

Causes of Role Stress and Personal Strain among Secondary School Teachers

Shazia Zamir * & Quratul Ain Hina*

Abstract

The aim of present study was to investigate the causes of stress and personal strain among secondary teachers in district Rawalpindi, Pakistan. Population of this study comprised of the teachers teaching at secondary level in Punjab. This study was delimited to the public secondary schools of district Rawalpindi. In order to select representative sample from the population, simple random sampling technique was used. Sample of the study was consisted of ninety public secondary school teachers (45 males and 45 females) from the different Male and Female schools. The researcher used Occupational Stress Inventory–revised (OSI-R) to measure causes of role stress and personal strain among teachers. For Data tabulation and analysis appropriate statistical tools were applied. Data analysis revealed that role overload, role insufficiency, role ambiguity and responsibility were main causes of role stress while vocational strain, psychological strain and interpersonal strain were main causes of personal strain among secondary teachers. Positive correlation was found between stress and personal strain. Recommendations for teachers to manage their stress are based on the conclusions drawn from the results.

Key words: Role stress, personal strain, secondary teachers.

Introduction

Teachers are the leading individuals involve the teaching learning process. Institutions are providing these facilities to teach the learners. But most of the teachers bear a lot of stress while doing this important job. Schools are considered as the main part of the society to groom and educate the society. Teachers are considered as the role models where as the job of the teachers is very challenging and they have to work under a lot of pressures and they have to fulfill the demands of the society and the institutions. Vaghn (1990) says that “the teachers are just wrapped in bundles of multiple challenges. Their job is not at all easier than any other profession as they have a lot of professional challenges to bear; they have to put back their relations for their personal grooming and professional improvement. In many parts of the world, the teachers are not provided the resources they needed for their lectures and the proper wages too and the tasks given to the teachers are more than enough that causes health issues just because of their unbearable tough routines”. “Many researches are held to know the main reason of this stress and it is found that the stress leads because of the mental and physical fatigue of the teachers because they are equally burdened. It is important to work for the health and the mental relaxation of the teachers” (Williams & Gersch, 2004). This present research attempt is to find out the role stress and the personal strain of the secondary school teachers in Pakistan.

Literature Review

Stress element is present in almost every profession and teaching is not different than other professions (Oliver & Venter, 2003). The leading representation of the teaching profession has become a highly stressful occupation (Jarvis, 2002). The worldwide research has shown that the teachers stress has become very rife (Van Wyk, 1998). The improved detection of teacher’s stress over recent years (Boyle, Borg, Falzon & Baglioni, 1995; Byrne, 1994; Tavers & Cooper, 1996) tries to identify the problems faced by the teachers. Kyriacou (1998) disclosed that the rate of stress has become very high among the teachers.

Louden (1987) originated that in a cram of 2138 teachers, 10-20% were experiencing psychological distress; a further 9% were suffering severe psychological distress. During 1980’s, it was initiate that each year 160 teachers, between the ages of 44-45, were superannuated on the basis of ill-health. One half to two thirds withdraws early due to mental weakness, even as further one –tenth retired due to stress related cardiovascular disorders (Otto, 1986).

Olivier & Venter (2003) say that the word stress has been derived from a Latin word “strictus” which means rigid or stiff. Stress is defined as “a condition of anxiety that arises from a real or perceived demand that calls for a change or adaptive behavior” (Olson, McCubbin, Barnes, Muxen, Larsen & Wilson, 1990). Oliver & Venter, (2003) rely on the definition of Dr. Hans Seyle in which he defines the condition of stress in psychological term that directly affects the physical condition. This type of responses is seen when for the accomplishment of some goal, body is directed to do specific tasks. Sometimes the environment also leads towards few acts for the survival.

Teachers stress has been sighted by checking the relationship between the teachers and the environment in which they are performing their tasks. The raised demands from them have raised the ration of their psychological and physical stress (Forlin & Hattie, 1996). Stress can be defined in many ways but most commonly it is defined as unpleasant emotional state (Kyriacou, 1998) which is prolonged due to some increased pressures (Dunham, 1992). The consequences of stress are the ineffective work and r4eductuion of work performance (Quick & Quick, 1984). Stress can also cause staff distribution, less effective work, absentees and low moral (Billingsley & Cross, 1992). According to the casual factors are over burden, poor behavior and lack of resources (Kyriacou, 1998).

