

Sources of stress experienced by secondary school teachers in Choma District Southern Province of Zambia

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Abstract

The purpose of the study was to find out sources of stress experienced by secondary school teachers in Choma District, Southern Province, Zambia. The descriptive or survey research design was adopted for the study. The simple random sampling technique was used to select six schools in the District, and 20 teachers from each school. A total of 120 respondents were selected for the study. The Teacher Stress Inventory questionnaire (TSI) was used to collect data. The data was coded and analyzed using the Statistical Packages for Social Sciences (SPSS) version 22. Descriptive statistics in form of frequencies, percentages, mean and standard deviation were used. The study reveals that teachers moderately experienced stress in terms of, time management, work related stressors, professional distress, discipline and motivation, and professional investment. Recommendations are that the Ministry of Education should conducting seminars and workshops for the teachers on time management skills. Also, school head teachers should organize leisure events for teachers to refresh and revitalize their energy.

Keywords: sources of stress; Choma; stressor; heterogeneous; homogenous

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1. Introduction

Sources of teacher stress are varied; some of the more common sources include the need to make adaptations to sudden curriculum changes and feeling of disempowerment (Nagar, 2012). Apart from school curriculum changes, a change in school structure is also a stressor (Hallinger, 2010), such changes cause erosion of collegial relationship and harbor feelings of inequity and uncertainty (Uthuvelayutham & Mohanasundaram, 2012). Other often reported stress catalysts include role overload, namely the need for teachers to cope with a number of competing roles within their job, excessive overtime work, management problems and large class sizes (Muthuvelayutham & Mohanasundaram, 2012).

Within the general area of occupational stress, teaching has been identified as one of the most stressful occupations in many countries (Bhatti, Hashmi, & Raza, 2011). Teaching related stress is commonly termed teachers' stress, and is defined as a teacher's experience of unpleasant, negative emotions such as anger, anxiety, tension, frustration or depression resulting from some aspect of their job as a teacher (Bidula & Baruah, 2012). Like other forms of occupational stress it can have serious implications for the health functioning of the individual as well as for the organisation in which the individual serves.

At a personal level, teaching related stress can affect teachers' health, well-being and performance (Archibong, Basse, & Effiom, 2010). From an organisational perspective, it translates to unproductive employee behaviours such as alienation, apathy, and absenteeism (Chaudhry, 2012). Hence, the study of teacher stress, particularly its sources continues to attract widespread interest and attention. Stress is a common word that people talk about almost on a daily basis, especially when they are confronted with series of activities in work places. According to the World Health Organization's (WHO) definition, occupational or work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope (WHO, 2010). However, it is obvious that people use the term to describe a variety of negative feelings and reactions that follow threatening or challenging situations (Robbins, Judge, & Campbell, 2010).

Different scholars have defined the term stress from various points of view. For instance, Makasa (2013) defines stress as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of his or her self-esteem or well-being. Stress may be conceptualized as a negative emotional experience that is triggered by the teacher's perception of the threat to his or her self-esteem or wellbeing (Landy & Conte, 2010). Stress has also been defined by Makasa (2013) as a particular interaction between the person and the environment, appraised or evaluated by the person as being taxing or exceeding his or her personal resources, and, as a consequence, disrupting his or her daily routines. They further viewed stress as an on-going process in which an individual makes appraisal of the environment and attempt to cope with the stressor that arise. From this definition it can be noted that stress is a result of the evaluation a person makes with regard to the demands made by the environment of which he or she does not manage to handle.

When the exposure to stress is chronic or persistent, the body responds negatively. It is important to note that most of these reactions are automatic, they happen whether an individual want them or not. Some researchers have used the term stress to refer to the level of pressure and demands made on the teacher (Riaz & Ramzan, 2013). Other scholars have described stress as the inconsistency between the demands made on a teacher and his or her ability to cope with those demands. Stress thus is viewed as the imbalance between the demands made and the ability to handle the demands by an individual (Akpochafo, 2012). Stress can affect

teacher's job satisfaction and their effectiveness in the education system. Stress can also result in mental and physical illness and impair the working relationship between teachers and pupils as well as the overall quality of teaching. Prolonged stress can result in burnout (Landy & Conte, 2010).

