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A STUDY OF THE RELATIONSHIP BETWEEN TEACHER STRESS

AND PUPIL CONTROL IDEOLOGY

by

Genevieve Nichole Pacitti

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in School Psychology
of Rowan College
May 7, 1995

Approved by _____

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ABSTRACT

Genevieve N. Pacitti
A Study of The Relationship Between Teacher Stress
and Pupil Control Ideology
1995
Dr. Roberta Dihoff
Master of Arts in School Psychology

Education is a priority in our society. Teacher stress has been identified as a disruptive factor toward productiveness within the classroom. Pupil control ideology has been seen in educational literature as a teacher characteristic affecting individual stress levels of teachers. The purpose of this study was to investigate: the relationship between teachers' pupil control orientation and five factors of teacher stress; the relationship between years of teaching experience and perceived job-induced stress; and the relationship between gender and pupil-control orientation. Data was collected through two questionnaire surveys and an information sheet. Subjects were 72 full-time secondary Catholic school teachers. Analyses of the data indicated that an authoritarian orientation was significantly related to higher scores on three of the five stress factors. No significant relationship existed between gender and pupil control orientation. Years of teaching experience made no significant difference in terms of perceptions of job-induced stress.

MINI - ABSTRACT

Genevieve N. Pacitti
A Study of The Relationship Between Teacher Stress
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Dr. Roberta Dihoff
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Is there a relationship between teachers' pupil-control orientation and their perceived job-induced stress level? Is there a relationship between years of teaching experience and perceived job-induced stress? Is there a relationship between gender and pupil-control orientation? Analyses of data indicated that an authoritarian orientation was significantly related to higher scores on a given stress scale. No significant relationship existed between gender and pupil control orientation. Years of teaching experience made no significant difference in terms of perceptions of job-induces stress.

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CHAPTER 1: The Problem

Need

It has been reported that job-related stress is a common phenomenon among many teachers. The impact of this stress can prevent productive teaching and learning, as well as effect the physical and emotional well-being of the individual teacher (Harris, Halpin & Halpin 1985).

Stress levels vary depending on how an individual perceives stressful events. This suggests that there may be a direct relationship between stress and an individual's predisposition or attitude (Parkay, Greenwood, Olejnik & Proller,1988).

The concept of pupil-control ideology contrasts two polar types of individual orientations. Individual orientation prototypes range from custodial (authoritarian) to humanistic. Teachers with a custodial attitude perceive school as an autocratic organization and follow a rigid pupil-teacher status hierarchy. Teachers with a humanistic attitude perceive school as a democratic organization and are flexible with pupil-teacher status and rules. Studies have indicated that humanistic oriented teachers experience less perceived stress at their job (Cadavid & Luenberg,1991).

Studies focusing on pupil-control orientation as a factor contributing to teacher stress will contribute to and verify information already collected. The study will also have heuristic value in terms of the possible development of stress recognition and reduction programs for teachers. If teachers were made aware of their pupil control orientation it may help them understand their own feelings and behaviors resulting with a possible increase in productive teaching and learning, as well as healthier personal physical and emotional states.

Purpose

A teacher's pupil-control orientation may be a possible determinant of teacher stress. The purpose of this study is to investigate the relationship between teachers' pupil-control orientation and their stress level based on scores from the Teacher Occupational Stress Factor Questionnaire. Also this study will look for a relationship between years of teaching experience and perceived job-induced stress, as well as the relationship between gender and pupil-control orientation. This study will also act as verification of conclusions drawn from research by Karen R. Harris, Glennelle Halpin and Gerald Halpin (1985).

Alternative Hypotheses

1.   Practicing teachers with an authoritarian orientation will show a higher level of stress based on scores from the Teacher Occupational Stress Factor Questionnaire.

2.   Male practicing teachers will show more authoritarian orientation than female practicing teachers based on scores from the Pupil-Control Ideology Form.

3.   Longer practicing teachers will show a higher level of stress than others based on scores from the Teacher Occupational Stress Factor Questionnaire.

Theory

        Educational literature reports high levels of occupational stress among teachers. There are many sources, manifestations and stages of stress. The degree of any individual's stress is a combination of environmental events known as "stressors" and individual perception and evaluation of those events (Fimian,1982; Harris, Halpin &Halpin 1985; Borg & Riding,1993).

Pupil control orientation is one variable related to teacher stress that focuses on an individual's perception or attitude toward students. This concept postulates a pupil-control continuum from custodial (authoritarian) to humanistic. These polar terms refer to contrasting types of individual ideology or attitudes (Harris,Halpin & Halpin,1985; Hoy & Miskel,1991).

Teachers with an authoritarian pupil control orientation stress the maintenance of order, impersonality, one-way communication, distrust of students and have a punitive moralistic attitude. Teachers with a humanistic orientation emphasize the psychological and sociological bases of learning and behavior, an accepting and trustful view of students, and a confidence in the students' ability to be self-disciplining and responsible. An individual teacher's pupil control orientation may fall anywhere between these two extremes (Lunenberg,1991; Harris, Halpin & Halpin, 1985).

Research has implied that there is high stress associated with an authoritarian pupil control orientation. These findings indicate that teacher attitudes may be important determinants of individual differences in reported teacher stress (Harris, Halpin,& Halpin,1985).

