus ideal that teachers are not engaged in prolonged hours of working in order to avoid the negative outcome of stress.

Though, when the research participants both in private and public schools were questioned on the number of hours they taught in their schools, the study findings indicated that most of them (30 out of 70 respondents) worked for over 8 hours which was quiet astonishing, considering the negative effects (stated in the preceding sentence) that long working hours have on enhancing stress experienced by individuals. It can thus be stated that the long working hours also contributed to the stress that the teachers in these schools experienced.

The fourth variable that the researcher thought contributed in stressing teachers in both the private and public schools was the salary that they earned for providing their professional services in their respective schools. The researcher was of the view that if a teacher earns a salary which is relatively low, the possibility of them being stressed will tend to be increased (due to a lot of financial demands which may wear and tear them up as their financial needs are not met) as compared to one whose salary is relatively high (as it can give them a peace of mind when their financial needs are taken care of). In this study, when respondents were questioned on what their salary scale was, the majority of respondents (30 out of 70) stated that they earned a salary above K 5,000.

However, in spite of them earning a salary of above K5000.00, 50 respondents (23 from the public school and 27 from the private school) still attributed low salaries to being one of the factors that contributed to them being stressed. This finding was quiet astonishing in that it

entailed that their earnings did not quiet meet their competing day to day demands. As such, they needed a salary increment so as to reduce this stress experienced as a result of low salaries. In this regard, the researcher established that salary as a potential determinant of stress was significant. A respondent from the private school said, *‘‘a salary increment is needed to consummate with the high cost of living and gain gravity against which teachers can access loans to finance developmental projects.’’*

Another external factor which the researcher associated with being a possible influencer of stress among teachers was their lack of involvement in social-economic activities. The researcher was of the view that when teachers are involved in some socio-economic activities such as village banking, music, sports, farming, carpentry, church work, offering tuitions to pupils and engaging oneself in small scale businesses, the likelihood of being stressed would reduce because they are able to engage their mind in other extra activities that excited them and relaxed their minds as well as earn an extra income. When asked whether the teachers teaching in either private or public schools did engage in any socio-economic activities, the findings of the study showed that it was mostly (17 out of 35) teachers that worked in the public school that engaged themselves in extra socio-economic activities outside their teaching work, which was not the case with their colleagues who taught in private schools where it was established that only a few (8 out of 35) teachers engaged themselves in some socio-economic activities outside their formal work of being a teacher. Following this finding, the researcher concluded that stress which is likely to arise due to lack of engagement in extra activities other than teaching was more likely to be experienced by teachers teaching in private schools than those in public schools.

Also, among the other factors assumed by the researcher as being the cause of stress among teachers in both the private and public schools was the poor behaviour of the pupils they taught in their respective schools. Considering the fact that pupils taught in schools have various backgrounds, it means that their attitudes towards school, their ambitions and their characters differ; and differ even with those of their teachers. It thus would imply that when teachers deal with pupils with a bad behaviour and other negative attributes which would make their teaching job difficult due to various reasons best known to themselves, the possibility of stressing the teachers is expected to be high. In this study, 52 respondents out of 70 (25 from the public school and 27 from the private school) said that pupils' behaviour contributed to them being stressed.

A respondent from the public school said, *'It is stressing to manage a class with pupils who come to school drink and smoke. They are difficult to handle as they make a lot of noise and distract their friends with the fact that classes are overcrowded.'* Further, a respondent from the private school, *'most pupils come from shanty compounds and are drug abusers and some come from broken homes. They are also overprotected by the organisation which makes them misbehave with impunity and this makes disciplining them difficult and sometimes impossible thereby frustrating the efforts of teachers to inculcate good morals in them for them to be teachable.'*

Thus, this finding confirms the researcher's earlier stated assumption that pupil behaviour influences the stress that teachers experience. This finding is similar to that established by Moriarty et al. (2012) who stated that students' bad behaviour in most instances stresses their teachers.