The occurrence of stress has been well documented in many professions over the last 20 years (Fisher, 2011). Stress is a common aspect in most professions; however, it has been consistently linked to the helping professions such as nursing, social workers, the police service, fire fighters and teaching (Mlaki & Manase, 2012). Teachers play an important role of implementing educational policies, programs, plans, curriculum and goals in any country; they are the implementers of all policies in the educational sector. Teachers find themselves performing different roles which make them to experience stress.

Teachers stress has been a subject of great concern for many countries, non-governmental organizations and educational practitioners at international level. The phenomenon of work stress of teachers has been receiving increased global attention and concern in the recent years (UNESCO, 2012). Several studies have been undertaken to examine the prevalence, level and major sources of work stress among school teachers in England, Malta, West Indies and Hong Kong to mention but a few (Chan, 2010). The combination of findings in these studies revealed that the phenomenon of stress problem among teachers was widespread and was not restricted to any particular country. This implies that stress is a global problem among workers in different professions including teachers.

Among the professions that are more demanding and stressful is teaching. Teaching has been identified as one of the most stressful occupation in many countries (Mlaki, 2012; Sprenger, 2011; Riaz & Ramzan, 2013). The main reason behind this fact is a huge incidence of stress related illness is more pronounced among people whose job requires them to bear a large amount of responsibility for the welfare of others (Landy & Conte, 2010). Many teachers make a huge commitment to the pupils they teach and this can include strong emotional ties. Teachers have to deal with a wide range of pupil's needs including academic and non-academic needs. They are expected to spend most of their working time giving of themselves to others and have to perform a wide variety of activities unrelated to their job descriptions, including ministering to the emotional needs and family problems of students (Mlaki, 2012).

It is worthy studying this issue so as to understand the sources of teacher stress in secondary schools and minimise the adverse effects of work stress of teachers. Studying on this issue of work stress among teachers in secondary schools in Zambia is essential and it is important for the school management and teachers. Educational practitioners must understand the different sources of stress so as to find means to combat it. It is therefore against this background that this study sought to examine the sources of stress experienced by secondary school teachers in Choma District Southern Province, Zambia. As such the ensuing section reveals literature on sources of stress experienced by teachers under the following sub headings: time management, work related stressors, professional distress, discipline and motivation, and professional investment.

2. Literature Review on Sources of Stress

2.1 Time Management

Time management has been identified as the source of stress for teachers. A study conducted on levels of occupational stress among basic schools in Lusaka district, Zambia revealed that time management was a stressor among teachers (Makasa, 2013). Time management rated 78% as a source of stress among Basic School teachers. This might be related to the fact that teachers are tasked with other responsibilities within the school other than preparing lessons. It therefore implies that the nature of the job done by teachers make it difficult for them to manage their time properly.

Time management can be viewed as a serious source of stress because it creates a feeling of not having

achieved professional goals. Time is always difficulty to manage because most teachers have been assigned other tasks to perform which are outside their core business of teaching (Boucknooghe & Butt, 2013). In the same vein school administrators tend to assign certain duties to teachers; thereby teachers neglect the core duty of teaching. This leads to failure to furnish the syllabus and brings feelings of not having achieved anything.

2.2 Work Related Stressors

It is good to note that teachers are the key human resources needed for a nation's development. Shua (2013) agrees with this statement when he states that teachers are a major determinant factor in the quality of education of any nation. It is also worthy to note that teachers could not deliver well under strenuous atmospheric, but yet often times teachers are overloaded with so many courses and responsibilities in their place of work. It is quite obvious that teachers experience stress when there is persistent interaction between demand and pressure from the intrinsic and extrinsic environment.

Work related stressors lie around the work that teachers do on a daily basis which may include others duties assigned to teachers apart from teaching itself. Work related stress is a growing problem around the world. It does not only affect the health and well-being of employees, but also the productivity of the organisation. Work related stress arises when work demands of various types of combinations exceed the persons' capacity and ability to cope. According to Robertson and Dunsmuir (2012) work related stress is the second most common compensated illness in Australia. It can be caused by long working hours, heavy work load, job insecurity, the threat of job loss or redundancy and conflicts with other workers.

The following factors have been described as major stressors at the work place in relation to work related stressors; organisational culture, bad management practices, job content and demands, physical job environment, relationships at work, change management, lack of support, role conflict and trauma. In a study conducted by Makasa (2013) on perceived levels of occupational stress among basic schoolteachers in Zambia revealed that work related stressors such as; lack of accommodation, difficulties in obtaining entitlements, poor promotion prospects among others ranked highest as work related stressors.