Willower, Eidell and Hoy (1973) developed the Pupil Control

Ideology Form (PCI) in order to operationalize the concept of pupil-control orientation along the custodial-humanistic continuum (Hoy & Miskel, 1991). The conceptualization of pupil control ideology was adapted from control ideology developed for mental hospital personnel from work by Doris C. Gilbert and Daniel J. Levinson (Willower, Eidell & Hoy,1973).

Definitions

> Stress: Is a hypothetical construct that represents an equilibrium state that exists between the individual responding to environmental demands and the actual environment. Disequilibrium may have actual causes, perceived causes or, frequently, a combination of both actual and perceived causes. Stress, therefore, can be positive or negative, desirable or undesirable, and a good or bad reaction to a real or perceived imbalance between the demands of the environment and the individual's capability of responding appropriately to those demands (Fimian, 1982).

Stressors: "Events in the environment that require greater than usual adaptive responses from the body"(Fimian,1982).

> Custodial or Authoritarian Orientation: The primary concern of these teachers is that of maintaining order among the pupils.

These teachers think of pupils in terms of stereotypes based upon appearance, behavior, and parents' social status. They look upon pupils as irresponsible and undisciplined; therefore, they believe punishment to be a necessary form of control. These teachers do no attempt to understand pupils' behavior, but instead view misbehavior in moralistic terms or as a personal affront. Teachers holding this viewpoint tend to treat pupils impersonally, to mistrust them, and to be generally pessimistic. These teachers prefer an autocratic school organization where teacher-pupil status is rigidly enforced and pupils accept communications and orders without question. Teachers and pupils alike feel responsible for their actions only to the extent that orders are carried out to the letter (Willower, Eidell & Hoy, 1973).

Humanistic Orientation: These teachers view the behavior of pupils in psychological and sociological rather than moralistic terms. Engagement in worthwhile activities is viewed as more important to the pupils' learning than is the absorption of facts. The withdrawing pupil is seen as a problem equal to that of the overactive one. These teachers are optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, the pupils will learn to discipline themselves. Such teachers desire a democratic school organization with

flexibility in rules, increased pupil self-determination, and two-way communication between the pupils and teachers. The difference between the teachers' status in school and that of the pupils is minimized. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions (Willower, Eidell & Hoy, 1973).

Assumptions

1. Stress levels do not increase or decrease as the school year progresses.

2. Incidence of violence is equal in all subject's school buildings.

3. Teachers surveyed work in similar collegial, supportive supervisory climates.

4. Subjects in the study were not involved in collective bargaining or not threatened with riffing in their district.

5. Groups of subjects are similar with respect to any uncontrolled variables.

Limitations

1. This study focuses on only one dimension of teacher stress.

2. This study does not reflect teacher changes in pupil-control

orientation over a period of years.

3.   The socioeconomics and demographics of the subjects' students were not able to be controlled.

4.   This study focused on only secondary teachers in a Catholic school system.

Overview

Chapter two includes a review of relevant literature containing theoretical perspectives and research methods which are pertinent to the relationship between teacher stress and pupil-control ideology.

Chapter three describes, in detail the design of the study. It includes the instruments and measures used to obtain results, an explanation of the sample and an analysis of this study.

Chapter four presents an analysis of the gathered data. It includes relevant statistical information relating to the postulated hypotheses, followed by a summary of results.

Chapter five includes a summary and discussion of findings including: theoretical, research, and applied implications, along with integration of findings with past literature. This chapter also discusses limitations in the study and contains recommendations for future studies related to teacher stress and pupil-control ideology.

CHAPTER 2: Review of Literature

Education is a priority in our society. Pedagogical research strives to identify concepts that promote the most effective learning environment in the classroom. Teacher stress has been identified as a disruptive factor toward productiveness with in the classroom. Pupil control ideology has been seen in literature as a teacher characteristic affecting individual stress levels of teachers. All studies cited in the current chapter where chosen because the above mentioned variables had an independent or interactive relationship with each other or other pertinent variables.

Teacher Stress

Educational literature has implied that the stress level of teachers and teacher characteristics are important variables in the quality of productive education.

According to Blase (1986) work stress was associated to negative feelings in teachers and that teachers experience anger toward others due to their efforts of coping with their job stress.

The study's data suggested that satisfactory instructional, social, and emotional dimensions of classroom dynamics are not achieved while teachers are under stress. Teachers show less tolerance, less patience, less care and less creative involvement while experiencing significant stress.

Literature also indicates that stress may lead to higher rates of absenteeism by teachers. Fimian and Santoro (1981) found teachers identified as having medium- and high-stress levels taking significantly more days off, due to mental health, than did teachers identified as having low-stress levels.

Luenberg and Schmidt (1989) found a direct impact between control ideology and behavior of teachers and the quality of school life for students. The more humanistic the control ideology of the faculty, the more positive students reacted to school life in terms of attitudes toward school and commitment to class work and teachers. Conversely, the more custodial the faculty, the more negative students reacted toward the quality of school life.

In a related study, Luenberg (1990) found that teachers with a custodial control ideology reacted more severely to specific pupil disruptive behavior, while teachers with a humanistic control ideology reacted less severely.