Furthermore, the researcher also enquired from the respondents the other factors that they believed contributed to them being stressed. The other causes of stress according to the respondents were that of poor conditions of service (as stated by 48 out of 70 respondents, where 19 of these respondents taught in the public school and 29 taught in the private school). Additionally, 41 respondents (22 from the public school and 19 from the private school) said that poor sanitation was another cause of stress among them. Again, 26 respondents (all from the public school) said that delayed and inconsistent dates of salary payments were a cause of stress among teachers. It suffices concluding that delayed salaries or inconsistent dates of payment is a public school specific factor of triggering and fuelling stress among teachers as it was not recorded from any of the respondents from the private school.

Furthermore, 54 respondents (25 from the public school and 29 from the private school) stated that another factor that contributes in stressing teachers was the poor infrastructure in their schools. It was noted that 35 respondents (all from the public school) stated that inadequate learning and teaching materials caused stress among teachers which was not the case with the private school counterpart. Lastly, 31 respondents (all from the private school) said that undefined roles and too much paper work was a cause of stress among teachers.

5.4 Consequences of Stress

5.4.1 Background Information

One of the consequences that the researcher expected to rise as a result of stress in teachers is that of reducing their effectiveness in executing their duties. In this regard, an investigation was made in order to determine whether this assumption held some significance or not. The findings of the study showed that 69 out of 70 respondents agreed that indeed the consequence of stress among the teachers was that of reducing their effectiveness in their teaching. Thus, this finding was in line with the researcher's assumption. It therefore can be stated that stress does affect the teachers by reducing their effectiveness.

The researcher was also interested in establishing the effect that stress experienced by teachers had on the learners from the perspective of the teachers. This is because the researcher was of the view that when the teacher is stressed, that state of being stress can lead to the teacher developing moods which ultimately affect the learners as well. Thus, the researcher asked the respondents whether they also held a similar view or not. It was shown from the study findings that all the 70 respondents agreed in unison to the assumption that when the teacher is stressed, the effect it will have on the learners is that of causing them to perform poorly in their academics. From this finding, the researcher hence concludes that another consequence of stress among teachers is that of negatively influencing the performance of their learners.

The researcher was also of the view that the other consequence of stress on the teachers was that of causing them to have sicknesses or rather poor health among themselves. In establishing whether this assumption held some significance, the researcher enquired from the teachers so that they could state whether they agreed with the assumption or not. The findings of the study showed that over three-quarters of the sampled respondents represented by 57 out of 70 agreed to this assumption. As such, the researcher concluded that stress did affect the teachers' health.

There were other effects of stress which the researcher perceived as having a negative effect on the teachers. These effects where that it leads to poor planning, poor lesson delivery and failure to complete the syllabi; it leads to compromise and failure by teacher to complete work; and it also leads to poor results being recorded by teachers due to the hostile school

environment caused by a stressed school teacher force. This finding is similar to Shernoff et al. (2011)'s finding that stress causes emotional and physical depression.

This study established that over three quarters of the respondents (represented by 61, 64 and 65 out of 70 respondents) respectively agreed to these three assumptions while respondents (represented by 7, 6 and 5) did not agree to these assumptions giving reasons that a stressed teacher can still plan, deliver and complete his/her work effectively. The researcher has therefore concluded that stress can also significantly lead to poor planning, poor lesson delivery and failure to complete the syllabi in the schools by teachers. Furthermore, stress if not managed can also lead teachers to compromise in the work they do. Consequently, the work or tasks they perform will be incomplete.

Furthermore, stress in teachers can also lead to the recording of poor performance results from their pupils, due to the hostile school environment that is created when teachers are stressed. A respondent from a private school who seemed to have been in the epicentre of stress and its consequences in his school was quoted as he said,

‘Stressed teachers cannot achieve high pass rate with truancy and indiscipline learners as truancy and indiscipline correlate with high failure rate; the teacher in stress also tends to be apathetic and demotivated, totally confused at work due to factors such as learners’ indiscipline and financial inadequacies. Demotivated and distracted teachers tend to neglect teaching and the school plunges into a state of chaos and filth; teachers together with learners do things willy-nilly with abandon.’

