

**IDENTIFYING ELEMENTARY TEACHERS' STRESSORS AND THEIR COPING
STRATEGIES AS A MEANS TO DETERMINE WHETHER STRESS HAS BEEN
MANAGED IN THE WORKPLACE**

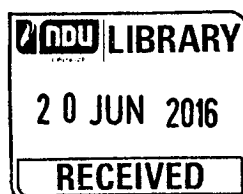
**A Thesis
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Education**

by

Marie Joseph Sili

**Department of Psychology, Education, and Physical Education
Notre Dame University – Louaize
Lebanon**

Spring, 2014



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Department of Psychology, Education, and Physical Education**The Thesis Release Form**

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Marie Joseph Sili

Abstract

Many studies revealed that teaching was an extremely stressful professional, and that teacher stress being emotional and/or physical was an increasing problem. Therefore, the study used a quantitative survey design to investigate the main sources of stress among Lebanese elementary school teachers, and to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between elementary teachers' stressors and problem-focused coping strategies. The study involved 30 teachers who worked in a private school in Keserwan, Lebanon. Two instruments were used to conduct the study: the Teacher Stress Inventory (Fimian, 1988) and the Brief Cope (Carver, 1997). The results revealed that the main sources of stress among the participants were work-related stressors and time management. The teachers who had a B.A. did not experience more stress than those who had an M.A. Moreover, the participants who had 1-15 years of teaching experience did not face more stress than those who had 16-30 years of experience. Finally, the findings showed that the relationship between elementary teachers' stressors and emotion-focused coping strategies was moderate, while the relationship between those teachers' stressors and problem-focused coping strategies was weak. More specifically, the participants were not able to cope with the different types of stressors (time management, work-related stressors, and professional investment). They were only trying to cope with professional distress by using emotion-focused coping, and with discipline and motivation by using problem-focused and emotion-focused coping. It was concluded that teacher stress was not managed in the workplace. Recommendations were given.

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Chapter 1

Introduction

Chapter 1 contains an introduction to the study including the background of the problem, the problem statement, the purpose statement, a discussion of the significance of the study, the research questions that guided the study and definitions of terms.

Background of the Problem

The teaching profession comes with many roles, responsibilities and challenges. In addition, due to educational reforms, teachers' work had tremendously increased and that had a great impact on teachers who had been experiencing higher levels of stress. Therefore, more research was conducted on teachers' stress and the results revealed that stress was becoming a serious problem among educators (Dunham, 1992; Kyriacou, 2001). Kyriacou (2001) said that 37% of teachers were stressed. Tuettemann & Punch (1992) reported that 45% of Australian secondary teachers were psychologically distressed. Similarly, a national survey of 1,201 Kindergarten through Grade 12 teachers in America showed that teachers were highly stressful (Richards, 2012). As a result of this increase in stress levels, many teachers were suffering from mental and/or physical illnesses (Guglielmi & Tatrow, 1998). Occupational stress was not only affecting the teachers' health, but also their job performance (Pei & Guoli, 2007). Furthermore, many teachers were leaving the profession which was no longer viewed as a lifetime job (Troman & Woods, 2007). Nevertheless, it is worth mentioning that teacher stress does not simply arise from stress factors at work, but may be regulated by coping. Coping was proven to moderate the effect of stressors on the

person's psychological and physiological well-being (Griffith, Steptoe, & Cropley, 1999). Richards (2012) said that teachers could not control the sources of stress, but they could choose successful coping strategies that would allow them to cope and thrive in their difficult times. Therefore, it was important for teachers to identify the sources of their stress and to use effective coping strategies to be able to manage their lives.

Statement of the Problem

Teaching was proven to be very or extremely stressful (Kyriacou & Chien, 2004). Stress had negative effects on the relationship between teachers and students and on the quality of teaching (Kyriacou, 2001). Furthermore, many researchers stated that working with high levels of stress led to serious problems including mental and physical ill-health (Guglielmi & Tatrow, 1998; Kyriacou, 2001). Folkman & Lazarus (1980) said that the person-environment transactions and their outcomes were mediated by cognitive appraisal and coping which guided each other. In other words, the source of stress guided the coping strategy. Nevertheless, some coping methods were problem-focused which eliminated the sources of stress, while others were emotion-focused which just reduced their negative feelings.

Purpose of the Study

Given that, the purpose of the research study was to investigate the main sources of stress among Lebanese elementary school teachers, and to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between elementary teachers' stressors and problem-focused coping strategies.

Significance of the Study

The study was significant for many reasons. The studies conducted on teacher stress revealed that this subject was a main international concern because stress could lead to mental and physical illness and to early retirement. It could also affect the quality of teaching (Kyriacou, 2001). Therefore, it was crucial for teachers to recognize the existence of stress and to use effective coping strategies to deal with it (Dunham, 1992).

Many studies on teacher stress focused on identifying the sources of stress (Akpochafo, 2012; Kyriacou & Sutcliffe, 1978a; Liu & Onwuegbuzie, 2012; Richards, 2012; Tsai, Fung, & Chow, 2006). Other studies have attempted to identify the main coping strategies used to manage stress (Botwinik, 2007; Gulwadi, 2006; Richards, 2012). However, few studies were conducted to examine the relationship between sources of stress and coping strategies (Chou, Chao, Yang, Yeh, & Lee, 2011). Folkman & Lazarus (1980) pointed out that the coping strategy was directed by the stressor. Therefore, it was important to investigate whether the sources of stress correlated with emotion-focused coping and with problem-focused coping strategies to determine if elementary teachers were able to match the sources of stress to the coping strategies that would help them manage their lives and meet their educational goals.

Research Questions

The research questions that guided the study were:

1. Given the sources of stress, what were the main ones among Lebanese elementary school teachers?

2. Was there a relationship between elementary teachers' stressors and emotion-focused coping strategies?

More specifically,

2a. Was there a relationship between time management as a stressor and emotion-focused coping strategies?

2b. Was there a relationship between work-related stressors and emotion-focused coping strategies?

2c. Was there a relationship between professional distress and emotion-focused coping strategies?

2d. Was there a relationship between discipline and motivation as stressors and emotion-focused coping strategies?

2e. Was there a relationship between professional investment as a stressor and emotion-focused coping strategies?

3. Was there a relationship between elementary teachers' stressors and problem-focused coping strategies?

More specifically,

3a. Was there a relationship between time management as a stressor and problem-focused coping strategies?

3b. Was there a relationship between work-related stressors and problem-focused coping strategies?

3c. Was there a relationship between professional distress and problem-focused

coping strategies?

3d. Was there a relationship between discipline and motivation as stressors and problem-focused coping strategies?

3e. Was there a relationship between professional investment as a stressor and problem-focused coping strategies?

Definitions of Terms

Burnout- The emotional, mental or physical exhaustion caused by the inability of the person to cope with the stressful situations over a long period of time (Guglielmi & Tatrow, 1998).

Coping Strategies- Cognitive and behavioral attempts made to deal with external and internal demands and conflicts among them (Folkman & Lazarus, 1980).

Strain – The behavioral, psychological or physiological outcome of an interaction between the person and the environment or the person's reaction to stress (Guglielmi & Tatrow, 1998).

Stress – A behavioral, emotional, mental, and physical state which occurs when people are under prolonged, increasing, or new pressures that are significantly greater than the coping resources (Dunham, 1992).

Teacher Stress- The experience by teachers of unpleasant, negative emotions such as tension, anxiety, frustration, and anger which might be accompanied by physiological changes such as increased heart rate when they fail to meet the difficult job demands (Kyriacou & Sutcliffe, 1978a).

Summary

Chapter 1 included an introduction to the study which was carried out to identify the main sources of stress among Lebanese elementary school teachers, and to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was relationship between teachers' stressors and problem-focused coping strategies. Since the teaching profession became more demanding, teachers were experiencing higher levels of stress (Dunham, 1992; Kyriacou, 2001). Stress had negative effects on teachers' health and on the teaching and learning processes (Kyriacou, 2001). Therefore, it was crucial for teachers to identify the stressors and to match each one to successful coping strategies in order to mitigate the impact of stress on their lives and jobs. Chapter 2 contains a review of the literature on teacher stress, stressors and coping strategies.

Chapter 2

Review of Related Literature

Chapter 2 contains a review of the literature on teacher stress, stressors, and coping strategies. It addresses the definitions and theories of stress that are related to the study, the most common sources of stress, the most common coping strategies used to deal with stress, and the relationship between stressors and coping strategies.

Definitions of Stress

Researchers have studied teacher stress by dividing it into three approaches. The first one viewed stress as work demands made upon school teachers. The inability of the teacher to tolerate these pressures might damage his/her psychological or physiological well-being, or both. This view which defined stress as something outside the individual was widely criticized because people react differently to external pressures. In addition, internal pressures such as the individual's personality affect the extent to which work demands result in teacher stress. The second approach viewed stress as physiological, psychological or behavioral responses to these pressures. In other words, the high levels of anxiety or tension that a person experiences define the concept of stress (Dunham, 1992). The third approach is the interactionist model which viewed stress as interactions between the person and the environment. These interactions consist of pressures, reactions, coping efforts and the outcomes of the coping process. Stress occurs when the pressures exceed the coping resources (Dunham, 1992). Similarly, Lazarus and his colleagues developed the transactional model of stress and coping which defined stress as transactions between the person and the environment. The person-environment relationships and their outcomes are mediated by

cognitive appraisal and coping. Cognitive appraisal is divided into primary and secondary appraisals. In primary appraisal, the person appraises an event to determine if he/she has anything at risk in it. In secondary appraisal, the person appraises the available coping options for dealing with stress. The stressful events can be evaluated as harmful, threatening or challenging. The person experiences harm/loss when some damage has already happened to him/her. He/she feels threatened when he/she expects future harm or loss. Finally, the person feels challenged when he/she foresees an opportunity for gain or personal development. It should be noted that whether the person feels harmed, threatened, or challenged is determined by his/her primary and secondary appraisals. The second mediator between the person-environment relationships and their outcomes is coping or the cognitive and behavioral attempts made to deal with external and internal demands and conflicts among them. These coping efforts can be problem-focused which aim at changing the stressful event or emotion-focused which aim at changing the emotional response to the stressful event. It is worth mentioning that the appraisals guide the coping strategies throughout the stressful situation (Folkman & Lazarus, 1980).