2.3 Professional Distress

Professional distress focuses on the respect and recognition teachers have in the work place. A study by Uthuvelayutham and Mohanasundaram (2012) on the impact of occupational stress among teachers on job satisfaction and job involvement found that lack of status and advancement opportunities was not only considered as sources of stress, but also as reason for leaving the profession. Teachers are therefore affected by issues that revolve around their professional. Nagar (2012) found that teachers whose stress was caused by professional recognition needs were the least committed to teaching. Professional distress also encompasses the belief of teachers that their salary is not commensurate with the work they do, which has been found to be a source of stress and job dissatisfactions in a number of studies (Nabirye, Brown, Pryor, & Maples, 2011).

Recognition and appreciation from the government and society plays a vital role in boosting teachers' morale and self- esteem. A study by Archibong (2010) among western Australian teachers found that general lack of appreciation from the community at large was frequently stated as a source of stress. The senses of limited or even non-existent support may intensify teachers' feeling of isolation and reduce their ability to work effectively (Robertson & Dunsmuir, 2012). This implies that professional distress is a serious source of stress among teachers.

2.4 Discipline and Motivation

Relating to pupils has often been cited as a stressor for teachers. The discipline and motivation category includes student lack of discipline, as perceived by the teacher, and pupil disorganisation (Popoola & Ilugbo, 2010). Acts of student misbehaviour has been mentioned as a source of stress in numerous studies. Collie,

Shapka, and Perry (2012) conducted a qualitative analysis of the sources of teachers stress among teachers in Netherlands; results revealed that student behaviour was a considerable source of stress. The findings further indicated that when student misbehaviour directly hinders class management, it negatively influences teacher performance and student learning outcome as teachers tend to feel very frustrated (Hallinger, 2010).

2.5 Professional Investment

The question of how much control do teachers feel they have on their job is at the heart of this domain. Both the lack of opportunity to participate in decision making, and the thinking that one's opinions are not valued has repeatedly been pinpointed as a stressor for teachers. Decision making has been found to have a relationship with job satisfaction in a number of earlier studies. A study conducted by Darmody and Smith (2011) on job satisfaction and occupational stress among primary school teachers in Ireland, found that a lack of participation in decision-making and little autonomy were positively related to burnout in teachers. According to Skaalvilk and Skaalvilk (2010), a lack of control over important job factors can lead to anxiety, depression, helplessness, decreased motivation and increased passivity.

Professional investment domain also encompasses the isolation a teacher may feel, as they are the only adult in a room full of children for most of the day (Hallinger, 2010). According to Darmody and Smyth (2011), more than 500,000 teachers left the profession in the year 2000 because of the feeling of isolation. According to Archibong et al. (2012) a study conducted in Quebec where a sample of 1,110 teachers were administered French Canadian version in the UCLA Loneliness Scale and teachers stress inventory, indicated a positive significant correlation between isolation and occupational stress.

2.6 Statement of the problem

Stress can affect teachers' job satisfaction and their effectiveness as it could result in mental and physical illness, which can impair working relationships between teachers and pupils as well as the overall quality of teaching and learning. This research, therefore, sought to find out the sources of stress experienced by secondary school teachers in Choma District.

2.7 Objectives of the Study

This study sought to:

- Establish the demographic variables of teachers;
- Find out teachers' sources of stress from various perceptions; and
- Ascertain the extent to which teachers experienced stress.

2.8 Research questions

The study was guided by the following research questions:

- What were the demographic variables of teachers;
- What are the sources of teachers' stress from various perceptions; and
- To what extent did teachers experience sources of stress?

2.9 Significance of the study

The study was considered significant because its findings might assist secondary school teachers, policy makers in the ministry of education and all stakeholders with information on the sources of stress experienced by secondary school teachers. The study was also thought to be of significance because it might assist in generating

research interest in the subject of occupational stress, because of its implications for workers' physical well-being, mental health, satisfaction with life and work as well as labour productivity.