5.4.2 A Respondents’ Perspective

Lastly, the researcher was interested to get a respondents’ perspective on the consequences of stress. However, when the teachers were asked as to what other consequences of stress were among teachers. The findings of the study showed that the respondents did not have much other consequences of stress other than the ones assumed by the researcher as discussed above. It was only 12 out of 70 respondents who mentioned vices as burnout, low sexual drive, drug abuse and alcoholism as being consequences of stress among teachers. Thus, concluding that burnout, drug abuse and alcoholism were not resorted to by the majority of the teachers as a way of dealing with stress in both the private and public schools.

5.5 Stress Management Interventions in the Study Schools

The researcher was also interested in establishing intervention measures that schools had put in place in order to manage stress among teachers. The findings established that more than two thirds of the respondents represented by 43 respondents out of 70 (24 from the public school and 19 from the private school) stated that their schools had not put in place any measures to reduce stress among teachers.

One respondent from the public school category said, *“the school cannot put any interventions to reduce stress among teachers. It is the government that is responsible to do that. So, we have to pray that one the government changes, the new government will do something.”* Additionally, a respondent from the private school said, *“the school has no capacity to put measures because the school administration just receives directives from the head office as the school is run by a Non-governmental Organisation. So, everything that has to be done in school has to come from the head office.”*

Only 27 out of 70 mentioned measures such as recreation, sports and having a T.V in their staffrooms as their school’s stress management measures. This means that these measures were not effective or not appreciated by the majority of the teachers as they did not consider them as stress management measures. This finding was not impressive as it clearly indicated that in spite of the study results having indicated that stress among teachers is a serious problem, no measures had been put by schools in order to mitigate it effectively across board among the teachers due to different individual stress management and coping skills just as (WHO 1997) stated. Nonetheless, this situation is therefore worrying and demands that some interventions must be facilitated in order to manage stress among teachers. As alluded to above, stress has very significant consequences of making teachers ineffective, poor plan and teach thereby recording poor results from learners. If interventions are put in place, the negative effects of stress on the teachers’ effectiveness and learners’ performance will be cushioned one teachers’ being relevant in the school is determined by their ability to make learners pass.

5.6 Suggested Stress Management Interventions (Respondents’ Perspective)

Having seen that not enough had been done by schools in order to manage stress among teachers, the researcher enquired from the respondents what measures they would want taken

by the schools in order to help them manage their stress. A total of 19 respondents out of 70 (13 from the public school and 6 from the private school) said that establishment of co-curricular activities and recreation such as sports can help teachers manage their stress. Then 12 respondents out of 70 (7 from the public school and 5 from the private school) were of the view that having passion and enjoying the teaching job can help reduce stress among teachers. Further, 30 respondents out of 70 (10 from public school and 20 from private school) stated that managing time and learners can help reduce stress among teachers. 9 respondents (6 from the public and 3 from the private school) said that improvement of conditions of service such as salary increment can reduce stress among teachers. It can be concluded that this could help them meet the financial burdens of buying healthy food to facilitate a balanced diet as Sylve (1984) records that a balanced diet helps manage stress as synergy burns the stress cells in the body. Lastly, a very small number (5 respondents from the private school) said that seeking counselling services or sharing problems with friends or colleagues just as Chakuchichi and Mutswanga (2010) stated, can help reduce stress.

5.7 Reflection on the Aim and Objectives

With reference to the amount of literature reviewed and the data collected in line with the problem statement and research questions of this study, it can be stated that the answers were broadly covered without any biasness. The questionnaire administered to the sampled respondents was also detailed so as to enable the gathering of significant information for the research to be effective.

5.8 Summary

This chapter has discussed the findings of the study according to the study questions. It started by giving an overview of the chapter and background information to the findings. Thereafter, the findings were discussed according to study questions as alluded to above. It has ended with a summary of the issues discussed in the chapter. The next chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion and recommendations for this study. It starts with an overview before giving the conclusion and recommendations from the study findings. The chapter ends with a summary of the issues presented in this chapter.