There were many definitions of stress, but for the purpose of this research the transactional model (Folkman & Lazarus, 1980) was focused in addition to Dunham's (1992) definition which encompassed the notion that stress is a behavioral, emotional, mental, and physical state which occurs when people are under prolonged, increasing, or new pressures that are significantly greater than the coping resources. Kyriacou & Sutcliffe (1978a) defined teacher stress and said that teachers experience unpleasant, negative emotions such as tension, anxiety, frustration, and anger which might be accompanied by physiological changes such as increased heart rate when they fail to meet the difficult job demands.

Stress is related to strain and burnout. Although the researcher did not focus on strain and burnout in this study, it is important to note that strain is the outcome of an interaction between the person and the environment or the person's reaction to stress. It is measured in terms of physiological dysfunction such as illnesses, psychological dysfunction such as depression and anxiety and behavioral dysfunction such as absenteeism and unhealthy eating (Guglielmi & Tatrow, 1998). The degree of strain is related to the teacher's ability to cope with the stressors (Blase, 1982). However, burnout is the emotional, mental, or physical exhaustion caused by the inability of the person to cope with the stressful situations over a long period of time (Guglielmi & Tatrow, 1998).

Sources of Stress

Research has shown that teachers experienced many sources of stress. Some of the most common sources included environmental factors such as time management, student misbehavior, and work-related stressors (Richards, 2012; Samad, Hashim, Moin, & Abdullah, 2010; Tsai, Fung, and Chow, 2006). While other sources of stress were related to teachers' individual characteristics such as personality, job dissatisfaction and the ability to cope (Guglielmi & Tatrow, 1998).

Blase (1982) divided the sources of stress into first order stressors and second order stressors. First order stressors intervene directly with teachers' effort to achieve positive outcomes with their students and these include student discipline, student apathy, and preparation. Second order stressors are the sources of stress that indirectly hinder teachers' effort to achieve their educational goals and these include low salary, lack of enthusiasm or motivation, and boredom.

It is worth mentioning that teachers experienced different main sources of stress and that depended on the complex interaction between their personalities, skills, values and the circumstances (Kyriacou, 2001). A teacher might suffer from high levels of stress because of one stressor that might not be regarded by most teachers as a source of stress (Kyriacou & Sutcliffe, 1978a).

A main source of teacher stress was the parents' high expectations toward their children's education, development and personalities (Prakke, Peet, & Wolf, 2007; Ravichandran & Rajendran, 2007). When teachers and parents do not understand each other's expectations in relation to the student's behavior and academic performance, the conflict arises. Teachers who had problems with parents experienced feelings of guilt and personal failure and that led to stress. Not only teachers' relationships with parents led to an increase in stress (Prakke et al., 2007), but also their poor relationships with their colleagues (Akpochafo, 2012; Friesen & Williams, 1985).

The main sources of stress did not only vary between teachers because of the complex interaction between their personalities, skills, values, and the circumstances, but they also varied between countries because they had different educational systems, attitudes and values (Kyriacou, 2001). Kyriacou & Chien (2004) reported that coping with educational reforms was one of the main sources of stress in Taiwan. In a comparative study about teachers' stress between Turkey and Macedonia, the results revealed that the main source of stress among Turkish teachers was their poor relations with their colleagues, while the main source of stress among Macedonian teachers was the behavior of their principals (Eres & Atanasoska, 2011).

The stressors mentioned previously have been proven to be major stress factors; however, in this study, the researcher focused on five main sources of stress which were time management, work-related stressors, professional distress, discipline and motivation, and professional investment. Studies have shown that these causes of stress were experienced by many teachers.

Time management and work-related stressors have been proven to be major stressors. Tsai, Fung, and Chow (2006) conducted a study to examine the sources of stress among Hong Kong female Kindergarten teachers and the results showed that time management and work-related stressors were the most common sources of stress. Similarly, Akpochafo (2012) carried out a study in Nigeria to identify the main sources of occupational stress among primary school teachers and the results revealed that work stress such as work load and large class size was the second main source of stress. Many studies have shown that teachers experienced high levels of stress when they were overloaded with work and did not have enough time to finish it. They did not only have work related to teaching, but also administrative paperwork (Akpochafo, 2012 ; Kyriacou & Chien, 2004; Richards, 2012; Tsai et al., 2006).

Another major source of stress stated by many researchers was related to students' discipline and motivation. Teachers experienced high levels of stress when they had to deal with student misbehavior (Blase, 1986; Lewis, 1999; Liu & Onwuegbuzie, 2012; Pang, 2012; Samad et al., 2010). Samad et al. (2010) conducted a study with two hundred and seventy two primary teachers in Malaysia to assess stress and its risk factors and the results showed that the main stressor in the school environment was student misbehavior. In a study conducted in Hong Kong, Pang (2012) found a high correlation between students'

challenging behaviors and teacher aggregated stress. He also reported that the most challenging student behavior was being full of activity or easily distractible. Teacher stress developed when teachers were unable to discipline students in an ideal way (Lewis, 1999), and when they were compelled to play the roles of babysitters, police officers, and harsh authoritarians (Blase, 1986). In addition to student misbehavior, Blase (1986) said that teachers' stress increased because of student apathy or negative attitude toward school. The causes of student apathy were in many cases the parents who ignored and did not care about their children. It should also be noted that student absences and low achievement led to an increase in teachers' stress. Patt (1978) said that stress developed from teachers' concern for children's learning. Finally, it could be deduced that student-related stressors were one of the major sources of teacher stress.

In addition to time management, work-related stressors, and student's discipline and motivation, teachers experienced professional distress. Litt & Turk (1985) carried out a study to determine the sources of stress and dissatisfaction among Connecticut high school teachers. The results showed that inadequate salaries and low status were the main sources of stress among 291 experienced high school teachers. Moreover, Travers & Cooper (1993) conducted a study about teacher stress in the UK and the results revealed that lack of status and respect in addition to low salaries and lack of promotion opportunities were considered as main stress factors among teachers. Similarly, Akpochofo (2012) found that low salaries and lack of promotion were the main sources of stress among primary school teachers in Delta State of Nigeria. Finally, Liu & Onwuegbuzie (2012) in their study about Chinese teachers' stressors and their turnover intention reported that Chinese teachers suffered from low salaries which did not meet their needs.

Besides professional distress, teachers suffered from lack of professional investment. Litt & Turk (1985) found an association between teachers' stress and their relationship with their supervisors. They stated that teachers were distressed because their supervisors did not provide them with feedback related to their performance, and did not give them much control over decisions which had a direct effect on them. Similarly, in a study of occupational stress conducted with teachers in Northern Ireland, the participants reported that they were experiencing stress because they could not participate in decision making or change unacceptable circumstances (McGrath, Houghton, & Reif, 1989). Moreover, Blase (1982) said that a major source of stress was attitudinal resources such as lack of enthusiasm, creativity and personal caring. A math teacher declared that it was difficult to remain enthusiastic after eleven years of repetitive teaching. In addition, a study conducted with U.S. teachers showed that they were not as enthusiastic about teaching as they once were (Richards, 2012). It is worth mentioning that loss of enthusiasm is at the same time a source and a manifestation of stress. Troman & Woods (2000) interviewed a sample of teachers who suffered from stress-related illness. The participants reported that facing stress made them see their careers in a different way. They only concentrated on finding ways to cope. A 50 year old teacher declared that she lost her ambition and was not interested in getting promoted anymore.

It could be deduced that one or more of the five stressors that the researcher focused on in the study were considered main sources of stress in many countries. Moreover, these stressors were found to be major problems faced by Lebanese public school teachers. In a study conducted by Mattar (2012) to determine the factors affecting the performance of public schools in Lebanon, the teachers revealed the major problems that they were facing.

They said that they received very low salaries and lacked promotion opportunities. In addition, they mentioned that they did not receive respect on the job especially from the students. At last, they declared that they did not have enough professional development opportunities. It is noteworthy to point out that Mattar (2012) revealed the major problems faced by Lebanese school teachers, but the researcher determined in her study if the above-mentioned problems were considered as sources of stress for these teachers. Therefore, the purpose of the current study was to investigate the main sources of stress among Lebanese elementary school teachers.

Coping Strategies

Dunham (1992) said that the first step in dealing with stress in the workplace was to recognize its existence. Teachers do not admit that they are under increasing pressures because they would be regarded by their colleagues and principals as weak and incompetent. However, after accepting the existence of stress, teachers should use strategies to cope with these heavy work pressures.

Folkman and Lazarus (1980) defined coping as the “cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them” (p. 223). According to Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen (1986) coping is process-oriented which means that it focuses on what the person does in a particular stressful situation and not trait-oriented meaning that it focuses on what the person usually does regardless of the stressful encounter. In addition, it is contextual meaning that the individual evaluates the situation and chooses the coping strategy accordingly. Snyder & Pulvers (2001) said that coping does not consist of one response, but a sequence of responses

that are instigated and repeated to deal with the stressor. They also stated that all types of stressors (major or minor) require coping.

Coping strategies were categorized into problem-focused and emotion-focused. The former aims at changing the stressful situation and the latter is directed at changing the emotional response to the stressful situation. People who use problem-focused coping define the problem, think of different solutions, choose the most appropriate one and take action, while people who use emotion-focused coping deny the existence of the problem and distance themselves from it. Emotion focused coping is used when the individual believes that the stressful situation could not be changed (Folkman et al., 1986; Lazarus, 1993). It is noteworthy to mention that a stressful person might need to use emotion-focused coping before moving to problem-focused coping. In other words, a person might be so upset that he/she must reduce the negative feeling of stress before eliminating its source (Snyder & Pulvers, 2001).

Similar to Folkman et al. (1986), Kyriacou (2001) divided the coping strategies into direct action and palliative techniques. Direct action techniques are aimed at eliminating the sources of stress and may include problem-solving methods and seeking help and support from friends and colleagues. However, mental or physical palliative techniques reduce the negative feelings of stress. The individual uses mental strategies to have a different evaluation of the situation, and uses physical strategies to reduce the tension and anxiety caused by the situation. Palliative techniques have proven to be efficient, but since they do not eliminate the stressors, teachers will certainly experience some stress.

Kyriacou (2001), Folkman and Lazarus (1980) all said that coping methods could either manage the source of stress or adjust the stressful emotions. However, for the purpose of the study, Folkman & Lazarus's (1980) terms and concepts of teacher coping were used.