Educational researchers have a deep concern with the role stress of teachers which involves the direct student teachers relationship in class as the class room teaching which involves many roles to be done in one time (Pierce & Molloy, 1990; Sutton, 1984). Sutton (1984) pointed out that the teachers are over burdened and they have to cope up with all expectations of the institutions and while working for one expectation they have to meet a set of expectations which is quite difficult. It is more difficult while the role and the job specifications are vague and unclear to the persons. For example the teacher is responsible to maintain the discipline but she cannot take any action for this (Sutton, 1984) the pressure on the teachers is well defined by their workload (Pierce & Molloy, 1990).

Marais (1992) proved that teachers have to bear a wide diversity of multi-dimensional stress elements within work circumstances (insufficient working conditions, role clash and doubt, student problems, time and work pressures, the threat of unemployment, modest contribution in decision-making and allocation of tasks, stereotypes and favoritism against minority groups, as well as scarce wages.

The job of teaching is very important but the pressures of social and psychological aspect have burdened the teachers enough which affect the performance of the teachers badly as well as the mental and physical health of the teachers. Teacher plays a vital role in developing the learner's personality and works effectively under the institutions which overall works for the society. Institutions provide a platform for the same aged students to learn and develop their personalities by socialization. They learn to be the productive members of society by choosing careers for them (Rubina, 2004).

Teachers have to argue while working in the high school for increased expectations as there is a high rate of drop out because of the more responsibilities, more challenges and low salary. (Travers & Cooper, 1997) overloaded responsibilities (Pithers & Soden, 1998), to maintain discipline (Lewis, 1999), lack of capital, lack of time, too much meetings, large class sizes, lack of support, and unfriendly parents (Carter, 1994) insufficient teacher's training and resource distribution, lack of career maturity, lack of recognition, disappointment with work policies or job insecurities, health issues, particularly high blood pressure, diabetes, alcoholism and HIV. Events such as marriage, divorce, pregnancy, death of a loved one and change of house are related to teachers' life contentment that could influence their stress and performance at work (Hittner, 1981).

Chorney (1998) works upon the cognitive weakness of the teachers. The requirement of being good teacher moves with must and need. Teacher who do not know their own qualities they become more stress because of lack of their own potentials (Bibou-Nakou, Stogiannidou & Kiosseoglou, 1999). Kyriacou (1998) refers that stress is a kind of negative response of the individual that do not know the strategies to cop up with the pressures while working for the goals. (Kruger, 1992) says that "stress is a incident that clear in the individual person as a result of diverse stressors that happen from the person and the environment that affect the person in accordance with the method in which he or she attributes meaning to the actions or demands affecting him or her, and in accordance with the way in which he or she experiences and enters into or handles such events, motivation or demands."

Dewe (1993) thinks that the level of stress depends upon the person's perceptions and his own believes relevant to the occasion or the reason of the stress. Personal shouldn't raise the negative cognitive thought in his mind. According to (Keiper and Buselle, 1996) stress could be a motivating factor for the achievement of the individual and the stress could be positive or negative. Schermerhorn, Hunt & Osborn (2000) say that the positive stress may increase the thoughtfulness and the

creativity of the person. As far as the negative stress is concerned it certainly cause illness and discomfort for the person (Keiper & Buselle, 1996). This negative stress could cause mental and physical fatigue, low performance and lack of interest, absentees, unethical activities, discomfort and illegal acts (Schermerhorn et al., 2000). Goodall & Brown (1980) suggested that the self stress is caused by the own and personal believes of an individual which certainly effects the personality and the second stressor is the environment which could be the work environment or the society environment.

Above description highlights these three important causes, which are as follow (a) situational demands for the individual to adjust (b) individuals lean to retort and settle in in different ways to stressors and (c) responses(physical or psychological) (Eskridge & Coker, 1985; Kreitner, 1989).