3. Methodology of the Study

The descriptive or survey research design was adopted for the study. The population consisted of 440 secondary school teachers from 11 government secondary schools in Choma District Southern Province, Zambia. The simple random sampling techniques was used to select six (6) secondary schools in Choma District, and 20 teachers were selected from each school using the simple random sampling technique. A total of 120 respondents were selected for the study. The Teacher Stress Inventory questionnaire (TSI) adapted from Fimian (1988) comprising 49 items of the five point Likert scale was used to collect data. The instrument was face and content validated. A pilot study was conducted on two secondary schools which were not included in the main study to ascertain the reliability of the instrument. The instrument was administered to 30 respondents. The researchers administered and collected the questionnaires. The data collected was coded and analysed using the Statistical Packages for Social Sciences (SPSS) version 22. Descriptive statistics in form of frequencies, percentages, mean and standard deviation were used in the research. Table 1 and 2 below were used for the interpretation of mean scores. Table 1 was used for the interpretation of the various items while table 2 was used for the overall means which indicated the extent to which teachers experienced the various sources and patterns of stress.

Table 1

Interpretation of Mean Scores

Scale	Response	Mean score	Verbal Interpretation
5	Strongly agree	4.51-5.00	Strongly agree
4	Agree	3.51-4.50	Agree
3	Undecided	2.51-3.50	Undecided
2	Disagree	1.51-2.50	Disagree
1	Strongly disagree	1.00-1.50	Strongly disagree

Table 2

Interpretation of Mean Scores

Scale	Response	Mean score	Verbal Interpretation
5	Strongly agree	4.51-5.00	Very Highly Experienced
4	Agree	3.51-4.50	Highly Experienced
3	Undecided	2.51-3.50	Moderate Experienced
2	Disagree	1.51-2.50	Rarely Experienced
1	Strongly agree	1.00-1.50	Never Experienced

4. Data presentation, analysis and interpretation

The data was analyzed using the descriptive statistics. The results were presented in relation to the research questions as indicate below.

What were the demographic variables of teachers in terms of gender, age, years of teaching experience and highest academic qualifications?

Table 3 shows the distribution of respondents according to gender. According to the table 52 % of the respondents were male while 48% of them were female. This indicates that the majority of the respondents used for the study were male.

Table 3*Gender of Respondents*

Gender	Frequency	Percent (%)
Male	51	52.00
Female	47	48.00
Total	98	100.00

Table 4 below shows the age range of the respondents used in the study.

Table 4*Age of Respondents*

Age	Frequency	Percent (%)
20-29	5	5.10
30-39	35	35.70
40-49	53	54.10
50-59	5	5.10
Total	98	100.00

From the table, 54.10 % of the respondents fell in the age range 40-49 while 35.70% of them fell in the age range 30-39. The age ranges 20-29 and 50-59 scored 5.10 %. This showed that the majority of the respondents used in the study fell in the age range 40-49. In fact, this age group is when people are entering a professional conundrum; they are at the peak of their career, they are at the height of personal commitments with children and elderly parents who depended on them and the pattern of changing jobs frequently has slowed down. These factors suggest that the majority of the research participant are at high risk to stress (Sprenger, 2011), hence been better suited to provide responses towards the sources of stress they experience.

Table 5 below shows the distribution of respondents according to the years of teaching experience.

Table 5*Years of teaching experience*

Teaching Experience	Frequency	Percent (%)
1-5	11	11.20
6-10	13	13.30
11-15	35	35.70
16-20	28	28.60
21-25	8	8.20
26-30	2	2.00
31-35	1	1.00
Total	98	100.00

From the table teaching experience range 1-10 years represents 24.50% while 11-20 years was represents 64.30 % and 21-30 represents 10.20% while teaching experience range 31-35 years represents 1% of the respondents. This indicates that the majority of the respondents used in the study fall in the teaching experience range of 11-20 years, meaning that they have been teaching for 11 years above. It is the strong conviction of these researchers that since the majority (64.30% + 10.20% = 74.50%) of the respondents had been teaching for at least 11 years, they have undergone quite a lot of stressful situations. This makes them to be well positioned to offer the study with reliable answers regarding what they perceived as the sources of stress that they have experienced.

Table 6 below shows the distribution of respondents according to the highest academic qualification.

Table 6

Highest academic qualification

Academic Qualification	Frequency	Percent (%)
Diploma	38	38.80
Degree	55	56.10
Masters	5	5.10
Total	98	100.00

According to table 6, 38.80% of the respondents were diploma holders, 56.10% were degree holders and 5.10% were master’s degree holders. This indicates that the majority of respondents used in the study were degree holders followed by diploma holders, implying that the respondents were fully qualified for teaching at secondary school level. This is because the minimum qualification to teach at a secondary school in Zambia is a secondary teacher’s diploma (Ministry of Education, 2013).