Research identified many coping strategies which were used by teachers. Botwinik (2007) asked successful teachers who had more than twenty years of experience about the coping strategies that they used to deal with stress. They said that teachers facing stress could go swimming, dancing, or attend yoga classes. They also said that they should go on trips during the vacations. Another coping strategy offered by these teachers was having a sense of humor. Similarly, Richards (2012) reported that U.S. teachers tended to cope with stress by having a positive attitude, a good sense of humor, and finding time to reflect and exercise.

In addition to these coping strategies which were proven to be effective ways of reducing or managing stress, there were some coping strategies that were proven to be ineffective. These included overeating, using drugs, alcohol or tobacco, and yelling at people. When people react in a negative way without thinking of the consequences, they face additional problems and suffer from longer periods of stress (Brey & Clark, 2012).

The coping strategies mentioned previously were a combination of emotion-focused and problem-focused coping strategies. However, in the current study, the researcher focused on active coping, planning, and instrumental support as problem-focused coping strategies and emotional support, positive reframing, acceptance, denial, and religion as emotion-focused coping strategies. Studies have shown that many of these coping methods have been used by many stressful teachers.

Litt & Turk (1985) reported that the most effective coping strategies used by Connecticut high school teachers were inquiring about the problem and taking action to solve

it. However, those teachers used peer support when they faced problems that could not be resolved such as inadequate salaries and low status.

Kyriacou and Chien (2004) conducted a study about teacher stress with 203 teachers in primary schools in Taiwan and the results showed that two of the main coping strategies were having a healthy home life and social support. Similarly, Richards (2012) reported that teachers coped with stress by having positive and strong relationships with their families and friends. Botwinik (2007) said that talking with colleagues who had the same problems could be a good solution for coping with stress.

Gulwadi (2006) said that elementary school teachers in Chicago who experienced stress sought restorative experiences. They used inward coping strategies such as seeking stillness and focus or outward coping strategies such as seeking connections, positive distractions and movement in places away from the school environment such as nature, city places, cafes and church.

Zurlo, Pes, & Cooper (2007) carried out a study about occupational stress among 320 Italian teachers. The results revealed that those teachers mostly used innovation such as finding ways to make the work more interesting and effective time management to cope with stress. Zurlo et al. (2007) compared the results of their Italian study to the results of the British study conducted by Travers and Cooper (1996). The latter found that British teachers most frequently coped with stress by having steady relationships, solving the occurring problems and seeking refuge at home. It is worth mentioning that the coping strategies which were mostly used by Italian teachers were a combination of emotion-focused and problem-focused coping, while the ones that were mostly used by British teachers were only problem-focused strategies (Zurlo et al., 2007).

When dealing with students' challenging behavior, Pang (2012) said that teachers' positive beliefs such as high self-efficacy, low negative effect, and low self-critical attitude could be used as personal resources in coping with stress. Teachers who had negative beliefs were more receptive to students' challenging behavior and that evoked stress.

Finally, it could be deduced that the emotion-focused coping strategies were dominating. Nevertheless, Folkman & Lazarus (1980) said that the source of stress stimulated the coping strategy. Similarly, Snyder & Pulvers (2001) said that the person's perception of the stressor determined whether he/she was going to use emotion-focused or problem-focused coping strategies. Therefore, the purpose of the study was to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between teachers' stressors and problem-focused coping.

Relationship between Stressors and Coping Strategies

Several studies were conducted to examine the relationship between stressors and coping strategies. Leiter (1991) examined the relationship between organizational stressors (work overload, interpersonal conflict) and coping patterns in a study conducted with 177 workers in a mental hospital in Canada. The results revealed that there was not a significant relationship between stressors and coping patterns.

Similarly, Austin, Shah, and Muncer (2005) in their study about high school teachers' stress and coping strategies did not find any significant relationships between sources of stress and coping methods. They only found significant relationships between the latter and levels of stress. They said that teachers with high levels of stress used negative coping

methods such as escape avoidance, accepting responsibility, and uncontrolled aggression, while teachers with low levels of stress used effective ways of coping such as exercise.

Nevertheless, few researchers found significant relationships between stressors and one type of coping. Fortes-Ferreira, Peiro, Gonzalez-Morales, & Martin (2006) carried out a study about work-related stress, well-being, and coping among 464 bank employees in Spain. The results revealed that there was a significant relationship between work stressors and palliative coping; however, there was not any significant relationships between work stressors and direct action coping.

Finally, many researchers found significant relationships between stressors and both types of coping. Lewis, Roache, and Romi (2011) conducted a study with 515 Australian teachers to investigate the association between teacher stress caused by student misbehavior, coping and classroom management techniques. They found that teachers used social problem solving methods such as working hard and seeking professional help more than other types of coping such as relaxing and exercising to manage stress caused by student misbehavior. Teachers, who used problem-focused coping, used more comprehensive classroom management strategies such as discussion and rewarding, and therefore were able to manage their classrooms in a more productive way. It is worth mentioning that problem-focused methods have also been proven to be effective in a more recent study by Antoniou, Ploumpi and Ntalla (2013) who found that Greek teachers who used high problem-solving strategies experienced low stress from workload and working conditions.

In another study conducted with 105 teachers in Kansas, Green & Ross (1996) found that teachers perceived class preparation problems as less stressful than a serious problem with a student and a serious problem with a teacher or administrator. Therefore, they used

more problem-focused coping to deal with that stressor compared to the other two sources of stress. They used problem-focused coping because they believed that the situation could be changed.

Chou et al. (2011) in their study about the relationships between stress, coping, and depressive symptoms among university preparatory Chinese students in Taiwan found that certain types of stressors were associated with the coping strategies. They said that students whose sources of stress were the pursuit of life goals and personal/ financial problems used passive problem-focused strategies in addition to active and passive emotion-focused strategies, while students whose stress was related to social problems used only passive emotion-focused strategies. The results also showed that students with high levels of stress used passive emotion-focused strategies, while students with low levels of stress used active coping strategies.

Similarly, Folkman et al. (1986) found significant relationships among appraisal, coping and the outcomes of stressful encounters in a study conducted with a sample of community-residing adults. They reported that people used planful problem-solving and emotional self-control to manage work-related stressors. They also used confrontive coping and self-control to manage stressors associated with respect for one another. This shows that people could use two opposite types of coping strategies depending on the stressor. Moreover, Snyder & Pulvers (2001) said that coping might entail a diversity of thoughts, emotions and actions. Finally, consistent with the findings of Green & Ross (1996) in the above mentioned study, Folkman et al. (1986) stated that people who believed that the stressful situation could be changed used more problem-focused strategies than people who believed that nothing could be done about it.

Chou et al. (2011) said that students whose stress was related to social problems used only passive emotion-focused coping strategies, while Folkman et al. (1986) said that community-residing adults who had stressors associated with social problems used both problem-focused and emotion-focused coping strategies. These findings were consistent with Folkman & Lazarus's (1980) theory which says that the coping strategy depends on the person, the stressor, and the outcome. Based on that theory, the purpose of the current study was to determine whether there was a relationship between Lebanese elementary teachers' stressors and emotion-focused coping and whether there was a relationship between these stressors and problem-focused coping.

Summary

Chapter 2 discussed a review of the literature on teacher stress, stressors and coping strategies as they related to the present study. The study was based on the transactional model of Lazarus and his colleagues which viewed stress as transactions between the person and the environment (Folkman & Lazarus, 1980). It followed Dunham's (1992) definition which notes that stress occurs when people are under pressures that are greater than the coping resources. Research has shown that teachers experienced different main sources of stress such as workload and students' discipline (Kyriacou, 2001) These stress factors could be dealt with using emotion-focused and problem-focused coping strategies (Folkman & Lazarus, 1980) Nevertheless, the literature has shown that teachers mostly used emotion-focused coping strategies to deal with those heavy work pressures (Gulwadi, 2006; Pang, 2012). Finally, some researchers found significant relationships between stressors and both types of coping strategies (Chou et al. 2011; Green & Ross, 1996). Folkman & Lazarus (1980) said that different people used different coping strategies to deal with the same

stressor because the coping strategy depended on the person, the stressor and the outcome.

However, further research to examine the relationship between teachers' stressors and coping strategies is needed. Chapter 3 contains the research methodology used in the current study.

Chapter 3

Research Method

The purpose of the quantitative study was to investigate the main sources of stress among Lebanese elementary school teachers, and to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between elementary teachers' stressors and problem-focused coping strategies. Chapter 1 included an introduction to the study including the purpose and the research questions. Chapter 2 included a review of the literature on teacher stress, stressors and coping strategies. Chapter 3 includes a discussion of the research methodology including the participants, the research design, the instruments used, and the data collection procedures.

Participants

For the study, a purposive sample of elementary school teachers was selected. These teachers worked at a private Catholic school located in Keserwan. The school was a trilingual school (Arabic, French, and English). Subjects were taught in three languages. Math and Sciences were taught in English. The school was divided into four main cycles and a Preschool housed in three separate buildings. Co-educational classes ranged from KG to Sec. 3. The total number of students was 2400. The sample size was made up of 35 females. They were between 20 and 55 years of age. They ranged in number of years of teaching experience from 1 to 30. The number of students they taught each day ranged from 30 to 150. Three types of teaching positions were held in the elementary cycle. There were teachers who taught English, Math, and Science to two classes. Moreover, there were subject teachers who were specialists in one subject which they taught to different classes. In addition, there were

teachers who taught part of their time and spent the remaining time performing administrative tasks.

The school administration emphasized the importance of teacher development; therefore, teachers had to attend in-service training activities which normally occurred on Friday afternoons. These reforms led to an increase in teachers' workloads.

Design

In conducting the study, a quantitative survey design was used to investigate the main sources of stress among Lebanese elementary school teachers, and to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between elementary teachers' stressors and problem-focused coping strategies.

Instruments

Two instruments were used to conduct the study. The first instrument was the Teacher Stress Inventory (TSI) (Fimian, 1988) which included the survey questions related to the causes of stress. See Appendix A for the complete inventory. The TSI consisted of 49 items which were divided into sources of stress and manifestations of stress. Sources of stress included time management, work-related stressors, professional distress, discipline and motivation, and professional investment. Manifestations of stress were emotional, fatigue-related, cardiovascular, gastronomical, or behavioral in nature. However, for the purpose of the study, the part related to the sources of stress was used. Dunham (1992) said that the first step in dealing with teacher stress was in recognizing its existence. Therefore, the researcher

used the TSI to investigate the main sources of stress among Lebanese elementary school teachers.