Researchers have related many deceases with the job stress, some are minor but some are really health injurious. (Landsmann, 1977) worked upon and highlighted that a survey conducted by the Chicago Teachers' Union exposed that 56.6% of the contributing teachers had endure physical or mental infirmity related to their teaching occupations, and symptoms included migraine and sinus headaches; allergies; colds; post nasal drip; hypertension; bladder disorders; kidney disorders, bowel disorders; colitis; nervous stomach; acne and weight problems. Stress has a noticeable impact on an individual's psychological health. The commonly reported symptoms are anxiety, annoyance, passivity, aggression and depression, which often combine in a strong form to reduce output and presentation. The UK Times Educational Supplement reported that number of teacher suicides, specifically in England and Wales, directly related to anxiety due to workloads and school inspections (Bunting, 2000).

Personal Strain

According to Farber (1983) to be exhausted is not only because of the stress but the stress and strain too (Clark, 1985). The teachers involved in the study explained that they undergo the middle level of stain which does not harm them on the extremes at the present time. Positive results are seen when the relationship is between personal strain and emotional fatigue and the very low positive in the relationship of exist between personal strain and all other dimensions. Therefore the individual bars the high level of personal strain he might be at the risk of experiencing more emotional fatigue.

Level of personal strain was measured using (Osipow & Spokane, 1998) “Personal Strain Questionnaire.” The tool consisted of four subscales: vocational strain, psychological strain, interpersonal strain, and physical strain, scored on a 5-point subjective rating scale with low scores representing low level of personal strain and high scores signifying high level of personal strain. The subscales were combined to calculate an overall level of personal strain. Reliability for the overall scale was $\alpha = .88$.

Methodology

The population for this study comprises of 296 government secondary schools (125 female and 171 male high schools). Only ninety secondary school teachers were randomly selected due to limited time and the financial constraints. The Occupational Stress Inventory –Revised (OSI-R) developed by (Osipow, 1998) was used to collect the data, for measuring the causes of role stress and personal strain of the subjects in work place. Study was descriptive in nature. The data for this study were collected by personal visit of researcher from teachers of sampled government secondary schools. The statistical package for social sciences (SPSS) software was used to analyze the data in this study. Such as Mean, Standard deviation, and Pearson correlation were used.

Results

Data analysis was conducted and the following results were revealed.

Table 1:
Sources of Role Stress

Sources of role stress	Mean	SD
Role overload	3.67	1.35
Role insufficiency	4.23	2.34
Role ambiguity	4.20	2.26
Role boundary	2.25	2.70
Responsibility	4.18	1.34
Physical environment	2.20	2.27

Table 1 indicates that role insufficiency (Mean = 4.23, SD = 2.34), role ambiguity (Mean = 4.20, SD = 2.26), responsibility (Mean = 4.18, SD = 1.34), role overload (Mean = 3.67, SD = 1.35), were regarded as the most stressful for teachers whilst role boundary (Mean = 2.25, SD = 2.70), physical environment (Mean = 2.20, SD = 2.27) yielded the lowest level of role stress amongst teachers.

Table 2:*Sources of personal strain*

Sources of personal strain	Mean	SD
Vocational strain	4.30	2.01
Psychological strain	3.78	1.94
Interpersonal strain	4.40	2.07
Physical strain	1.50	3.01

Table 2 indicates that Interpersonal strain (Mean = 4.40, SD = 2.07), Vocational strain (Mean = 4.30, SD = 2.01), Psychological strain (Mean = 3.78, SD = 1.94) were regarded as the most stressful for teachers whilst Physical strain (Mean = 1.50, SD = 3.01) yielded the lowest level of personal strain amongst teachers.

Table 3*Difference between male and female teachers' Role stress*

Respondents	N	Mean	SD	df	t-Value	Sig.
Male Teachers	45	87.01	15.13	88	1.55	.162
Female Teachers	45	91.14	16.01			

Table 3 indicates that 't' value (1.55) is significant at 0.05 level of significance, So the null hypothesis stating that there is no significant difference between male and female teachers' role stress is rejected and it is concluded that there is a difference between male and female teachers' role stress. Female teachers have higher mean score (91.14) than male teachers (87.01) to role stress questionnaire.

Table 4*Difference between male and female teachers' personal strain*

Respondents	N	Mean	SD	df	t-Value	Sig.
Male Teachers	45	88.03	15.03	88	1.24	.153
Female Teachers	45	92.23	17.16			

Table 4 indicates that 't' value (1.24) is significant at 0.05 level of significance, So the null hypothesis stating that there is no significant difference between male and female teachers' personal strain is rejected and it is concluded that there is a difference between male and female teachers' personal strain. Female teachers have higher mean score (92.23) than male teachers (88.03) to personal strain questionnaire.