Kottkamp and Mulhern (1987) postulated that teachers with humanistic pupil control orientation would have a high force of expectancy motivation.

Expectancy motivation has been conceptualized as a conscious process in which individuals choose to initiate or maintain specific effects for a time period depending on subjective decisions made about ones self or work environment. On the bases that there is a positive relationship between humanism and positive student attitudes toward school, the authors assumed a humanistic teacher's motivation was a product of positive feedback from their students, student learning, task achievement and peer recognition.

After analyzing data obtained from a expectancy motivation measure and Pupil Control Ideology Form their hypothesis was confirmed. Results showed that faculty expectancy motivation is positively related to humanism in pupil control ideology. This research implies humanistic teachers are more likely to be more motivated to expend higher efforts in their teaching and overall school responsibilities.

Sparks and Lipka (1992) identified master teacher variables as: warm-hearted; socially outgoing individuals who are attentive to people; generous in personal relations; maintain interpersonal

contacts; hard to fool; has a higher drive level; respects traditional ideals and is sensitive and intuitive. This author would like to note that, several of these variables are congruent with the model of the humanistic orientation.

Sources of Teacher Stress

Researchers have tried to identify the major sources of stress for teachers and to identify the determinants of individual differences in teacher stress. Stressors mentioned across articles have been: pupil behavior, time demands, staff tensions and conflicts, classroom conditions and lack of rewards and recognition. Studies by Borg, Riding & Falzon (1991), Dewe (1986), Brown (1984), and Meinke (1982), report pupil behavior and time demands as factors rated the most stressful by teachers. Firnian and Santoro (1981), identified stress sources as: inadequate salary, frustration over lack of time for individual students, and frustration because of poor attitudes and behaviors of the administration. Fimian (1982) summarized sources of stress in 12 different categories: personal competence, self-relationship, conflicting values, social approval, isolation, expectations, self fulfillment, deficiencies in the work environment, ego needs, self-inflicted

stress, professional constraints and student-teacher relationship.

Investigations focusing on determinants of varying individual stress levels have taken two approaches. The first approach focuses on demographic variables, such as, sex, age and teaching experience. The second approach focuses on personality characteristics, such as attitudes, and perception of events. Borg and Riding (1993) stated that little association has been found by several studies investigating demographic variables and level of teacher stress. Alternately, other literature supports the premise that there is a direct relationship between level of teacher stress and personality characteristics.

Determinants of Teacher Stress

Zingle and Anderson (1990) investigated the relationship between irrational beliefs and stress. Based on Ellis' A-B-C model of personality and emotion, Zingle and Anderson postulated that teachers experiencing more stress would show a stronger tendency to holding irrational beliefs about teaching. After analyzing data obtained from 122 questionnaires which included the Teacher Occupational Stress Factor Questionnaire, the Single Item Measure

of Overall Job-related Stress, and the Adult Irrational Ideas Inventory, their hypothesis was confirmed. Results showed a correlation between level of stress experienced by teachers and their possession of irrational beliefs. A study by Wilson, Mutero, Doolabh and Herzstein (1989) focused on the relationship between Type A behavior and stress among male and female teachers. Data was collected from 145 female and 77 male Zimbabwean secondary school teachers through the administration of the Jenkins Activity Survey and the Teacher Stress Inventory. Results implied that Type A male teachers were more vulnerable to higher stress levels.

Parkay, Greenwood, Olejnik and Proller (1988), studied the relationships between teacher stress and two personality variables; locus of control and feelings of efficacy.

Locus of control refers to how an individual believes their behavior determines specific life events. Locus of control can be conceptualized as a continuum ranging from internal at one extreme to external at the other. Individuals with an internal locus of control believe they are in control and are able to cause certain events. Individuals with an external locus of control believe that events are caused by factors beyond their control.

Teacher efficacy refers to the teachers belief that their

actions affect student achievement (Parkway, Greenwood, Olejrik & Proller, 1988). The results indicated that teachers who took responsibility for student success (internal locus of control), showed lower levels of stress. Also results indicated a negative correlation between stress and teacher efficacy.

Fielding and Gall (1982) also investigated locus of control as a personality characteristic that may affect a teachers perception of stress. The authors also included two other personality characteristics; attitudes toward students and intolerance of ambiguity or change. As found by Parkay, Greenwood, Olejnik and Proller (1988), teachers with an external locus of control reported more stress. Results also showed teacher having negative attitudes and beliefs about students and low tolerance for ambiguity reported more stress than other teachers.

Studies by Albertson and Kagan (1987) and Harris, Halpin and Halpin (1985) explored whether there was a direct relationship between pupil control ideology and teacher stress. Both studies used the same attitude inventories: Teacher Occupational Stress Factor Questionnaire (Clark 1980) and Pupil Control Ideology Scale (Willower, Eidell & Hoy, 1973). The studies were congruent in their results. Scores were significantly correlated between the pupil

control ideology scale and the occupational stress scales. High
stress was associated with an authoritarian pupil control
orientation. The Harris, Halpin and Halpin study also concluded that
older teachers reported more stress in relation to the stress factors
of professional inadequacy and job overload. Also, they found male
subjects to be more authoritarian in their orientation.