The TSI included directions for completing it as well as two sample items. It was a Likert-type scale which ranged from 1 (no strength; not noticeable) to 5 (major strength, extremely noticeable). It included five subscales. Each one was made up of four to eight items. A mean item score for each subscale was derived for each teacher. Therefore, each teacher had five mean item scores. Then, all the teachers' mean item scores for each subscale were summed and divided by the number of teachers to get a total stress score for each subscale. The five total stress scores were used to identify the main sources of stress.

The final part of the TSI included the following demographic variables: gender, number of years teaching, age, number of students taught each day, grade level of students taught, type of students worked with, most advanced educational degree, support from peers, mutual support with supervisors, family support, support from friends, and the presence of a spiritual base for coping with problems at work. The demographic variables provide data related to the participants. It is crucial to obtain this information in order to determine whether the individuals in the study represent the target population (Lee & Schuele, 2010). However, the demographic variables that were related to gender, grade level of students taught, and type of students worked with were removed because all the teachers were females who taught in the elementary cycle, and there were not any handicapped students at the school. Moreover, the part pertaining to coping was removed because it covered only two types of coping (getting support, religion), and the purpose of the study was to investigate whether there was a relationship between Lebanese elementary teachers' stressors and emotion-focused coping and whether there was a relationship between teachers' stressors and

problem-focused coping strategies. Therefore, the participants completed another coping questionnaire which contained emotion-focused and problem-focused coping strategies including the two types mentioned in the TSI.

Finally, the researcher added two open-ended questions that were related to the purpose of the study. The first question asked the participants who felt they were experiencing stress during the day to list the stressors. The second one asked the teachers who felt they were coping with these stressors to explain how. Using open-ended methods allows the respondents to give a detailed description of the meaning of occupational stress from their viewpoints (Blase, 1986). Therefore, the responses to the open-ended questions were used to investigate teachers' perceptions of stress factors and coping strategies.

The inventory as it was had reliability for internal consistency of .93. External validity for the TSI was identified as $r=.65$, $p=.001$. Permission to use the TSI can be found on Fimian's (2000) website *The Teacher Stress Inventory Info Site*.

The second instrument was the Brief Cope (Carver, 1997). It included survey questions that pertained to coping strategies. See Appendix B for the complete Brief Cope survey. The questionnaire was divided into 14 scales which were: active coping, planning, positive reframing, acceptance, humor, religion, emotional support, instrumental support, self-distraction, denial, venting, substance use, behavioral disengagement, and self-blame. Carver, Scheier, & Weintraub (1989) divided the Cope Inventory (original inventory) into problem-focused (active coping, planning, suppression of competing activities, restraint coping, seeking instrumental social support) and emotion-focused coping strategies (seeking of emotional social support, positive reinterpretation, acceptance, denial, turning to religion) and considered the three remaining scales (focus on and venting of emotions, behavioral

disengagement, mental disengagement) as less useful. Accordingly, the Brief Cope was divided by the researcher into problem-focused (active coping, planning, instrumental support) and emotion-focused coping (emotional support, positive reframing, acceptance, denial, religion) since the purpose of the study was to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between teachers' stressors and problem-focused coping strategies. The survey as it was had reliability for internal consistency of 0.5-0.9.

The Brief Cope was a 4-point Likert-scale which ranged from 1 (I haven't been doing this at all) to 4 (I've been doing this a lot). It consisted of 16 items. Ten of these items were related to emotion-focused coping, while the other remaining six were related to problem-focused coping. The items were repeated five times to determine how the teachers coped with the five sources of stress. Therefore, five mean item scores for emotion-focused and five mean item scores for problem-focused coping were derived first for each teacher and then for all teachers. In other words, the researcher got five total mean item scores for emotion-focused (one for each source of stress) and five total mean item scores for problem-focused coping.

Finally, the researcher used the five total stress scores of the TSI and correlated each one with the total score of problem-focused items and with the total score of emotion-focused items which were related to it to determine whether there was a relationship between Lebanese elementary teachers' stressors and emotion-focused coping and whether there was a relationship between teachers' stressors and problem-focused coping strategies.

Procedure

The participants were given the Teacher Stress Inventory and the Brief Cope on January 30, 2014, and were told they had two weeks to complete them. Then, they were given a brief overview of the study including its purpose and emphasizing its importance and significance. The participants were also assured of the anonymity and confidentiality of the research. Moreover, they were made aware that their participation in the study was voluntary and that they might decide not to participate or withdraw from the study at any time without penalty. Out of 35 elementary school teachers, only one refused to take part in the study. She declared that she was overloaded with work and did not have time to complete the questionnaires.

Summary

Chapter 3 included the method that the researcher used in the study. The sample included 35 elementary school teachers who worked at a private Catholic school in Keserwan. A quantitative survey design was used to conduct the study. The data collection instruments were the Teacher Stress Inventory (TSI) developed by Fimian (1988), and the Brief Cope developed by Carver (1997). The participants were given the questionnaires along with a brief overview of the study emphasizing its importance and significance. Chapter 4 contains the results of the study and a discussion relating the results to the research questions and the literature.

Chapter 4

Results and Discussion

The purpose of the current study was to investigate the main sources of stress among Lebanese elementary school teachers, and to determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between elementary teachers' stressors and problem-focused coping. The first research question of the study was:

RQ 1: Given the sources of stress, what were the main ones among Lebanese elementary school teachers?

The second research question was:

RQ 2: Was there a relationship between elementary teachers' stressors and emotion-focused coping strategies?

More specifically,

- 2a. Was there a relationship between time management as a stressor and emotion-focused coping strategies?
- 2b. Was there a relationship between work-related stressors and emotion-focused coping strategies?
- 2c. Was there a relationship between professional distress and emotion-focused coping strategies?
- 2d. Was there a relationship between discipline and motivation as stressors and emotion-focused coping strategies?

2e. Was there a relationship between professional investment as a stressor and emotion-focused coping strategies?

The third research question was:

RQ3. Was there a relationship between elementary teachers' stressors and problem-focused coping strategies?

More specifically,

3a. Was there a relationship between time management as a stressor and problem-focused coping strategies?

3b. Was there a relationship between work-related stressors and problem-focused coping strategies?

3c. Was there a relationship between professional distress and problem-focused coping strategies?

3d. Was there a relationship between discipline and motivation as stressors and problem-focused coping strategies?

3e. Was there a relationship between professional investment as a stressor and problem-focused coping strategies?

Chapter 4 includes the results from the analyses designed to answer the three research questions of the study in addition to a discussion of the findings. Moreover, descriptive statistics and independent samples t-tests regarding the demographic variables of the sample are provided.

The sample size was made up of 35 teachers. One teacher refused to participate in the study, and of the 34 teachers who received the questionnaires, 30 completed them. Therefore, the response rate for the survey was 85.7%. As mentioned previously, all the participants were female. Nevertheless, in order to obtain more data related to the participants' demographic characteristics, the teachers answered questions that provided information regarding their age, number of years of teaching experience, number of students taught each day and highest educational degree.

The average (mean) number of years of teaching experience was 12.93 with a standard deviation of 8.64. The participants ranged in number of years of teaching experience from 1 to 30. The mean number of students taught each day was 87 with a standard deviation of 30.86. The number of students the participants taught each day ranged from 30 to 150. Age was measured in three intervals: 20 to 30 years old; 31 to 40 years old; 41 to 55 years old. Most of the teachers (36.7%) were between 20 and 30 years old; 30% of the teachers were between 31 and 40 years old and 33.3% of the teachers were between 41 and 55 years old. Degree was coded with the values of 1 for bachelor's degree, 2 for master's degree and 3 for doctorate. Most of the teachers (73.3%) had a bachelor's degree, and (26.7%) had a master's degree. None of the teachers (0%) held a doctorate.

The researcher analyzed the demographic variables using descriptive statistics to obtain data related to the participants. Moreover, she analyzed them using independent samples t-tests to determine if the participants who had a B.A. experienced more stress than those who had an MA. She also wanted to investigate if the participants who had 1-15 years of teaching experience faced more stress than those who had 16-30 years of teaching experience.

RQ A: Did the participants who had a B.A. experience more stress than those who had an M.A.?

The results revealed that the participants who had a B.A. did not experience more stress than those who had an M.A. Table 1 shows the t-test analysis.

Table 1

T-test Analysis of Elementary Teachers' Stress Based on Educational Degree

Variables	N	Mean	SD	DF	t-cal.	t-crit.	Level of Sig.
B.A.	22	3.2110	.54465	28	1.700	2.048	0.05
M.A.	8	2.8042	.67337				

Table 1 shows that the t-calculated value of 1.700 was less than the t-critical value of 2.048. Therefore, the participants who had a B.A. did not experience more stress than those who had an M.A. These findings were not consistent with the results of Aftab & Khatoun (2012) who found a significant difference in teachers' stress based on their qualifications. They stated that post-graduate teachers had less stress than trained graduate teachers. However, these findings were in line with the results of Kyriacou & Sutcliffe (1978b) who found a very little relationship between teachers' stress and qualification. Nevertheless, they declared that these teachers might suffer from the same level of stress, but their main sources of stress might be different. Therefore, the researcher calculated the means for the five sources of stress of the participants who held a B.A. and of those who held an M.A. to determine if they had the main stress factor. The results revealed that the main stress factor among the participants who had a B.A. was work-related stressors; whereas the main stressor among the participants who had an M.A. was time management. The reason might be that the

participants who had an M.A. were more qualified so they had more responsibilities such as coordinating and performing administrative tasks. Therefore, they found it more difficult to manage their time.

RQ B: Did the participants who had 1-15 years of teaching experience face more stress than those who had 16-30 years of teaching experience?

The results revealed that the participants who had 1-15 years of teaching experience did not face more stress than those who had 16-30 years of teaching experience. Table 2 shows the t-test analysis.