To what extent did teachers experience sources of stress in terms of time management, work related stressors, professional distress, discipline and motivation and professional investment.

The above statement spells out the main purpose the study sought to establish. The results that follow are about the responses to that effect.

Table 7 shows the extent to which teachers experienced stress in terms of time management. From the table teachers agreed that they easily over-committed themselves, became impatient if others were doing things slowly and felt uncomfortable wasting time with means of 3.89, 3.57 and 3.52 respectively. The high standard deviations of 1.11, 1.24 and 1.36 for the three items respectively indicated that the teachers were heterogeneous in their responses. In addition, the teachers were undecided on all other items on time management with the means ranging from 2.90-3.29.

Table 7

Time Management

Item	Mean	SD
I easily over-commit myself	3.89	1.11
I become impatient if others are doing things slowly	3.57	1.24
I have to try doing more than one thing at a time	3.18	1.07
I have little time to relax/enjoy the time of the day	3.29	1.18
I think about unrelated matters during the conversations	2.92	1.35
I feel uncomfortable wasting time	3.52	1.36
There isn't enough time to get things done	3.13	1.30
I rush in my speech	2.90	1.06
Average	3.29	.610

The overall mean of 3.30 shows that teachers moderately experienced stress in terms of time management and were homogeneous in their responses with a standard deviation of 0.61. This finding closely agrees with a study by Riaz and Ramzan (2013) who studied on the recognition of stressors and manifestation of stress among teachers in Pakistan. He found that teachers highly experienced stress in terms of time management with the overall mean of 3.58.

Moreover, one of the greatest challenges facing teachers is time management because time is a critical resource for teaching (Bidula & Baruah, 2012). Because teachers dedicated more time to the preparation of classroom instructional materials, time management is a concern (Gardner, 2010). Besides, Sprenger (2011) identifies additional classroom time related stressors as completing required paperwork, meeting deadlines, as well as planning lesson and curriculum for multiple classes each day. According to Collie, Shapka, and Perry (2012), on average, the teacher invests over 50 hours per week fulfilling these roles. Essentially, Shernoff, Mehta,

Atkins and Spencer (2011) cite having to do more than one thing at a time and finding that the school day pace is too fast as being some of the sources of stress experienced by teachers.

By implication, role overload creates inefficiency among teachers in that one has to stretch himself to try and meet the demands of all his roles. This causes tiredness among teachers which in the long run compromises their effectiveness at teaching and discharging other functions. The main victims of this situation are ultimately the learners. In order to resolve time management challenges facing secondary school teachers, Lambert, Torres, and Tummons (2012) recommend that in-service training should have a meaningful focus on the area managing and reducing work-related stress, time management tips and techniques, and professional growth and development. Similarly Nagar (2012) has identified time management training as a means of addressing the stress of teachers. In this regard, Lambert, Torres and Tummons (2012) emphasize that even a small amount of training in time management can have both an immediate and a long term effect on the performance of teachers.

Table 8 shows the extent to which teachers experienced stress in terms of work related stressors.

Table 8

Work Related Stressors

Item	Mean	SD
There is little time to prepare for my lessons/responsibilities	3.36	1.24
There is too much work to do	3.38	1.35
The pace of the school day is too fast	2.96	1.18
My class load is too big	3.04	1.27
My personal priorities are being short-changed due to time demands	3.18	1.18
There is too much administrative paper work in my job	3.36	1.29
Average	3.46	.69

The table indicates that teachers were undecided on all the six items with the means ranging from 2.96-3.38. The high standard deviations between 1.18-1.35 of indicated that the teachers were heterogeneous in their responses. The overall mean of 3.46 showed that teachers moderately experienced stress in terms of work related stressors and were homogeneous in their responses with a standard deviation of 0.69. This finding is concurring with a study by Riaz and Ramzan (2013) who found that teachers in Pakistan experienced sources of stress in terms of work related stressors with the mean of 3.60. However the responses in this study were heterogeneous with a standard deviation of 1.18. The researchers used the Teachers Stress Inventory questionnaire (TSI) in their study, thus contributing to the apparent difference.