Table 5:
Correlation between teachers' role stress and personal strain

Variables	Mean	SD	N	r	Sig(2-tailed)
Role stress	116	13.149	90	.320*	.013
Personal Strain	70.42	10.88	90		

P=.01 level of significance

Table 5 shows that correlation value (.320*) is highly significant at .01 level, so the null hypothesis stating that there is no significant relationship between teachers' role stress and personal strain is rejected and it is concluded that there is significant relationship between teachers' role stress and personal strain.

Discussion

The sample of this study consisted of 70 teachers; 35 male and 35 female teachers. Table 1 indicates that role insufficiency (Mean = 4.23, SD = 2.34), role ambiguity (Mean = 4.20, SD = 2.26), responsibility (Mean = 4.18, SD = 1.34), role overload (Mean = 3.67, SD = 1.35), were regarded as the most stressful for teachers whilst role boundary (Mean = 2.25, SD = 2.70), physical environment (Mean = 2.20, SD = 2.27) yielded the lowest level of role stress amongst teachers. Table 2 indicates that Interpersonal strain (mean = 4.40, SD = 2.07), Vocational strain (Mean = 4.30, SD = 2.01), Psychological strain (Mean = 3.78, SD = 1.94) were regarded as the most stressful for teachers whilst Physical strain (Mean = 1.50, SD = 3.01) yielded the lowest level of personal strain amongst teachers.

In a survey of head teachers by the National Association of Head Teachers (NAHT) in May 2000, 40% of respondents reported having visited their doctor with stress-related problems in the previous year; 20% considered that they drank too much alcohol, and 15% believed that they were alcoholics; 25% suffered from serious stress related health problems including hypertension, insomnia, depression and gastrointestinal disorders (Jarvis, 2002).

Table 3 indicates that 't' value (1.55) is significant at 0.05 level of significance, So the null hypothesis stating that there is no significant difference between male and female teachers' role stress is rejected and it is concluded that there is a difference between male and female teachers' role stress. Female teachers have higher mean score (91.14) than male teachers (87.01) to role stress questionnaire.

Table 4 indicates that 't' value (1.24) is significant at 0.05 level of significance, So the null hypothesis stating that there is no significant difference between male and female teachers' personal strain is rejected and it is concluded that there is a difference between male and female teachers' personal strain. Female teachers have higher mean score (92.23) than male teachers (88.03) to personal strain questionnaire.

Much of the research on gender and stress is contentious. However, there is evidence that men and women experience stress differently. (Tung, 1980) found that women experienced lower levels of stress compared to men.

The reason why female employees experience more stress than men may be due to the fact that they are more committed to their jobs and they have more barriers to overcome to attain their positions. Van Zyl & Pietersen (1999) argue that this commitment of female teachers results in high stress levels. Pisanti et al. (2003) conducted research to determine the relationship between gender and stress amongst a sample of 2,182 secondary school teachers in Italy. However, they found an insignificant relationship between stress and gender. While Davidson & Cooper, (1983) found that men and women responded differently to various types of stressors, Aamodt (2004) & (Martocchio & O'Leary, (1989) did not find any significant gender differences in stress. Van Zyl, (2002) suggests that women have more stress than men and those women are more prone to depression. With regard to gender, the evidence appears to be inconsistent; some researchers indicate that female teachers have a greater tolerance for integration and for special needs persons than do male teachers (Askamit, Morris & Leunberger, 1997). Eichinger (2001) conducted research on job stress and job satisfaction amongst a sample of 142 special education teachers. The results from this study indicate that females reported more stress relative to males. McEwen & Thompson (1997) found differences in what men and women found stressful. Female teachers appeared to find pupil misbehavior the greatest source of stress, and men reported greater stress in coping with administrative work, although more generally. Miller (1992) has suggested that male secondary teachers feel less fulfilled than others.