Table 2

T-test Analysis of Elementary Teachers' Stress Based on Number of Years Teaching

Variables	N	Mean	SD	DF	t-cal.	t-crit.	Level of Sig.
1-15 yrs	17	3.1147	.63421	28	.126	2.048	0.05
16-30 yrs	13	3.0865	.57249				

Table 2 shows that the t-calculated value of .126 was less than the t-critical value of 2.048. This implies that the participants who had 1-15 years of teaching experience did not face more stress than those who had 16-30 years of teaching experience. These results were not consistent with the results of Aftab & Khatoon (2012) who declared that the teachers who had 6-10 years of experience faced the highest level of stress, while those who had 0-5 years of experience faced the lowest level of stress. However, the findings were in line with the results of various researchers who did not find a significant difference in teacher stress with reference to length of teaching experience. Akpochafo (2012) did not find a significant

difference in work stress between teachers who had 0-9 years of teaching experience and those who had more than 9 years of experience. Similarly, Kyriacou & Sutcliffe (1978b) found a very little relationship between teachers' stress and number of years teaching. Nevertheless, as mentioned previously, they declared that these teachers might suffer from the same level of stress, but their main sources of stress might be different. Therefore, the researcher calculated the means for the five sources of stress of the participants who had 1-15 years of teaching experience and of those who had 16-30 years of experience, and found that they did not have the same main stressor. The main stress factor among the participants who had 1-15 years of teaching experience was work-related stressors, while the main source of stress among those who had 16-30 years of teaching experience was time management. The reason might be that the teachers who had more years of experience and expertise would find work-related stressors less stressful than the other teachers. However, they would find time management more stressful because they were older and were not able to manage their time to deal with the new job demands which were fewer when they started teaching.

Moreover, in order to get more accurate information, the researcher divided the participants into three groups. The first group included the participants who had 1-10 years of experience. The second group included the participants who had 11-20 years of experience and the third group included the participants who had 21-30 years of experience. The results revealed that the first and the second group suffered mainly from work-related stressors, while the third group suffered mainly from professional distress. The participants who had 16-30 years of teaching experience might have suffered from professional distress because they still received low salaries and did not get the respect they deserved after spending so many years in the teaching profession.

RQ1: Given the sources of stress, what were the main ones among Lebanese elementary school teachers?

In order to determine the main stressors among Lebanese elementary school teachers, the participants completed the close-ended questions that were part of the TSI, and then answered an open-ended question that was added by the researcher. The results revealed that work-related stressors and time management were the main stressors among Lebanese elementary school teachers. Table 3 shows the mean scores for the five sources of stress which were included in the Teacher Stress Inventory (Fimian, 1988). Table 4 includes frequencies and percentages for the teachers' answers to the open-ended question.

Table 3

Means for the Five Sources of Stress (N=30)

Sources of Stress	Mean/5	Standard Deviation
Work-related stressors	3.55	.62
Time management	3.54	.54
Professional distress	3.16	.90
Discipline and motivation	2.75	1.03
Professional investment	2.50	0.85

Table 4

Frequencies and Percentages for the Teachers' Stressors (N=25)

Item	Number	Percentage
Work-related stressors	9	36
Time management	6	24
Discipline and motivation	4	16
Professional distress	2	8
Fatigue	3	12
Having patience	1	4

Table 3 shows the means for the five sources of stress (time management, work-related stressors, professional distress, discipline and motivation, and professional investment) which were included in the TSI. The means ranged from 2.5 to 3.55. The standard deviations ranged from .54 to 1.03. Work-related stressors were the main source of stress among elementary school teachers with a mean of 3.55. The second main source of stress was time management with a mean of 3.54 followed by professional distress with a mean of 3.16, discipline and motivation with a mean of 2.75, and professional investment with a mean of 2.50. It could be inferred that work-related stressors, time management, and professional distress were more stressful than discipline and motivation and professional investment.

Table 4 shows the answers to the open-ended question. It is worth mentioning that 25 out of 30 teachers stated that they experienced stress during the day and then listed their stressors. 36% of these teachers said that their source of stress was work-related stressors. One teacher declared that she had a lot of work to do; therefore, she did not have time to prepare her lessons. 24% declared that time management was their stressor. They reported

that they did not have time to get things done. 16% of the participants said that their source of stress was related to students. They reported that they had to deal with discipline problems and to teach students who were not motivated to learn. 8% perceived professional distress as their source of stress. They said that they did not have promotion opportunities. In addition, they received low salaries which did not meet their needs. Finally, 12% stated that fatigue was their source of stress and one teacher declared that having patience was causing her stress. It is worth mentioning that fatigue is a manifestation of stress (Fimian, 1984) and having patience is a coping strategy (Folkman et al., 1986). It could be inferred that those teachers were experiencing stress since they were suffering from fatigue and trying to be patient. However, they did not know the meaning of stress and coping.

Finally, the results of the close-ended and the open-ended questions revealed that work-related stressors and time management were the main sources of stress among Lebanese elementary school teachers. These findings were not consistent with the findings of Mattar (2012) who said that the main problems faced by Lebanese teachers were low salaries, lack of promotion opportunities, lack of respect, and lack of professional development opportunities. In other words, those teachers considered professional distress and professional investment as their main stress factors and not work-related stressors and time management. Nevertheless, the results aligned with the findings of many researchers who found that work-related stressors and time management were major stress factors. Teachers experienced high levels of stress when they were overloaded with work and did not have time to finish it (Akpochafo, 2012; Kyriacou & Chien, 2004; Richards, 2012; Tsai et al. 2006).

RQ 2: Was there a relationship between elementary teachers' stressors and emotion-focused coping strategies?

The results revealed that there was a moderate positive relationship between elementary teachers' stressors and emotion-focused coping strategies. Table 5 shows the correlation coefficient relative to the relationship between those two variables.

Table 5

Spearman Correlation Coefficient for Research Question 2

	Emotion-Focused Coping
Teachers' Stressors	.558

Elementary teachers' stressors positively correlated with emotion-focused coping ($\rho=.558$). However, the relationship between those two variables was moderate. Therefore, the participants were only trying to use emotion-focused coping strategies to deal with their stressors. This finding aligned with the results of various researchers who found relationships between sources of stress and coping patterns (Chou et al. 2011; Green & Ross 1996; Folkman et al., 1986; Lewis et al., 2011)

RQ 3: Was there a relationship between elementary teachers' stressors and problem-focused coping strategies?

The results revealed that there was weak positive relationship between elementary teachers' stressors and problem-focused coping strategies. Table 6 shows the correlation coefficient relative to the relationship between those two variables.

Table 6

Spearman Correlation Coefficient for Research Question 3

Problem-Focused Coping	
Teachers' Stressors	.207

Elementary teachers' stressors positively correlated with problem-focused coping ($\rho=.207$). However, the relationship between those two variables was weak. Therefore, the participants were not using problem-focused coping strategies to deal with their stressors. This finding aligned with the results of few researchers who did not find any relationships between sources of stress and coping strategies. Leiter (1991) did not find relationships between mental health workers' stressors and coping patterns. Similarly, Austin, Shah and Muncer (2005) did not find relationships between high school teachers' stressors and coping methods.

In order to obtain more accurate results, the researcher determined whether there was a relationship between each source of stress and emotion-focused coping strategies. Table 7 includes the correlation coefficients relative to the relationships between the variables.

Table 7

Spearman Correlation Coefficients for Research Questions 2a, b, c, d, e

Sources of Stress	Emotion-Focused Coping
Time management	.071
Work-related stressors	.232
Professional distress	.490
Discipline and motivation	.428
Professional investment	.221

Moreover, the researcher determined whether there was a relationship between each source of stress and problem-focused coping strategies. Table 8 includes the correlation coefficients relative to the relationships between the variables.

Table 8

Spearman Correlation Coefficients for Research Questions 3a, b, c, d, e

Sources of Stress	Problem-Focused Coping
Time management	-.091
Work-related stressors	.039
Professional distress	.136
Discipline and motivation	.4
Professional investment	.038

RQ 2a. Was there a relationship between time management as a stressor and emotion-focused coping strategies?

The results revealed that there was not a relationship between time management as a stressor and emotion-focused coping ($p = .071$) (Table 7). Time management was proven to be the second main stressor among Lebanese elementary school teachers; however, they were not using emotion-focused coping to deal with it.

RQ 3a: Was there a relationship between time management as a stressor and problem-focused coping strategies?

The results revealed that there was not a relationship between time management as a stressor and problem-focused coping ($\rho = -.091$) (Table 8). Therefore, the participants were not using problem-focused coping to deal with time management as a stressor. As mentioned previously, elementary school teachers were not also using emotion-focused coping strategies. Since they were not using any type of coping; therefore, they were not able to cope with that source of stress which was proven to be a main stressor according to the results of the present study and of various researchers (Tsai et al., 2006).

However, the results of the open-ended questions which asked the participants to identify their stressors and to explain how they coped with them revealed that the coping strategy that they used to deal with time management was organizing their work in terms of priorities. In other words, they used problem-focused coping and tried to eliminate the source of stress. Zurlo et al. (2007) reported that one of the coping strategies used by Italian teachers to manage stress was effective time management. Nevertheless, it was important to determine whether the participants who identified time management as their stressor were actually using problem-focused coping to deal with it. Table 9 shows the correlation coefficient relative to the relationship between time management and problem-focused coping among those participants.

Table 9

	Problem-Focused Coping
Time management	.627

The results revealed that there was a strong positive relationship between time management and problem-focused coping ($\rho = .627$). Therefore, the participants were actually

using problem-focused coping to deal with time management. Nevertheless, only 24% of the participants were coping with that stressor and not all of them.

RQ 2b. Was there a relationship between work-related stressors and emotion-focused coping strategies?

The results revealed that there was a weak positive relationship between work-related stressors and emotion-focused coping strategies ($p=.232$) (Table 7). Therefore, elementary school teachers were not using emotion-focused coping strategies to handle that stressor which was proven to be their main source of stress.

RQ 3c. Was there a relationship between work-related stressors and problem-focused coping strategies?

The results revealed that there was not a relationship between work-related stressors and problem-focused coping ($p=.039$) (Table 8). Work-related stress was proven to be the main stressor among elementary school teachers; nevertheless, they were not using problem-focused coping to handle it.

These findings did not align with the results of the open-ended questions. Of the 36% of the participants who identified work-related stress as their stressor, only one teacher stated that she was not able to cope with it. However, 44.44% of the teachers declared that they used effective time management to deal with it. Therefore, these teachers were using problem-focused coping strategies. Furthermore, 22.22% of the teachers stated that they used strategies such as exercising, listening to music, and reading books, and 22.22% of the teachers reported that they coped with that stressor by having a positive attitude. A teacher declared that when she faced work-related stressors, she tried to make the situation look

positive because she loved her work. This last finding was consistent with the results of Richards' (2012) study which revealed that having a positive attitude and finding time to reflect and exercise were among the coping strategies used by U.S. teachers. Nevertheless, in order to determine whether those participants were actually using emotion-focused and problem-focused coping to deal with that stressor, their answers to the open-ended questions were compared to their answers to the close-ended questions. Table 10 shows the correlation coefficients relative to the relationship between work-related stressors and emotion-focused coping, and to the relationship between that stressor and problem-focused coping strategies.