In the same vein Tsai, Fung, and Chow (2006) report stress catalysts as including role overload, namely the need for teachers to cope with a number of competing roles within their job and excessive over-time work. They further argue that work related stress leads to tiredness, wearing out physically and emotionally. Besides, Mluki and Manase (2012), warn that work related stressors can have serious implications for the healthy functioning of a teacher as well as for the school in which the individual serves. At a personal level this stress can affect a teacher's health, well-being, and performance. From school perspective, it translates to unproductive employee behaviors such as alienation, apathy, and absenteeism due sick leaves (Tsai, Fung, & Chow, 2006). Sprenger (2011) adds that stress does not only affect the concerned teacher but their colleagues, and their students. For example, some of the many changes that school tends to effect normally have negative effects on students.

According to Tsai et al. (2006), stress whose source is workload should be addressed by focusing efforts on finding ways of taking control of it and making it more manageable. In this case it is important for the affected teachers to ask for help to lighten the load. In addition, getting involved with the growing number of teachers using social media for support and advice is also a simple and free way of discovering that you are not alone (Fisher, 2011).

Table 9 shows the extent to which teachers experienced stress in terms of professional distress. In this regard, the table reveals that teachers agreed that they needed more status and respect on their job with the mean of 3.66.

The high standard deviation of 1.06 indicated that teachers were heterogeneous in their responses. On the other hand, teachers were undecided on four items with the means ranging from 3.23-3.50. The high standard deviations between 1.06-1.35 indicated that on these four items teachers were heterogeneous in their responses.

The overall mean of 3.46 showed that teachers moderately experienced stress in terms of professional distress and showed homogeneity in their responses with a standard deviation of 0.69. Similarly, Riaz and Ramzan (2013) found a mean of 3.87 of the sources of experienced in terms of professional distress by teachers in Pakistan. However, in this study respondents showed heterogeneity in their responses with a standard deviation of 1.21.

Noteworthy, Garden (2010) found that professionally distressed teachers see themselves as less competent and their role as more demanding than other occupations. The subsequent implication is that, among teachers, professional demands may contribute to diminished performance, absence from work due to long-term sickness or attrition from the teaching profession (Gardner, 2010). This situation has a negative bearing on the academic performance of students. It is no wonder Archibong, Bassey, and Effiom (2010) urge that sources of distress among teachers need to be swiftly addressed through schools engaging professional psychologists to prevent their effect from escalating into student performance.

Table 9

Professional Distress

Item	Mean	SD
I lack promotion and advancement opportunities	3.23	1.35
I am not progressing in my job as rapidly as I would like	3.50	1.07
I need more status and respect on my job	3.66	1.06
I receive an inadequate salary for the job I do	3.47	1.15
I lack recognition for the extra work and/ or good teaching I do	3.41	1.28
Average	3.46	.69

Table 10 shows the extent to which teachers experienced stress in terms of discipline and motivation.

Table 10

Discipline and Motivation

Item	Mean	SD
I feel frustrated because of discipline problems in my classroom	2.95	1.38
I feel frustrated having to monitor pupil behavior	2.96	1.18
I feel frustrated because some students would do better if they if they tried	3.18	1.13
I feel frustrated attempting to teach students who are poorly motivated	2.95	1.21
I feel frustrated because of inadequate/poorly defined discipline problems	2.99	1.18
I feel frustrated when my authority is rejected by pupils/administration	3.24	1.13
Average	3.04	.69

From the table, teachers were undecided on all the six items with means ranging from 2.95-3.24. The high standard deviations between 1.13-1.38 indicates that teachers were heterogeneous in their responses. The overall mean of 3.038 showed that teachers moderately experienced stress in terms of discipline and motivation and were homogeneous in their responses with a standard deviation of 0.69. Essentially, this finding is also in agreement with a study by Riaz and Ramzan (2013) in Pakistan who found that teachers moderately experienced sources of stress in terms of discipline and motivation with the mean of 3.09.

In like manner, Archibong, Bassey, and Effiom (2010) report catalysts of stress faced by teachers as including management problems associated with student misbehavior and large class sizes, and they emphasize that behavior management is a huge issue among teachers. The major instigator of this situation is large, inclusive classes which usually entails multiple degrees of academic ability and problems among students. This in itself, according to Youngusband (2006) catalyzes greater issues of discipline in that class control becomes a

huge challenge such that teacher no longer hold adequate control to deal with discipline issues. This situation could be worsened by inadequate support from school administrators, board offices or the Department of Education. Poor class discipline in a class has accounted for a greater proportion of poor performance among students in most school (Younghusband, 2006).