Summary

Blase (1986) suggests that successful instructional, social,
and emotional elements of classroom dynamics are not achieved
while teachers are under stress. Fimian and Santoro (1981) found
higher rates of absenteeism among teachers identified as having
medium- and high-stress levels. Luenberg and Schmidt (1989)
concluded that the more custodial the faculty, the more negative
students reacted toward the quality of school life. Luenberg (1990)
reported that teachers with a custodial control ideology react more
severely to specific pupil disruptive behavior than teachers with a
humanistic control ideology. Kottkamp and Mulhern (1987) showed
that faculty expectancy motivation is positively related to
humanism in pupil control ideology. Sparks and Lipka (1992)
identified master teacher variables that were congruent with the

model of the humanistic orientation.

Several sources of teacher stress have been identified, by Borg, Riding and Falzon (1991), Dewe (1986), Brown (1984), Meinke (1982), Fimian and Santoro (1981) and Fimian (1982). Borg and Riding (1973) stated that demographic variables have a weak association with teacher stress, but other research has found a direct relationship between level of teacher stress and personality characteristics. Zingle and Anderson (1990) showed a correlation between levels of stress experienced by teachers and their possession of irrational beliefs. A study by Wilson, Mutero, Doolabh and Herzstein (1989) implies that Type A male teachers are more vulnerable to higher stress levels.

Parkay, Greenwood, Olejnik and Proller (1988) indicated that teachers with a high internal locus of control exhibited lower levels of stress. Their results also indicated a negative correlation between stress and teacher efficacy.

Fielding and Gall's (1982) results were congruent with Parkay, Greenwood, Olejnik and Proller (1988) with respect to locus of control. Fielding and Gall also found teachers having negative attitudes and beliefs about students and low tolerance for ambiguity reported more stress than other teachers.

Studies by Albertson and Kagan's (1987) and Harris, Halpin, and Halpin (1985) reported a significant correlation between the pupil control ideology scale and occupational stress scales. High stress was associated with an authoritarian pupil control orientation. The Harris, Halpin and Halpin study also reported that older teachers reported more stress in relation to professional inadequacy and job overload. They also found male teachers to be more authoritarian in their orientation.

Literature dealing with teacher characteristics and teacher stress offers significant insight toward the understanding of the phenomenon of teacher stress.

CHAPTER 3: Design of the Study

Design

The design of this study was a replication of earlier research done by Karen Harris, Glennelle Halpin and Gerald Halpin (1985). Both studies, present and previous, followed a correlational design in order to investigate the relationships between pupil control orientation, several dimensions of teacher stress, gender and years of teaching experience.

This study collected data through two questionnaire surveys and an information sheet. Subjects were selected based on the criteria that they were full-time secondary teachers in the Camden Diocese of New Jersey.

While using stress level as the criterion variable in this study, the predictor variables included: pupil-control orientation (authoritarian vs. humanistic); and years of experience. The Teacher Occupational Stress Factor Questionnaire was used to assess individual teacher stress level.   While using pupil-control orientation as the criterion variable in this study the predictor variable was gender (male). Pupil-control orientation has been operationalized through the work of Willower, Eidell & Hoy (1973). The Pupil Control Ideology Form was used to asses individual teacher pupil-orientation. Years of experience as a predictor variable was defined as having 16 or more years of teaching experience to be classified as "longer". Data analyses was completed using the Data Desk program. Three hypotheses were

tested.

Testable Hypotheses

Null Hypothesis #1: Practicing teachers with an authoritarian orientation will not show a higher level of stress based on scores from the Teacher Occupational Stress Factor Questionnaire.

Alternative Hypothesis #1: Practicing teachers with an authoritarian orientation will show a higher level of stress based on scores from the Teacher Occupational Stress Factor Questionnaire.

Null Hypothesis #2: Male practicing teachers will not show more authoritarian orientation than female practicing teachers based on scores from the Pupil-Control Ideology Form.

Alternative Hypothesis #2: Male practicing teachers will show more authoritarian orientation than female practicing teachers based on scores from the Pupil-Control Ideology Form.

Null Hypothesis #3: Longer practicing teachers will not show a higher level of stress than others based on scores from the Teacher Occupational Stress Factor Questionnaire.

Alternative Hypothesis #3: Longer practicing teachers will show a higher level of stress than others based on scores from the Teacher Occupational Stress Factor Questionnaire.

Sample

Subjects for this study were 72 full-time teachers drawn from seven Catholic secondary schools in the Camden Diocese of New Jersey. Of the 72 subjects, 45 were female and 27 were male. All subjects completed the Pupil Control Ideology form (Willower,

Eidell & Hoy, 1973) the Teacher Occupational Stress Factor Questionnaire (Clark, 1980) and an information sheet during the month of March. There was an unequal number of religious and lay teachers since there were more lay teachers than religious teachers employed within the Camden Diocese. This study did not separately represent the lay teacher and the religious teacher.

Setting and Procedure

Permission was obtained from the superintendent of the Diocese of Camden Schools, and principals of the selected schools prior to administration of questionnaires. Questionnaires were administered and collected by principals. Each teacher received the information sheet, the questionnaires and a cover letter stating instructions. Responses to the questionnaires were anonymous unless subjects requested results. To guarantee anonymity, questionnaires and information sheets were numerically coded and matched in order to collect and analyze data. The researcher followed scoring procedures outlined by the respective authors of the questionnaires.