Table 10

	Emotion-Focused Coping	Problem-Focused Coping
Work-related stressors	.316	.4

The results revealed that there was a weak positive relationship between work-related stressors and emotion-focused coping strategies ($\rho=.316$). Therefore, the participants who stated that they were using emotion-focused coping strategies to deal with work-related stressors were not actually using them. Moreover, the findings indicated that there was a moderate positive relationship between work-related stressors and problem-focused coping strategies ($\rho=.4$). Therefore, the participants who declared that they were using problem-focused coping to handle work-related stressors were only trying to cope with it.

Work-related stressors and time management were the main stressors among Lebanese elementary school teachers. Nevertheless, they were not able to cope with them. Therefore, stress might be a serious problem among these teachers because it could lead to mental and physical illnesses and to inadequate teacher performance (Kyriacou, 2001).

RQ 2c. Was there a relationship between professional distress and emotion-focused coping strategies?

The results revealed that there was a moderate positive relationship between professional distress and emotion-focused coping ($\rho=.490$) (Table 7). Therefore, the participants were only trying to deal with that stressor. However, it is worth mentioning that professional distress was categorized according to Fimian (1988) into lack of promotion opportunities, lack of status and respect on the job, low salaries and lack of recognition for the good teaching or extra work teachers do. Folkman et al. (1986) said that emotion-focused coping was used when the individual believed that the stressful situation could not be changed. Therefore, the participants might have been trying to use emotion-focused coping to deal with professional distress because they believed that nothing could be done to eliminate the source of stress.

RQ 3c. Was there a relationship between professional distress and problem-focused coping strategies?

The results revealed that there was not a relationship between professional distress and problem-focused coping strategies ($\rho= .136$) (Table 8). Therefore, the participants were not using problem-focused coping to deal with that stressor.

The results of the open-ended questions showed that teachers coped with professional distress by learning to live with the stressor and adopting a positive attitude. However, in order to determine whether the answers of those participants were consistent with their answers to the close-ended questions, spearman's correlations were examined. Table 11 shows the correlation coefficient relative to the relationship between professional distress and emotion-focused coping among those participants.

Table 11

Emotion-Focused Coping	
Professional distress	1

The results revealed that there was a very strong relationship between professional distress and emotion-focused coping strategies ($\rho= 1$). Therefore, those participants were actually using emotion-focused coping strategies to deal with professional distress. Nevertheless, only 8% of the participants were using emotion-focused coping and not all of them.

RQ 2d. Was there a relationship between discipline and motivation as stressors and emotion-focused coping strategies?

The results revealed that there was a moderate positive relationship between discipline and motivation as stressors and emotion-focused coping strategies ($\rho=.428$) (Table 7). Therefore, the participants were only trying to use emotion-focused coping to deal with that stressor. Green & Ross (1996) declared that teachers who had problems with student behavior used emotion-focused coping strategies. Moreover, Pang (2012) said that teachers' positive beliefs such as high self-efficacy, low negative effect, and low self-critical attitude could be used as personal resources in coping with students' challenging behavior. Teachers who had negative beliefs were more receptive to students' challenging behavior and that evoked stress. Therefore, the participants might have been trying to use emotion-focused coping to deal with discipline and motivation to reduce the negative feelings of stress.

RQ 3d. Was there a relationship between discipline and motivation as stressors and problem-focused coping strategies?

The results revealed that there was a moderate positive relationship between discipline and motivation and problem-focused coping strategies ($\rho=.4$) (Table 8). Therefore, the participants were trying to cope with that stressor by using problem-focused coping. Chou et al. (2011) reported that teachers who faced stress caused by student misbehavior used problem-focused coping strategies. Moreover, Lewis et al. (2011) stated that teachers, who used problem-focused coping to deal with student misbehavior, used more comprehensive classroom management strategies such as discussion and rewarding and therefore were able to manage their classrooms in a more productive way. Therefore, the participants might have been trying to use problem-focused coping to deal with discipline and motivation because they wanted to manage their classrooms in order to be able to provide quality education for their students.

The results of the open-ended questions showed that the 16% of the teachers who declared that discipline and motivation was their stressor coped with it by searching for and implementing new teaching methods. They also coped by adopting a positive attitude. In other words, they used both emotion-focused and problem-focused coping strategies. However, in order to determine whether those participants were using both types of coping or only one, Spearman's correlation coefficients were examined. Table 12 shows the correlation coefficients relative to the relationship between discipline and motivation and emotion-focused coping and to the relationship between that stressor and problem-focused coping among the 16% of the participants.

Table 12

	Emotion-Focused Coping	Problem-Focused Coping
Discipline and motivation	.0	.632

The results revealed that there was not a relationship between discipline and motivation and emotion-focused coping strategies ($\rho=.0$). Therefore, those participants were not using emotion-focused coping to deal with discipline and motivation. Nevertheless, the results revealed that there was a strong positive relationship between discipline and motivation and problem-focused coping strategies ($\rho=.632$). Therefore, the participants were using problem-focused coping to deal with discipline and motivation.

It could be deduced that the participants thought that they were using both types of coping, but they were actually using only one which was problem-focused coping. However, they were able to cope with discipline and motivation.

Finally, 16% of the participants were using problem-focused coping to deal with discipline and motivation, while the others were only trying to use both types of coping. Therefore, discipline and motivation as a stressor was not managed in the workplace.

RQ 2e. Was there a relationship between professional investment as a stressor and emotion-focused coping strategies?

The results revealed that there was a weak positive relationship between professional investment as a stressor and emotion-focused coping strategies ($\rho=.221$) (Table 7). Therefore, the participants were not using emotion-focused coping to deal with that stressor.

RQ 3e. Was there a relationship between professional investment as a stressor and problem-focused coping strategies?

The results revealed that there was not a relationship between professional investment as a stressor and problem-focused coping strategies ($\rho=.038$) (Table 8). Therefore, the teachers were not using problem-focused coping to deal with that stressor. It is worth mentioning that the results of the study showed that professional investment was the least source of stress among the participants with a mean of 2.50. Moreover, the teachers did not mention it as a stressor when they answered the open-ended question. However, Snyders and Pulvers (2001) stated that all types of stressors (major or minor) require coping. Therefore, the participants should have used successful coping strategies to deal with it.

Dunham (1992) said that teachers should cope with their sources of stress. Folkman & Lazarus (1980) said that the stressors should guide the coping strategies. The results of the close-ended questions indicated that there was a relationship between four different types of stressors (work-related stressors, discipline and motivation, professional distress, and professional investment) and emotion-focused coping. Additionally, there was a relationship between one type of stressor which was discipline and motivation and problem-focused coping. Yet the relationship between the different types of stressors (work-related stressors and professional investment) and emotion-focused coping was weak. Therefore, the participants were not dealing with those two stressors. Furthermore, the relationship between the different types of stressors (professional distress, and discipline and motivation) and emotion-focused coping and the relationship between discipline and motivation and problem-focused coping was moderate. Therefore, the participants were only trying to cope with those two stressors. In other words; they were not able to cope with all the stressors.

Furthermore, even if the results of the open-ended questions showed that the participants were able to cope with their main stressors; this does not imply that they were able to manage their stress because they should be able to cope with all the stressors in the workplace. Moreover, it is of interest to note that 16.7% of the teachers stated that they were not experiencing stress and then those participants declared that they were coping with it. Since those teachers could not identify their stressors; therefore, they could not also cope with them. Dunham (1992) said that the first step in dealing with stress at work was to recognize its existence. Finally, it could be deduced that elementary teachers' stress was not managed in the workplace and that could lead to serious problems including illnesses, early retirement and inadequate teacher performance (Kyriacou, 2001).

Summary

Chapter 4 included the results of the study in addition to a discussion of the findings. In the current study, most of the participants (36.7%) were between 20 and 30 years old; 30% of the teachers were between 31 and 40 years old, and 33.3% of the teachers were between 41 and 55 years old. The majority of the teachers (73.3%) held a bachelor's degree with 26.7% holding a master's degree. None of the teachers held a doctorate. The mean number of years of teaching experience was 12.93 and the mean number of students taught each day was 87. The independent samples t-tests showed that there was not a significant difference in elementary teachers' stress with reference to highest educational degree and number of years of teaching experience. Descriptive statistics showed that work-related stressors and time management were the main sources of stress among the participants. These findings were consistent with the results of the open-ended questions which also revealed that these two stressors were the teachers' main sources of stress. Spearman correlations were calculated to

determine whether there was a relationship between elementary teachers' stressors and emotion-focused coping and whether there was a relationship between elementary teachers' stressors and problem-focused coping strategies. The findings showed that the relationship between elementary teachers' stressors and emotion-focused coping strategies was moderate, while the relationship between those teachers' stressors and problem-focused coping strategies was weak. The participants were not able to use problem-focused coping strategies to deal with their stressors. They were only trying to use emotion-focused coping strategies. More specifically, the participants were not able to cope with the different types of stressors (time management, work-related stressors, and professional investment). They were only trying to cope with professional distress by using emotion-focused coping, and with discipline and motivation by using problem-focused and emotion-focused coping. The results of the open-ended questions showed that a few teachers were able to cope with their main stressors. Nevertheless, in order to cope with stress, the participants should deal with all the stressors. Finally, it could be deduced that the participants were not able to manage stress in the workplace.

Chapter 5 includes the conclusion of the study and provides recommendations for teachers and for future research.

Chapter 5

Conclusion

Chapter 5 contains the conclusion of the study, implications for school principals, limitations, recommendations for teachers and recommendations for future research.