6.2 Conclusion

The aim of this study was to explore causes of stress among teachers in selected public and private schools in Lusaka district in Zambia.

The findings of the study showed that there are quite several causes of stress among teachers. However, the most prominent causes established in the study were, the large teacher-pupil ratio (specific to public schools); low salaries; long working hours; their lack of involvement in social-economic activities; the individual pupil behaviour; inadequate teaching and learning materials (specific to public schools); too much paper work (specific to private schools); poor conditions of service; poor sanitation; and poor infrastructure in their schools.

The researcher further sought to determine the effects of stress on the sampled teachers. The findings established that stress affected the effectiveness of teachers in executing their work. It was also observed that stress led to poor health among teachers. Additionally, it was also determined that stress leads to poor planning, poor lesson delivery and failure by teachers to complete the syllabi. Lastly, it was seen from the study results that stress leads to compromise and failure by teacher to complete work within the stipulated time; and it also leads to poor pupils' performance and schools recording poor results and hostile school environment created by teachers when they are stressed and this becomes a vicious circle.

Lastly, the researcher was also interested in determining whether there were any intervention measures established for the purpose of managing stress in the respectful sampled schools. The findings of the study have shown that there were no stress

management measures established by management in both the sample private and public schools respectively. Thus, determining why stress among teachers is persisting in the respectful schools.

6.3 Recommendations

6.3.1 Recommendations from the Objectives' Findings

Following the findings from this study, it would be recommended that:

- (i) The school management in these respective schools should regulate the number of enrolled students which the teacher can adequately handle and provide the school with adequate teaching and learning materials (for the public school) and reduce paper work (for the private school) and improve the infrastructure for both schools to reduce stress among teachers.
- (ii) The respective employers of teachers, both in the public and private sector should consider improving their remuneration as this will reduce the stress being caused by financial deficits.
- (iii) Schools should develop even smaller initiatives such as establishment of leisure bays with sports facilities, comfortable chairs and entertainment such as Big Screen T.Vs where teachers can relax from after teaching to reduce stress.

6.3.2 Recommendations for Future Studies

- (i) Since this study had a relatively smaller sampled size, other scholars are encouraged to conduct a similar study but should instead consider including a relatively larger sample size.
- (ii) Additionally, other scholars should consider sampling various districts in different provinces of Zambia so that the results can be easily generalised, instead of only considering one district.

6.4 Summary

This chapter started by giving an overview of the chapter. It has presented a conclusion and recommendations of the study and ended with a summary of the chapter.

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Appendices: Appendix I. Questionnaire for Teachers in Public and Private Schools

INSTRUCTIONS

Please do not give your name. The **information** you give in this interview will be treated with utmost **confidentiality**. It will **only** be used for **academic** purposes.

1. How old were you on your last birthday?

2 Sex:

- i. Male [] ii. Female []

3. Marital Status

- (a) i. Single [] iii. Widowed []
ii. Married [] iv. None of the above []

(b) If married, how big is your family?

(c) Do you have another source of income? Give examples(s).....
.....
.....
.....

4. What is your education qualification?

- i. Certificate [] ii. Diploma [] iii. Degree []
iv. Master [] v. PhD []

5. Type of school?

- i. Government school [] iii. Grant Aided []
ii. Private school [] iv. Community []

6. What is your monthly income?

- i. Less than K2000 [] iii. K2000-3000 []
K3000-4000 [] iv. Above K5000 []

7. Work load

(a) How many subjects do you teach?.....

(b) What is your teacher-pupil ratio in your classes?

- i. Less than 20 pupils per class [] iii. 20-30 pupils per class []
30-40 pupils per class [] iv. Above 40 pupils per class []

(c) Number of working hours per day?

- i. Less than 6 hours [] iii. 6- 7 hours []
7-8 hours [] iv. Above 8 hours []

(d) Do you have any extra responsibilities in school? YES/NO. Give example(s).....

.....
.....

(e) Do you have other socio-economic activities in which you are engaged in? If yes, give example (s) and how demanding they are to you.....

.....
.....
.....