Measures

Information Sheet

The information sheet included demographic information about the subjects that was applicable to the study (see Appendix A).

Pupil Control Ideology Form (PCI)

Willower, Eidell and Hoy (1973) developed the pupil-control ideology form in order to operationalize the concept of pupil-control orientation along the custodial-humanistic continuum (see Appendix B).

The PCI form contains 20-items which represent components of school culture. Each statement is scored on a 5-point, Likert-type scale. For the purpose of this study, each response was coded: strongly agree was assigned 5 points, agree 4 points, undecided 3 points, disagree 2 points, strongly disagree 1 point. A strongly agree answer on the Pupil Control Inventory items contributed to a high authoritarian score. This was true for all questions except items 5 ("Teachers should consider revision of their teaching methods if these are criticized by their pupil") and 13 ("Pupils can be trusted to work together without supervision") which required reversals, due to their humanistic orientation. The higher the score on the total instrument the more custodial the subject's pupil control orientation (Harris, Halpin & Halpin 1985; Hoy & Miskel 1991; Willower, Eidell & Hoy, 1973).

To determine reliability, the PCI authors calculated split-half reliability coefficients ranging from 0.95 to 0.91 in two samples of 170 and 55 subjects respectively. Reliability estimates were assessed through the Spearman-Brown formula. To confirm the PCI's validity, the authors compared scale scores to principals' evaluations of teachers in their schools and compared scales scores of personnel from schools known by reputation to be humanistic and not humanistic (Cadavid,V. and Lunenberg,F., 1991). The PCI has been proven quite reliable and valid.

Teacher Occupational Stress Factor Questionnaire (TOSFQ)

Ernestine Clark (1980) designed the TOSFQ to identify perceived occupational stress factors of teachers (see Appendix C). The TOSFQ is a 30-item, five factor instrument. The five identified factors include: professional inadequacy (SPI); principle-teacher relationships (SPT); collegial relationships (SCR); group instruction (SGI); and job load (SJO). Each statement is scored on a 5-point, Likert-type scale. Responses range from 0 (not stressful) to 4 (extremely stressful). The SPI, SPT and SCR factors consisted of 7 items each and the SGI and SJO factors consisted of 5 and 4 items each, respectively. The five factors were used in this study to create a total teacher stress index. Examples of items include the following: "Feeling my job does not provide the financial security I need" (SPI); "Feeling there is a lack of recognition for good teaching in my school" (SPT); "Feeling some teachers in my school are incompetent" (SCR); "Having to tell my students the same things over and over" (SGI); and "Have too little clerical help" (SJO). The subjects total score assesses their perceived occupational stress. A higher score on the total instrument indicates high stress (Clark,1980; Harris et al 1985).

A validation study conducted by Clark (1980) indicated internal consistency reliability coefficients for the five factors to range from 0.93 to 0.98. Evidence of validity was also provided through a cross validation study involving 389 teachers in Georgia and 251 teachers in Alabama (Harris et al. 1985). Foxworth, F., Karnes, F. & Leonard,R. (1984) supported the TOSFQ's construct validity. They found the instrument to show strength in internal

consistency after administrating the instrument to a sample of 144 elementary school teachers of the gifted.

Analysis

Correlation techniques were used to determine relationships among constructs. The Pearson product-moment correlation was used to determine the bivariate correlations between the predictor variable of pupil control orientation and the criterion variable of stress. The study also used t-tests to compare gender and age with pupil-control orientation and teacher stress respectively.

For the analysis the PCI scores represented pupil-control orientation for each subject, and the TOSFQ scores represented the subject's stress level. Longer practicing represented subjects who had 16 or more years of teaching experience.

Summary

The design of this study was a replication of earlier research done by Karen Harris, Glennelle Halpin and Gerald Halpin (1985). This study followed a correlational design and collected data through two questionnaire surveys and an information sheet. Subjects were 72 full-time secondary teachers in the Camden Diocese of New Jersey.

The instruments chosen for this study were appropriate instruments for providing an accurate operational measure of the study's constructs: teacher stress and teacher pupil-control ideology. These measures were used to test the three hypotheses previously identified through the use of the Pearson product-moment correlation and t-tests.

CHAPTER 4: Analysis of Results

The purpose of this study was to investigate: the relationship between teachers' pupil-control orientation and their stress level; the relationship between years of teaching experience and perceived job-induced stress; and the relationship between gender and pupil-control orientation. The data consisted of scores from two surveys entitled; The Pupil-Control Ideology Form and The Occupational Stress Factor Questionnaire and a demographic information sheet. Data collected from twenty-seven males and forty-five females was analyzed. The statistical results of this analyses, regarding each of the hypotheses are presented and discussed in this chapter.

Restatement of Hypotheses

Null Hypothesis #1: Practicing teachers with an authoritarian orientation will not show a higher level of stress based on scores from the Teacher Occupational Stress Factor Questionnaire.

Alternative Hypothesis #1: Practicing teachers with an authoritarian orientation will show a higher level of stress based on scores from the Teacher Occupational Stress Factor Questionnaire.