Recommendations

The researchers should work out upon the reasons of the resisting factors which stop the training process and specially those factors by which teachers could not implement the new ways in teaching even when they wanted to. While setting priorities it is better to collaborate with the experts to build a new, effective and creative network for the teachers. Teacher training for the stress management would be the most effective step of the educational researchers. There should be a proper System to investigate the stress reasons of the teachers and a medical aid for them to keep them healthy and productive for the society. This program could be organized through the incentives and reward system for the teachers. According to the increased level of stress, the stress management programs should be organized by the institutes and there should be a proper check in the schools that students are not suffered with the stress of their instructor. Byrne (1994) says that the teachers stress could be removed by setting realistic goals, by delegation of the authorities, by giving them the responsibilities and the self check or the self assessment by the teacher could help to come out of the stress.

References

- Aamodt, M. G. (1996). *Applied industrial/Organizational psychology*. New York: Brooks Publishing Company.
- Aksamit, D., Morris, M., & Leunberger, J. (1997). Preparation for student services, Professionals and faculty for serving learning disabled college students. *Journal of College Student Personnel*, 28, 53-59.
- Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The relation between teacher burnout and teachers attributions and practice regarding school behaviour problems. *School Psychology International*, 20, 209-217.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *The Journal of Special Education*, 25, 453-471.
- Boyle, G. J., Borg, M. G., Falzon, J. M., & Baglioni, A. J. (1995). A structural model of the dimensions of teacher stress. *British Journal of Educational Psychology*, 65, 49-67.

- Bunting, C. (2000). Stress on the emotional Landscape. Are teachers suffering from institutional depression? *Times Educational Supplement*, November 10.
- Byrne, B. M. (1994). Burnout: Testing for the validity, replication, and invariance of causal structure across elementary, intermediate, and secondary teachers. *American Educational Research Journal*, 31(3), 645-647.
- Carter, S. (1994). Teacher stress and burnout. *Organizing Systems to Support Competent Social Behavior in children and Youth, Volume III*: Western Regional Resource Centre, University of Oregon.
- Chorney, L. A. (1998). Self-defeating beliefs and stress in teachers. *Dissertation Abstract International*, 58, 2820.
- Clark, R. W. (1985). *Burnout and associated factors among administrators/mid-managers of the cooperative extension service in the north central region*. Unpublished doctoral dissertation, The Ohio State University, Columbus, OH.
- Davidson, M., & Cooper, C. L. (1983). *Stress and the woman manager*. Martin Robertson, Oxford, U. K.
- Dewe, P. J. (1993). Work stress and coping: Common pathways for future research? *Work and Stress*, 7, 1-3.
- Dunham, J. (1992). *Stress in Teaching* (2nd ed.). New York: Routledge.
- Eichinger, J. (2001). Job stress and satisfaction among special education teachers: Effects of gender and social role orientation. *International Journal of Disabilities, Development and Education*, 47(4), 397-411.
- Eskridge, D. H., & Coker, D. R. (1985). Teacher stress: Symptoms, causes, and management techniques. *The Clearing House*, 58, 387-390.
- Farber, B. A. (1983). *Stress and burnout in the human services profession*. New York: Pergamon Press.
- Forlin, C., Douglas, G., & Hattie, J. (1996). Inclusive practices: How accepting are teachers? *International Journal of Disability, Development and Education*, 43(2), pp. 119-133.

- Goodall, R., & Brown, L. (1980). Understanding teacher stress. *Action in Teacher Education*, 2, 19-23.
- Hittner, A. (1981). *Teachers in distress: Perceptions of stress and life satisfaction*. Maryland: Associated Press.
- Jarvis, M. (2002). Teacher stress: a critical review of recent findings and suggestions for future research directions. *Teacher Support Network*, 14(1). Retrieved from <http://www.google.com/search?q=cache:Yat4BaS26IoJ:ww.teachersupport.org.uk/index>.
- Keiper, R. W., & Buselle, K. (1996). The Rural Educator and Stress. *Rural Educator*, 17:18.
- Kreitner, R. (1989). Career and stress management. In R. Kreitner (Ed.), *Management (pp A1-A9)*. Boston: Houghton Mifflin.
- Kruger, A. C. M. (1992). *Identification of stress in adolescents: A psycho-educational perspective*. Unpublished Ded. Thesis. Pretoria: University of South Africa.p:92
- Kyriacou, C. (1980). Sources of stress among British teachers: The contribution of job Factors and personality factors. In C. L. Cooper & J. Marshall (Eds), *White Collar and Professional Stress (pp113-127)*. Chichester: John Wiley.
- Kyriacou, C. (1998). The nature and prevalence of teacher stress. In M. Cole & S. Walker (Eds.), *Teaching and stress (pp. 27-34)*. Milton Keynes: Open University Press.
- Kyriacou, C. (1998). Teacher Stress: Past and present. In J. Dunham & V. Varma (Eds), *Stress in teachers*. London: Whurr Publishers.
- Landsmann, L. (1977). Special report-Teacher burnout. *Instructor*, 88(1), 55-70. Lee, R., & Ashforth, B. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81,123-33.
- Lewis, R. (1999). Teachers coping with the stress of classroom discipline. *Social Psychology of Education*, 3, 155-171.