Besides, students can be so unruly to the extent harming the teacher or even damaging of the teacher's property. This ends up stressing the teacher. According to Gardner (2010) if teachers fear violence and find it stressful, then the general student population tends to be affected both by this fear and by the stress that teachers feel. Mlaki and Manase (2012) and Younghusband (2006) further posit that the struggle to facilitate learning in an environment of poorly motivated pupils, frustrating administration, pressures, behavior concerns and large inclusive classes are among significant barriers to being effective and self-esteem of teachers. Moreover, unmotivated and disruptive students are difficult for teachers to control such that this may negatively affect learning and student achievement.

Table 11 shows the extent to which teachers experienced stress in terms of professional investment.

Table 11

Professional Investments

Item	Mean	SD
My personal opinions are not sufficiently aired	3.47	1.12
I lack control over decisions made about classroom/school matters	3.22	1.12
I am not emotionally/ intellectually stimulated on the job.	2.95	1.13
I lack opportunities for professional improvement.	3.02	1.17
Average	3.17	.69

From the table, teachers were undecided on all the four items with means ranging from 2.95-3.47. The high standard deviations of between 1.12-1.17 indicated that teachers were heterogeneous in their responses. The overall mean of 3.17 showed that teachers moderately experienced stress in terms of professional investment and were homogeneous in their responses with a standard deviation of 0.69. This finding concurred with a study by Riaz and Ramzan (3013) who indicate that teacher in Pakistan highly experience sources of stress in terms of professional investment with the mean of 4.34. However, in this study responses were heterogeneous with a standard deviation of 1.13.

In a similar study Gardner (2010), comments that teachers resented not being included in decision-making and having their ideas ignored by school authorities. In fact it is also reported that teachers felt undervalued and unappreciated by administration when they are not involved in formulating decisions about their classes. Essentially, Hallinger (2010) insinuates that teachers feel angry having to implement changes made from the "outside," and that most of such measures were often unworkable. In addition, Collie, Shapka, and Perry (2012) caution that professional investment stress can affect teacher capacity to fulfil duties effectively. Accordingly, Bouckennooghe and Butt (2013) advance that stress incorporates considerable cost in absenteeism, reduced quality of teaching, and has the propensity to negatively impact student learning.

5. Conclusions and Recommendation

It is evident from this study that teachers in Choma District, Zambia experienced stress. The study reveals that teachers moderately experienced stress in terms of, time management, work related stressors, professional distress, discipline and motivation, and professional investment. They easily over-committed themselves, became impatient if others were doing things slowly and felt uncomfortable wasting time. Besides they also stressed that they needed more status and respect on their job while they also registered frustration that they did not progress in their job as rapidly as they would have liked. Teachers further felt stressed because of receiving an inadequate salary for the job they did and lack of recognition for the extra work and/ or good teaching they do. Moreover they were frustrated for their personal opinions that were not sufficiently respected.

It has emerged in the study that stress can lead to loss of productivity of the affected teacher. This is particularly so in that stress may take the form of impaired malfunctioning, diminished performance which in turn may culminate in lowered productivity. Thus, negatively impacting the learning of students in secondary schools to the extent of causing poor academic performance. Besides, 'the working conditions of the teachers are the learning conditions of the students' (Sprenger, 2011), thus School managers, administrators and other stakeholders in secondary school education need to pay attention to the catalysts of stress among teacher for mitigation. As Sprenger (2011) and Tsai, Fung, and Chow (2006) espouse, praise, support and recognition may ameliorate some psychological stress experienced by teachers. Also, health promotion and wellness programs on exercises, nutrition, should be offered once in a while to all teachers to mitigate the sources of stress they experience. Moreover, stress management programs have been also cited to reduce sources and levels of stress. Below are specific suggestions regarding stress as discussed in the present study.

In order to minimize the levels of stress experienced by secondary school teachers, the following recommendations are being made:

- The Ministry of Education should consider conducting seminars and workshops for the teachers on time management skills and setting goals which might help them with skills on time management.
- School head teachers should consider organizing leisure events for teachers such as end of term or year outings which will allow teachers to refresh and revitalize their energy.
- The Ministry of Education is further advised to improve and re-look their promotion criteria so that teachers receive their due promotion on time and on meritocracy basis. This we believe will reduce dissatisfaction among secondary school teachers in Zambia particularly pertaining to frustration from lack of progress in climbing the job rank-ladder.
- School Managers should, in fact receive refresher courses on relationship with teachers so that their skills on handling teachers' opinions are enhanced.

6. References

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