Conclusion

Teaching has been found to be a very or extremely stressful profession (Kyriacou & Chien, 2004). Stress is a serious problem among educators because it can lead to mental and physical illnesses and to inadequate teacher performance (Kyriacou, 2001). It is also a main reason for early retirement (Kyriacou, 2001) and resignation (Troman & Woods, 2007). Nevertheless, stress can be regulated by coping (Griffith et al., 1999). Teachers can choose effective coping strategies that would help them eliminate the sources of stress or alleviate their negative feelings. According to Folkman & Lazarus (1980), these coping strategies should be directed by the stressor. Therefore, the researcher identified the main sources of stress among elementary school teachers, and then related all the stressors to emotion-focused and to problem-focused coping. She found that the two main stressors were work-related stress and time management. The results of the open-ended questions revealed that some the participants were able to cope with their main stressors. Yet the results of the close-ended questions showed that all the participants were not able to cope with all the sources of stress. Elementary school teachers were not able to cope with work-related stress and time management which were their two main stress factors. They were only trying to cope with two other stressors which were professional distress and discipline and motivation. However, in order to reduce stress and provide students with quality education, teachers should use

successful coping strategies to deal with all the stressors that they encounter in the teaching profession. Therefore, elementary school teachers were not able to manage stress in the workplace.

Implications for School Principals

The results of the quantitative study indicated that elementary school teachers were experiencing stress in the workplace. Work-related stressors, time management, discipline and motivation, professional distress, and professional investment were factors that contributed to stress. Stress affects the teachers' ability to perform efficiently on the job. Additionally, it affects teachers' health (Kyriacou, 2001). Coping has been found to moderate the effect of stress on the person's well-being (Griffith et al., 1999). However, the findings of the current study indicated that the teachers were not able to use successful coping strategies to deal with all the stressors. The inability of the teachers to cope with the stressors signifies that they were unable to meet their needs and the students' needs. Therefore, various steps should be taken by school principals to ensure that teachers are able to manage stress and attain their educational goals and objectives. First, it is crucial for school administrators to understand the amount of stress that the teachers are experiencing. They could administer the TSI and the Brief Cope to determine the teachers' sources of stress and the coping strategies that they use to deal with them. Based on the results, they could design and implement a teacher-stress management program. The first session could provide teachers with an overview of the definitions, sources, and manifestations of stress. The second session could focus on the meaning and importance of coping and explain the difference between emotion-focused and problem-focus coping and the effects of using each of these methods. These workshops should help teachers develop a combination of emotion-focused and problem-

focused coping, but they should encourage them to use problem-focused coping more than emotion-focused coping especially when the stressors could be eliminated. Neves de Jesus and Conboy (2001) reported that Portuguese teachers who attended a stress management course had fewer irrational beliefs and lower levels of professional distress. Additionally, they had higher professional motivation.

After attending the workshops mentioned above, getting a deep understanding of stress and coping, and learning to cope with all the stressors, the teachers should be divided into groups according to their main stress factors. Kyriacou & Sutcliffe (1978a) stated that a teacher might suffer from high levels of stress because of one stressor that might not be regarded by most teachers as a source of stress. In other words, teachers do not have the same main sources of stress. Professional distress was proven to be the third main stressor among all the participants; however, it was proven to be the main stressor among those who had 21-30 years of teaching experience. Therefore, this group of teachers should work together and attend workshops that would help them develop effective coping strategies to deal with professional distress. The same thing should be done with teachers who have other main stressors.

School principals may also want to examine teachers' work-related stress since it was found to be the main stressor in many studies including the present one. Some of the components of work-related stressors include too much work, big caseload/class, and too much administrative paperwork. Therefore, besides providing teachers with effective coping strategies to deal with that stressor, school principals may reduce the amount of work especially administrative paperwork which is not directly related to teaching.

Moreover, principals should focus on time management or the teachers' second main stressor. They should help the teachers develop their time management skills to be able to manage their time at work and at home. Teachers should be able to determine their priorities and make plans accordingly (Travers & Cooper, 1993).

Finally, social support has been found to be an effective coping strategy (Kyriacou & Chien, 2004; Richards, 2012); however, the results of the open-ended questions indicated that it was not used by teachers. Therefore, school principals should provide teachers with time to meet and share their concerns. These meetings might lead to helpful suggestions or actions that eliminate the sources of stress. However, simply discussing problems with colleagues could help reduce the teachers' negative feelings of stress (Kyriacou, 2001).

Limitations

The research had several limitations. The researcher used a purposive sample of elementary school teachers who worked in one school; therefore, the results could not be generalized to the total population because the sample did not represent all elementary school teachers. In addition, all the participants were female; thus, they did not represent the male teachers.

Recommendations

The study has several recommendations for teachers. It also has several recommendations for future research.

Recommendations for Teachers

As mentioned above, school principals should implement stress management programs to help their teachers identify their stressors and use successful coping strategies to

cope with them. However, the researcher offers the teachers, who were not provided with stress management training, a few suggestions that may help them deal with their work pressures.

First, teachers should identify their stressors. They could complete the TSI or any other questionnaire that is related to stress in teaching. Then, they should identify their stress reactions which indicate that they are not able to manage stress in an effective way. Finally, they should use successful coping strategies to deal with their stressors (Dunham, 1992).

The following sixth recommendations are emotion-focused coping strategies that teachers could use when the stressful situation could not be changed. Moreover, they could use them to reduce the negative feelings of stress before moving to problem-focused coping.

First, teachers should make time for themselves. They should go on trips or do special activities during the holidays (Botwinik, 2007). Gulwadi (2006) said that elementary school teachers in Chicago who experienced stress sought positive distractions and movement in places away from the school environment such as nature, city places, cafes and church.

Second, teachers should make time for their families (Botwinik, 2007). Kyriacou & Chien (2004) said that having a healthy home life was a main coping strategy used by primary teachers in Taiwan.

Third, teachers should do physical activities to alleviate work stress. They could go dancing, swimming, or walking (Botwinik, 2007). Richards (2012) said that US teachers tended to cope with stress by finding time to exercise.

Fourth, teachers should share their problems with their colleagues. Even if their colleagues did not help them, just talking with them and sharing their concerns could reduce the negative feelings of stress (Botwinik, 2007; Kyriacou, 2001).

Fifth, teachers should have a sense of humor (Botwinik, 2007). This coping strategy is used by American school teachers (Richards, 2012).

Sixth, teachers should learn and practice relaxation techniques such as deep breathing, yoga, and meditation (Dunham, 1992).

After alleviating the negative feelings of stress, teachers should use problem-focused coping to eliminate the source of stress. As mentioned previously, teachers should match each stressor to successful coping strategies. Therefore, the following recommendations are problem-focused coping strategies that teachers could use to deal with particular stressors.

Work-Related Stressors

Teachers should organize their work. They could use the computer to save all the lesson plans and materials that could be utilized in the future (Botwinik, 2007).

Moreover, teachers should share ideas with colleagues or friends who teach the same grade level or the same subject. Doing that could help them save time (Botwinik, 2007).

Furthermore, teachers could delegate some tasks to others (Tracy, 2014) such as parallel teachers.

Time Management

Teachers should determine their priorities and make their plans accordingly (Travers & Cooper, 1993). They could create a list of activities at the beginning of each day. They should choose the tasks that are important and could not be delayed (Tracy, 2014).

Moreover, teachers should try not to take on more tasks than they could possibly complete (Dunham, 1992). They should say “no” to any task that might prevent them from making use of their valuable time (Tracy, 2014).

Student-Related Stressors

Teachers should implement new teaching methods to increase student motivation. These teaching methods should address the students' multiple intelligences. When teachers encourage students to use their multiple intelligences, the class becomes more interesting and enjoyable (Sinclair & Coates, 1999). Furthermore, teachers should relate the lessons to real life experiences. They should also use competition, curiosity, and humor. Moreover, they should always give positive reinforcement. Finally, in order to motivate the students to learn, the teachers should be motivated to teach (Kittrell & Moore, 2013).

In order to deal with student misbehavior, teachers should use positive classroom management techniques. They should reward and recognize the positive behavior of the students. Additionally, they should talk with students and discuss the effect of their misbehavior on others. Furthermore, they should allow students to participate in decision-making related to classroom discipline. Finally, they should give the students hints of their unacceptable behavior. It should be noted that teachers should use a combination of these strategies to manage their classrooms in a productive way (Roache & Lewis, 2011).

All the methods mentioned above are effective coping strategies; however, teachers should not forget to seek instrumental social support. They should talk about their stressors with their colleagues which might provide them with helpful suggestions and actions that could eliminate the sources of stress (Kyriacou, 2001). Finally, if the teachers utilize the methods mentioned above, they would be able to cope with their stress and improve their teaching experience.

Recommendations for Future Research

The results of the study regarding the main sources of stress among elementary school teachers were consistent with the results of various studies. However, the findings regarding the relationship between elementary school teachers' stressors and coping strategies aligned with the findings of few studies, but contradicted the findings of other studies indicating a need for further research to better understand the relationship between stress factors and coping.

Moreover, using a mixed method, in which both quantitative and qualitative data are collected and analyzed, would allow the researchers to obtain the teachers' perceptions of stress and coping. Additionally, it would offer the participants the opportunity to match their stressors to coping strategies that are related to teaching.

Furthermore, as mentioned previously, the results of the present study did not align with the findings of Mattar (2012) who carried out her study with public school teachers. Therefore, it would be interesting to repeat the study with a sample of public school teachers to identify their main sources of stress and the coping strategies that they use to cope with them. In addition, it would be more interesting to compare the results to the results of the current study to determine the similarities and differences between private and public school teachers' stressors and coping strategies.

Finally, the present study was conducted in a school in Keserwan. Replicating the study in other districts would provide a better understanding of teacher stress and coping strategies in Lebanon.

Summary

Chapter 5 contained the conclusion of the study, implications for school principals, limitations, recommendations for teachers and recommendations for future research. The results of the current study revealed that elementary school teachers' main stressors were work-related stressors and time management. However, the participants were not able to match these two stressors to effective coping strategies. They were only trying to cope with professional distress and discipline and motivation. In other words, they were not able to manage stress in the workplace. Therefore, school principals should provide teachers with stress management programs that would help them use effective coping strategies to deal with all the stress factors. Nevertheless, the researcher offered teachers several coping strategies that would help them tackle stress. These coping strategies were divided into emotion-focused coping such as exercising and making time for their families, and problem-focused coping such as organizing the school work and using different teaching methods to increase student motivation. The researcher also provided several recommendations for future research. She said that the study should be replicated using a mixed method design. It should also be repeated in other types of schools and other Lebanese districts. Finally, the results could not be generalized to all elementary school teachers, but they provided important information that could be beneficial for teachers and school leaders.