The Pearson product-moment correlation was used to determine the bivariate correlations between the dependent variable of pupil-control orientation and the independent variables of the five stress factors; professional inadequacy (SPI), principal-teacher relationships (SPI), collegial relationships (SCR), group instruction (SGI), and job overload (SJO), as well as, the totaled factors (TOSFQ). Table 4.1 presents intercorrelations among variables.

Table 4.1

Pearson Product-Moment Correlations Among Pupil Control Ideology and Teacher Occupational Stress Factors

	PCI	TOSFQ	SPI	SPT	SCR	SGI	SJO
PCI	1.000						
TOSFQ	0.337**	1.000					
SPI	0.306**	0.675	1.000				
SPT	0.265*	0.692	0.206	1.000			
SCR	0.090	0.693	0.268	0.463	1.000		
SGI	0.317**	0.495	0.418	-0.035	0.409	1.000	
SJO	-0.014	0.452	0.225	0.105	0.180	0.295	1.000

Note: * $p < 0.05$

      ** $p > 0.01$

As shown in Table 1, significant correlations were found between pupil-control ideology (PCI) and TOSFQ (r = 0.337, p < 0.05). Implying, the more authoritarian a teachers's pupil-control orientation, the more the teacher reported high stress. Other significant correlations were found between PCI and the following stress factors: PSI (r = 0.306, p < 0.05), SPT (r = 0.265, p < 0.05), SGI (r = 0.317, p < 0.05). The observed statistics indicated that the null hypothesis can be rejected.

Restatement of Hypotheses

Null Hypothesis #2: Male practicing teachers will not show more authoritarian orientation than female practicing teachers based on scores from the Pupil-Control Ideology Form.

Alternative Hypotheses #2: Male practicing teachers will show more authoritarian orientation than female practicing teachers based on scores from the Pupil-Control Ideology Form.

Males were compared to females on scores from the PCI. A t-test was used to determine if there was a significant difference between the two genders. The t-value = 1.84 with a 2-tailed significance of p = 0.071.

Males and females did not significantly differ on their PCI scores. The observed statistics failed to reject the null hypothesis.

Restatement of Hypotheses

Null hypothesis #3: Older practicing teachers will not show a higher level of stress than others based on scores from the Teacher Occupational Stress Factor Questionnaire.

Alternative Hypothesis #3: Longer practicing teachers will show a higher level of stress than others based on scores from the Teacher Occupational Stress Factor Questionnaire.

TOSFQ scores of teachers with 1 to 15 years of teaching experience were compared with TOSFQ scores of teachers with 16 or more years of teaching experience. A t-test was used to determine if there was a significant difference between the two groups. The t-value = 1.15 with a two-tailed significance of $p = 0.255$.

There was no significant difference between the two groups' scores. The observed statistics failed to reject the null hypothesis.

Summary

Based on the sample used in this study, hypothesis number 1, in which practicing teachers with an authoritarian orientation will show a higher level of stress, is accepted. High stress is associated with an authoritarian pupil control orientation. Also, for three out of the five stress factors, a higher level of stress is found among teachers with an authoritarian orientation. Hypothesis number 2, which postulated male practicing teachers would show more authoritarian orientations than female practicing teachers, was rejected. Hypothesis number 3, which postulated that older teachers would show a higher level of stress, was rejected.

One of the three alternative hypotheses in this study was accepted. See results of hypotheses in Table 4.2.

Table 4.2
Results of Hypotheses Testing

Hypothesis Number	Confirmed	
	Yes	No
1	X	
2		X
3		X

CHAPTER 5: Summary and Conclusions

Summary

Previous studies have focused on the relationship between teacher characteristics and teacher stress. Parkay, Greenwood, Olejnik and Proller (1988) found that teachers with a high internal locus of control exhibited lower levels of stress. Their results also indicated a negative correlation between stress and teacher efficacy. Fielding and Gall (1982) found teachers having negative attitudes and beliefs about students and low tolerance for ambiguity reported more stress than other teachers. Albertson and Kagan (1987) and Harris, Halpin and Halpin (1985) have identified pupil-control ideology as a teacher characteristic affecting teacher stress. Both studies reported a significant correlation between the pupil-control ideology scale and occupational stress scales. High stress was associated with an authoritarian pupil-control orientation.

This study acted as a verification of conclusions drawn from research done by Harris, Halpin and Halpin (1985). This study investigated: the relationship between teachers' pupil-control orientation and five factors of teacher stress; the relationship between years of teaching experience and perceived job-induced stress; and the relationship between gender and pupil-control orientation.

Data was collected through two questionnaire surveys and an information sheet. The Teacher Occupational Stress Factor

Questionnaire (TOSFQ) was used to asses individual teacher stress levels. The Pupil Control Ideology Form (PCI) was used to assess teacher pupil-control orientation. Subjects were 72 full-time secondary teachers in the Camden Diocese of New Jersey.

Correlation techniques were used to determine relationships among constructs. The Pearson product-moment correlation was used to determine the bivariate correlations between pupil-control orientation and stress. T-tests were used to compare gender and experience with pupil-control orientation and teacher stress respectively.