8. Does your workload make you stressed? YES/NO. Give reason(s).....

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.....

.....
.....

9. Do you think your teacher-pupil ratio is a factor leading to your being stressed? YES/NO.

Give

reason(s).....

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.....
.....
.....

10. Does the behavior of pupils in your classes and school in general make your being stressed?

YES/NO.

Give

reason(s).....

.....
.....
.....
.....

11. Is your school's management style of leadership a factor leading to your stress? YES/NO.

Give

reaon(s).....

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12. What are **other factors** that lead to you being stressed in your work as a teacher?.....

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.....

13. How do these factors affect

(i) your

work?.....
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.....
.....

(ii) pupils'

work?.....
.....
.....
.....

(iii) school in

general?.....
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.....
.....

14. Consequences of stress

(a) In your opinion, what are the consequences of stress on the teachers' effectiveness?.....

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.....
.....

(b) In your opinion, what are the consequences of the teachers' stress on the pupils' performance?.....

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.....

(c) In your opinion, what are the consequences of stress on the teachers' well-being?.....

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15. What measure(s) has your school put in place to reduce stress on the teacher?.....

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16. In your opinion, what should teachers do to minimize their stress in work places and why do you think so?.....

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Thank you for your responses

Appendix II. Questionnaire for School Administrators in Private and Public Schools

INSTRUCTIONS

Please do not give your name. The **information** you give in this interview will be treated with utmost **confidentiality**. It will **only** be used for **academic** purposes.

1. How old were you on your last birthday?

2 Sex:

i. Male [] ii. Female []

3. Marital Status:

(a) i. Single [] iii. Widowed []

ii. Married [] iv. None of the above []

(b) If married, how big is your family?

(c) Do your teachers have other source(s) of income? Give examples(s).....

.....
.....
.....

4. What is your education qualification?

i. Certificate [] ii. Diploma [] iii. Degree []

iv. Master [] v. PhD []

5. Type of school:

i. Government school [] iii. Grant Aided []

ii. Private school [] iv. Community []

6. What is your monthly income?

- i. Less than K2000 [] iv. K2000-3000 []
K3000-4000 [] v. Above K5000 []

7. Teacher Work load

(a) How many subjects does each teacher teaches on average?.....

(b) What is the teacher-pupil ratio for your teachers?

- i. Less than 20 pupils per class [] ii. 20-30 pupils per class []
30-40 pupils per class [] iv. 40-50 pupils per class []
v. 50-60 pupils per class [] vi. Above 60 pupils per class []

(c) Number of teachers' working hours per day?

- i. Less than 6 hours [] iii. 6- 7 hours []
7-8 hours [] iv. Above 8 hours []

(d) Do you have teachers with extra-responsibilities? YES/NO. Give examples(s).....
.....
.....
.....
.....

(e) Do you have teachers who are engaged in other socio-economic activities? If YES, give example(s).....
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8. Does the teachers' workload make them stressed? YES/NO. Give reason(s).....

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9. Do you think the teacher-pupil ratio in your school is a factor leading to teachers being stressed? YES/NO. Give reason(s).....

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10. Does the behavior of pupils in classes and school in general make teachers being stressed? YES/NO. Give reason(s).....

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11. Do you think your management/style of leadership is a factor leading to your stress? YES/NO. Give reason(s).....

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12. What are **other factors** that lead to teachers being stressed in your work as a teacher?.....

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.....13. How do these factors affect

(i)teacher's_work?.....
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(ii)Pupil's_work.....
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.....

(iii)school_in_general?.....
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.....14.
Consequences of stress

(a) In your opinion, what are the consequences of stress on the teachers' effectiveness?.....
.....
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(b) In your opinion, what are the consequences of the teachers' stress on the pupils'

performance?.....
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(c) In your opinion, what are the consequences of stress on the teachers' well-being?.....
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15. What measure(s) have you put in place to reduce stress on the teacher?.....
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.....
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.....16.In your opinion, what should teachers do to minimize their stress in work places and why do you think so?.....
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Thank you for your responses