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WORK-RELATED STRESSORS

9. There is little time to prepare for my lessons/responsibilities.	1	2	3	4	5
10. There is too much work to do.	1	2	3	4	5
11. The pace of the school day is too fast.	1	2	3	4	5
12. My caseload/class is too big.	1	2	3	4	5
13. My personal priorities are being shortchanged due to time demands.	1	2	3	4	5
14. There is too much administrative paperwork in my job.	1	2	3	4	5

PROFESSIONAL DISTRESS

15. I lack promotion and/or advancement opportunities.	1	2	3	4	5
16. I am not progressing in my job as rapidly as I would like.	1	2	3	4	5
17. I need more status and respect on my job.	1	2	3	4	5
18. I receive an inadequate salary for the work I do.	1	2	3	4	5
19. I lack recognition for the extra work and/or good teaching I do.	1	2	3	4	5

DISCIPLINE AND MOTIVATION

I feel frustrated...

20. ...because of discipline problems in my classroom.	1	2	3	4	5
21. ...having to monitor pupil behavior.	1	2	3	4	5
22. ...because some students would better if they tried.	1	2	3	4	5
23. ...attempting to teach students who are poorly motivated.	1	2	3	4	5
24. ...because of inadequate/poorly defined discipline problems.	1	2	3	4	5
25. ...when my authority is rejected by pupils/administration.	1	2	3	4	5

PROFESSIONAL INVESTMENT

26. My personal opinions are not sufficiently aired.	1	2	3	4	5
27. I lack control over decisions made about classroom/school matters.	1	2	3	4	5
28. I am not emotionally/intellectually stimulated on the job.	1	2	3	4	5
29. I lack opportunities for professional improvement.	1	2	3	4	5

Demographic Variables

How long have you been teaching? _____

How old are you?

20-30 31-40 41-55

How many students do you teach each day? _____

What is the most advanced educational degree you have?

Bachelor Master Doctorate

Do you feel you are experiencing stress during your day? Yes No

What kind of stress? List the stressor(s).

Do you feel you are coping with the stress? Yes No

How? _____

Appendix B

The Brief Cope

These items deal with ways you've been coping with stress. There are many ways to try to deal with problems. These items ask what you've been doing to cope when experiencing a stressful encounter. Obviously, different people deal with things in different ways, but I'm interested in how you've tried to deal with it. Each item says something about a particular way of coping. I want to know to what extent you've been doing what the item says. How much or how frequently. Don't answer on the basis of whether it seems to be working or not—just whether or not you're doing it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true for you as you can.

- 1 = I haven't been doing this at all
- 2 = I've been doing this a little bit
- 3 = I've been doing this a medium amount
- 4 = I've been doing this a lot

A. Time Management

- | | | | | |
|--|---|---|---|---|
| 1. I've been concentrating my efforts on doing something about the situation I'm in. | 1 | 2 | 3 | 4 |
| 2. I've been saying to myself "this isn't real." | 1 | 2 | 3 | 4 |
| 3. I've been getting emotional support from others. | 1 | 2 | 3 | 4 |
| 4. I've been taking action to try to make the situation better. | 1 | 2 | 3 | 4 |
| 5. I've been refusing to believe that it has happened. | 1 | 2 | 3 | 4 |
| 6. I've been getting help and advice from other people. | 1 | 2 | 3 | 4 |
| 7. I've been trying to see it in a different light, to make it seem more positive. | 1 | 2 | 3 | 4 |
| 8. I've been trying to come up with a strategy about what to do. | 1 | 2 | 3 | 4 |
| 9. I've been getting comfort and understanding from someone. | 1 | 2 | 3 | 4 |
| 10. I've been looking for something good in what is happening. | 1 | 2 | 3 | 4 |
| 11. I've been accepting the reality of the fact that it has happened. | 1 | 2 | 3 | 4 |
| 12. I've been trying to find comfort in my religion or spiritual beliefs. | 1 | 2 | 3 | 4 |
| 13. I've been trying to get advice or help from other people about what to do. | 1 | 2 | 3 | 4 |
| 14. I've been learning to live with it. | 1 | 2 | 3 | 4 |
| 15. I've been thinking hard about what steps to take. | 1 | 2 | 3 | 4 |
| 16. I've been praying or meditating. | 1 | 2 | 3 | 4 |

B. Work-Related Stressors

- | | | | | |
|--|---|---|---|---|
| 1. I've been concentrating my efforts on doing something about the situation I'm in. | 1 | 2 | 3 | 4 |
| 2. I've been saying to myself "this isn't real." | 1 | 2 | 3 | 4 |
| 3. I've been getting emotional support from others. | 1 | 2 | 3 | 4 |
| 4. I've been taking action to try to make the situation better. | 1 | 2 | 3 | 4 |
| 5. I've been refusing to believe that it has happened. | 1 | 2 | 3 | 4 |
| 6. I've been getting help and advice from other people. | 1 | 2 | 3 | 4 |
| 7. I've been trying to see it in a different light, to make it seem more positive. | 1 | 2 | 3 | 4 |
| 8. I've been trying to come up with a strategy about what to do. | 1 | 2 | 3 | 4 |
| 9. I've been getting comfort and understanding from someone. | 1 | 2 | 3 | 4 |
| 10. I've been looking for something good in what is happening. | 1 | 2 | 3 | 4 |
| 11. I've been accepting the reality of the fact that it has happened. | 1 | 2 | 3 | 4 |
| 12. I've been trying to find comfort in my religion or spiritual beliefs. | 1 | 2 | 3 | 4 |
| 13. I've been trying to get advice or help from other people about what to do. | 1 | 2 | 3 | 4 |
| 14. I've been learning to live with it. | 1 | 2 | 3 | 4 |
| 15. I've been thinking hard about what steps to take. | 1 | 2 | 3 | 4 |
| 16. I've been praying or meditating. | 1 | 2 | 3 | 4 |

C. Professional Distress

- | | | | | |
|--|---|---|---|---|
| 1. I've been concentrating my efforts on doing something about the situation I'm in. | 1 | 2 | 3 | 4 |
| 2. I've been saying to myself "this isn't real." | 1 | 2 | 3 | 4 |
| 3. I've been getting emotional support from others. | 1 | 2 | 3 | 4 |
| 4. I've been taking action to try to make the situation better. | 1 | 2 | 3 | 4 |
| 5. I've been refusing to believe that it has happened. | 1 | 2 | 3 | 4 |
| 6. I've been getting help and advice from other people. | 1 | 2 | 3 | 4 |
| 7. I've been trying to see it in a different light, to make it seem more positive. | 1 | 2 | 3 | 4 |
| 8. I've been trying to come up with a strategy about what to do. | 1 | 2 | 3 | 4 |
| 9. I've been getting comfort and understanding from someone. | 1 | 2 | 3 | 4 |
| 10. I've been looking for something good in what is happening. | 1 | 2 | 3 | 4 |
| 11. I've been accepting the reality of the fact that it has happened. | 1 | 2 | 3 | 4 |
| 12. I've been trying to find comfort in my religion or spiritual beliefs. | 1 | 2 | 3 | 4 |
| 13. I've been trying to get advice or help from other people about what to do. | 1 | 2 | 3 | 4 |
| 14. I've been learning to live with it. | 1 | 2 | 3 | 4 |
| 15. I've been thinking hard about what steps to take. | 1 | 2 | 3 | 4 |
| 16. I've been praying or meditating. | 1 | 2 | 3 | 4 |

D. Discipline and Motivation

- | | | | | |
|--|---|---|---|---|
| 1. I've been concentrating my efforts on doing something about the situation I'm in. | 1 | 2 | 3 | 4 |
| 2. I've been saying to myself "this isn't real." | 1 | 2 | 3 | 4 |
| 3. I've been getting emotional support from others. | 1 | 2 | 3 | 4 |
| 4. I've been taking action to try to make the situation better. | 1 | 2 | 3 | 4 |
| 5. I've been refusing to believe that it has happened. | 1 | 2 | 3 | 4 |
| 6. I've been getting help and advice from other people. | 1 | 2 | 3 | 4 |
| 7. I've been trying to see it in a different light, to make it seem more positive. | 1 | 2 | 3 | 4 |
| 8. I've been trying to come up with a strategy about what to do. | 1 | 2 | 3 | 4 |
| 9. I've been getting comfort and understanding from someone. | 1 | 2 | 3 | 4 |
| 10. I've been looking for something good in what is happening. | 1 | 2 | 3 | 4 |
| 11. I've been accepting the reality of the fact that it has happened. | 1 | 2 | 3 | 4 |
| 12. I've been trying to find comfort in my religion or spiritual beliefs. | 1 | 2 | 3 | 4 |
| 13. I've been trying to get advice or help from other people about what to do. | 1 | 2 | 3 | 4 |
| 14. I've been learning to live with it. | 1 | 2 | 3 | 4 |
| 15. I've been thinking hard about what steps to take. | 1 | 2 | 3 | 4 |
| 16. I've been praying or meditating. | 1 | 2 | 3 | 4 |

E. Professional Investment

- | | | | | |
|--|---|---|---|---|
| 1. I've been concentrating my efforts on doing something about the situation I'm in. | 1 | 2 | 3 | 4 |
| 2. I've been saying to myself "this isn't real." | 1 | 2 | 3 | 4 |
| 3. I've been getting emotional support from others. | 1 | 2 | 3 | 4 |
| 4. I've been taking action to try to make the situation better. | 1 | 2 | 3 | 4 |
| 5. I've been refusing to believe that it has happened. | 1 | 2 | 3 | 4 |
| 6. I've been getting help and advice from other people. | 1 | 2 | 3 | 4 |
| 7. I've been trying to see it in a different light, to make it seem more positive. | 1 | 2 | 3 | 4 |
| 8. I've been trying to come up with a strategy about what to do. | 1 | 2 | 3 | 4 |
| 9. I've been getting comfort and understanding from someone. | 1 | 2 | 3 | 4 |
| 10. I've been looking for something good in what is happening. | 1 | 2 | 3 | 4 |
| 11. I've been accepting the reality of the fact that it has happened. | 1 | 2 | 3 | 4 |
| 12. I've been trying to find comfort in my religion or spiritual beliefs. | 1 | 2 | 3 | 4 |
| 13. I've been trying to get advice or help from other people about what to do. | 1 | 2 | 3 | 4 |
| 14. I've been learning to live with it. | 1 | 2 | 3 | 4 |
| 15. I've been thinking hard about what steps to take. | 1 | 2 | 3 | 4 |
| 16. I've been praying or meditating. | 1 | 2 | 3 | 4 |