The results indicated that a higher level of stress is found among practicing teachers with an authoritarian orientation. The five factors of teacher stress investigated were: professional inadequacy, principal-teacher professional relationships, collegial relationships, group instruction and job overload. Of these five factors, only collegial relationships and job overload were not significantly related to pupil control orientation. The observed statistics also indicated that males and females did not significantly differ on their PCI score, and longer practicing teachers did not show a higher level of stress than others based on scores from the TOSFQ.

Conclusions

Results of this study indicated that secondary teachers in the Camden Diocese of New Jersey with an authoritarian orientation experience a higher level of stress. This experienced stress is related to three specific stress factors. Those factors, as

identified by this study, were perceptions of professional inadequacy, principal-teacher professional relationships and group instruction.

Based on the interpretation of data there was not significant difference between male and female teachers in this study concerning pupil-control ideology.

Years of teaching experience seemed to make no significant difference in terms of perceptions of job-induced stress. Interpretation of the data indicated no significant difference existed between perception of teachers with 1 to 15 and 16 or more years of experience in regard to total stress levels indicated on the TOSFQ.

Discussion

The results of this study were congruent with the previous study by Harris, Halpin, and Halpin (1985) concerning teachers with an authoritarian orientation experiencing a higher level of stress. However, the current study identified three specific stress factors as perceptions of professional inadequacy, principal-teacher professional relationships and group instruction. Harris, Halpin and Halpin (1985) identified the same three stress factors, as well as, the factor concerning job overload. Inspections of the TOSFQ indicated that the job overload factor measures the level of stress associated with having to do school work at home, insufficient opportunity for rest and preparation during the school day, too little clerical help and never being caught up with work. It appears that the difference in results between the two studies may be attributed

to the obtainment of or differences in the negotiated contracts of the two samples. The secondary teachers contract in the Camden Diocese of New Jersey, delineates a minimum of one planning period per day, a lunch period equal to a class period and teaching a maximum of three consecutive class periods. These present contract agreements may represent factors attributing to less perceived stress for teachers concerning job overload.

Harris, Halpin and Halpin (1985) found male teachers tended to have a more authoritarian orientation than female teachers. The interpretation of data for this study found no significant difference between male and female teachers concerning pupil-control ideology. Contrasting results may be attributed to the time passage of ten years between the two studies. Results from the current study may be reflective of the changing roles of men and women. Society is changing with a variety of public forces toward egalitarian role sharing. Egalitarianism implies the equal sharing of roles and behaviors (Adams, Gullotta & Adams, 1994).

The two studies also were not congruent in their findings concerning years of experience and stress. Harris, Halpin and Halpin (1985) found the five stress factors to be partially related to longer teaching experience, where as, the present study found no relationship of significance. Differences in results may be due to the variance in teaching assignments between the two groups. The previous study included teachers from elementary through senior high plus special education teachers. The present study only focused on secondary teachers assigned to grades nine through twelve.

Implications for Future Research

Previous studies have stressed the importance of teachers being aware of their pupil-control orientation and the development of stress recognition and reduction training programs (Harris, Halpin and Halpin, 1985). Research designed to test whether such programs are effective in achieving reduced stress would be beneficial to promoting a more productive teacher. Also, studies are needed to determine what techniques are most effective in such programs and most effectively used by teachers. Teacher stress is a profound problem with respect to the productivity of education. This study validated the association between pupil-control ideology and teacher perceived job-induced stress. Longitudinal studies implementing the PCI scale as a predictor for the development of future job stress by teachers, may be beneficial to early intervention programs for future teachers. Also, the development of additional reliable and valid measures of teacher attitude scales may also be beneficial as predictor scales for teacher stress that my be used preventively by teachers in the future.

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APPENDIX A
Information Sheet

INFORMATION SHEET

INSTRUCTIONS: Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex

    (   ) Male   (   ) Female

2. Marital status

    (   ) Single   (   ) Married   (   ) Widow(er)

    (   ) Separated or Divorced

3. Age

    (   ) 20-29 years   (   ) 30-39 years

    (   ) 40-49 years   (   ) 50-59 years

    (   ) 60-69 years

4. Present position (specify as indicated)

    (   ) Elementary Teacher (please specify grade_____)

    (   ) Secondary Teacher (grade(s)_____)

    (   ) Other (please specify position_____)

5. Experience as an educator (as of the end of this academic year)

    _____years as a teacher

    _____years as a principal, supervising principal, or superintend

    _____years as a guidance counselor

    _____years, other (please specify position_____)

6. Amount of education

    (   ) Less than Bachelor's degree

    (   ) Bachelor's degree

    (   ) Bachelor's degree plus additional credits

    (   ) Master's degree

    (   ) Master's degree plus additional credits

    (   ) Doctor's degree

7. *Undergraduate* preparation

    (   ) Major within the field of education

    (   ) Major in area outside the field of education

8. *Graduate* preparation

    (   ) Major within the field of education

    (   ) Major in area outside the field of education

APPENDIX B

Pupil Control Inventory

PUPIL CONTROL INVENTORY

INSTRUCTIONS: Below are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

SA = Strongly Agree   A = Agree   U = Undecided   D = Disagree
SD = Strongly Disagree

---

1. It is desirable to require pupils to sit in assigned seats during assemblies.

    SA A U D SD

2. Pupils are usually not capable of solving their problems through logical reasoning.

    SA A U D SD

3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.