- Louden, L. W. (1987). *Teacher stress: Summary report of the Joint Committee of Inquiry into Teacher Stress*. The minister for education and planning in W. A, Pert, W. A. Govt. Printers
- Martocchio, J. L., & O'Leary, A. M. (1989). Sex differences in occupational stress: a meta-analytic review. *Journal of Applied Psychology*, 74(4), 495-501.
- McEwen, A., & Thompson, W. (1997). After the National Curriculum: teacher stress and morale. *Research in Education*, 57, 57-67.
- Miller, J. P. (1992). *Teachers in transition: study of an aging profession*. Toronto: Ontario Institute of Studies in Education.
- Olivier, M. A. J., & Venter, D. J. L. (2003). The extent and causes of stress in Teachers in the George region. *South African Journal of Education*, 23(3) 186-192.
- Olson, D. H., McCubbin, H. I., Barnes, H. L., Muxen, M. J., Larsen, A. S., & Wilson, M. A. (1989). *Families. What makes them work?*, California: Sage Publications
- Osipow, S. H. (1998). *A manual for the occupational stress inventory revised edition (Professional Manual)*. Lutz, Florida: Psychological Assessment Resources.
- Otto, R. (1986). *Teachers under stress*. Melbourne: Hill of Content
- Pierce, C.M.B., & Molloy, G.N. (1990). Psychological and biographical differences between secondary school teachers experiencing high and low levels of burnout, *British Journal of Educational Psychology*, 60, 37-51.
- Pisanti, R., Garliardi, M. P., Razzino, S., & Bertini, M. (2003). Occupational stress and wellness among Italian secondary school teachers. *Psychology and health*, 18, 523- 536.
- Pithers, R. T., & Soden, R. (1998). Scottish and Australian teacher stress and strain: A comparative study. *British Journal of Educational Psychology*, 68, 269-279.
- Quick, J. C., & Quick, J. D. (1984). *Organizational stress and preventive management*. New York: McGraw-Hill.

- Rubina, Hanif. (2004). *Teacher stress, job performance and self efficacy of women school teachers*. PhD thesis, Quaid-i-Azam university, Islamabad .
- Schermerhorn, J.R. Jr., Hunt, J. G., & Osborn, R. N. (2000). *Organisational behaviour* (7th ed.). New York: John Wiley & Sons, Inc.
- Sutton, R.I. (1984). Job stress among primary and secondary schoolteachers: its relationship to ill-being, *Work and Occupations*, 11(1), 7-28.
- Travers, C. J., & Cooper, C. L. (1996). *Teachers under pressure: Stress in the teaching profession*. New York: Routledge.
- Travers, C. J., & Cooper, C. L. (1997). Stress in teaching. In Shorrocks- Taylor D (Ed), *Directions in educational psychology*. Whurr, London.
- Tung, R. L., & Koch, J. L. (1980). School administrators: Sources of stress and ways of coping with it. In C. L. Cooper & J. Marshall (Ed.), *White Collar and Professional Stress*. USA: John Wiley & Sons, Ltd.
- Vaghn, P. R. (1990). Agricultural education: Is it hazardous to your health? *The Agricultural Education Magazine*, 62, 4.
- Van Zyl, E. (2002). Measurement of work stress within South African companies: A luxury or necessity? *South African Journal of Industrial Psychology*, 28(3), 26-31.
- Van Zyl, E., & Pietersen, C. (1999). An investigation into work stress experienced by a group of secondary school teachers. *South African Journal of Education*, 19(1).
- Williams, M., & Gersh, I. (2004). Teaching in mainstream and special schools: Are the stresses similar or different? *British Journal of Special Education*, 31(3): 157-162.