    SA A U D SD

4. Beginning Teachers are not likely to maintain strict enough control over their pupils.

    SA A U D SD

5. Teachers should consider revising their teaching methods if these are criticized by their pupils.

    SA A U D SD

6. The best principals give unquestioning support to
   teachers in disciplining pupils.
   > SA A U D SD

7. Pupils should not be permitted to contradict the
   statements of a teacher in class.
   > SA A U D SD

8. It is justifiable to have pupils learn many facts about a subject
   even if they have no immediate application.
   > SA A U D SD

9. Too much pupil time is spent on guidance and activities
   and too little time on academic work.
   > SA A U D SD

10. Being friendly with pupils often leads them to become
    too familiar.
    > SA A U D SD

11. It is more important for pupils to learn to obey rules
    than it is for them to learn to make their own decisions.
    > SA A U D SD

12. Student governments area good "safety valve," but
    should not have much influence on school policy.
    > SA A U D SD

13. Pupils can be trusted to work together without
    supervision.
    > SA A U D SD

14. If a pupil uses obscene or profane language in school,
    it must be considered a moral offense.
    > SA A U D SD

15. If pupils are allowed to use the bathroom without getting permission, this privilege will be abused.

     SA A U D SD

16. A few pupils are just young hoodlums and should be treated accordingly.

     SA A U D SD

17. It is often necessary to remind pupils that their status in school differs from that of teachers.

     SA A U D SD

18. A pupil who destroys school material or property should be severely punished.

     SA A U D SD

19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.

     SA A U D SD

20. Pupils often misbehave in order to make the teacher look bad.

     SA A U D SD

APPENDIX C

Teacher Occupational Stress Factor Questionnaire

TEACHER OCCUPATIONAL STRESS FACTOR QUESTIONNAIRE

All of us occasionally feel bothered or stressed by certain kinds of things in our work. Your are being asked to participate in a study designed to identify the major occupational stress factors of classroom teachers. Your cooperation and honest responses in completing the survey are earnestly requested. The responses you make will be treated confidentially; only the researcher will see your response. Your cooperation is appreciated.

(1) Indicate the extent to which each of the items on the following pages is stressful to you in your job by circling the appropriate number:

0 - not stressful

1 - somewhat stressful

2 - considerably stressful

3 - decidedly stressful

4 - extremely stressful

For example, if you feel the items considerably stressful to you, then you would circle the number 2 for that item.

Example item: Having afternoon bus duty   0 1 2 3 4

(2) Mark your first impression and don't spend a lot of time on any one item.

(3) Please respond to every item.

Thank you for your cooperation.

0 - not stressful

1 - somewhat stressful

2 - considerably stressful

3 - decidedly stressful

4 - extremely stressful

1. Trying to motivate students who do not want
   to learn   0 1 2 3 4

2. Feeling my salary is not equal to my duties
   and responsibilities   0 1 2 3 4

3. Feeling there is a lack of administrative
   support for teachers in my school   0 1 2 3 4

4. Working in a school where there is an
   atmosphere of conflict among teachers   0 1 2 3 4

5. Having students in my class/classes who
   talk constantly   0 1 2 3 4

6. Having to do school work at home to meet
   what is expected of me   0 1 2 3 4

7. Feeling my principal lacks insight into
   classroom problems   0 1 2 3 4

8. Feeling some teachers in my school are
   incompetent   0 1 2 3 4

9. Feeling too many parents are indifferent
   about school problems   0 1 2 3 4

10. Feeling my opinions are not valued by my
    principal   0 1 2 3 4

11. Feeling there is competition among teachers in my school rather than a team spirit of cooperation 0 1 2 3 4

12. having to tell my students the same things over and over 0 1 2 3 4

13. Having insufficient opportunity for rest and preparation during the school day 0 1 2 3 4

14. Working for an inadequate salary 0 1 2 3 4

15. Feeling my principal gives me too little authority to carry out the responsibilities assigned to me 0 1 2 3 4

16. Planning and organizing learning activities for wide ability ranges 0 1 2 3 4

17. Feeling there is a lack of recognition for good teaching in my school 0 1 2 3 4

18. Feeling poor teacher-teacher relationships exist in my school 0 1 2 3 4

19. Feeling that a few difficult to discipline students take too much of my time away from the other students 0 1 2 3 4

20. Feeling I can not tell my principal in an open way how I feel about many school related matters 0 1 2 3 4

21. Feeling my students do not adequately respond to my teaching 0 1 2 3 4

22. Having too little clerical help 0 1 2 3 4

23. Having a few teachers in my school who do not carry their share of the load   0 1 2 3 4

24. Feeling I do not have adequate control of my students   0 1 2 3 4

25. Feeling there is a lack of parental involvement in solving school discipline problems   0 1 2 3 4

26. Feeling my principal is too aloof and detached from the classroom   0 1 2 3 4

27. Feeling that cliques exist among teachers in my school   0 1 2 3 4

28. Feeling my job does not provide the financial security I need   0 1 2 3 4

29. Feeling I never catch up with my work   0 1 2 3 4

30. Feeling that poor communications exist among teachers in my school   0 1 2 3 4