

## **A STUDY OF TEACHER'S STRESS MANAGEMENT STRATEGIES**

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### **Abstract**

This study aims to study the teachers' stress management strategies in Basic Education High Schools, Hlaing Thar Yar Township, Yangon Region. The participants were 222 teachers in 8 Basic Education High Schools in Hlaing Thar Yar Township, Yangon Region during the 2019-2020 academic year. Quantitative and qualitative methods were used. Questionnaire were developed and based on Fimian's Teacher Stress Inventory (TSI), Robbins' Potential Sources of Stress and Ugwuja, U's Different Stress Management Strategies. To collect data for teachers' stress management strategies, questionnaire and open-ended and interview questions were applied in this study. Questionnaire consists of four parts: part A (teachers' demographic information), part B (stress items by teachers' personal distress), part C (items for sources of teachers' stress) and part D (items for teachers' stress management strategies). The internal consistency of Teachers' Stress Management Strategies was 0.94. Descriptive statistics, Independent Samples *t* Test, One-way ANOVA were used for data analysis. According to quantitative findings, teachers sometimes occur the feeling of little time to relax by their personal distress. Teachers agree environmental, organizational and personal factors as sources of their stress. Among them, organizational factors can cause mostly the teachers' stress. Teachers agree that they use Job related, Personal Characteristics and Interpersonal Stress Management Strategies when they feel stress. Among them, teachers mostly preferred Interpersonal Stress Management Strategies to relieve from stress. There were no significant differences in preferring stress management strategies among schools, between gender and position. There were significant differences in Job Related stress management strategies between qualification, in Personal Characteristics Stress Management Strategies between total service years and in Personal Characteristics and Interpersonal Stress Management Strategies between teachers' marital status.

**Keywords:** teacher, stress management strategies

### **Introduction**

In every occupation, stress exists in human being who work in any occupation. Teaching is commonly recognized as one of the most stressful occupations in our nation. Teacher stress results in such consequences as early retirement, long and excessive absences, new teachers leaving during training and an increase in teachers leaving the profession within their first five years (Smith & Bourke, 2000). Rees (2001) indicated that occupational stress is the inability to cope with the pressures in a job because of a poor fit between someone's abilities and one work requirements and conditions. Stress is a mental and physical condition which affects an individual's productivity, effectiveness personal health and work quality (Holmtund-Rytkonen & Stranvik, 2005). Occupational stress related problems among teachers, which have led to declining interest in their jobs, less commitment and growing impatience among the teachers (Pflanz & Ogle, 2006). Litt and Turk (1985) stated that the sources of stress could be occupational, domestic and economic. Stress can eventually affect both physical and emotional well-being if not managed effectively. Weiten (1989) stated that Stress management is a skill that is used to deal with situations that are stressful and may eventually lead to burn out. Oboegbulem (1995) stated that stress management strategies are coping actions, behaviors or attitudes which an individual exhibits when faced with certain psychological and social demands that tax the individual's adaptive resources. Common strategies used to alleviate stress include exercise, social resources, avoidance, reading, hobbies, movement and meditation (Gulwadi, 2006). To be lifted the education status of the country, the teachers'

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quality and physical and mental well-being are very important. So, the teachers' stress management strategies that are used to be healthy and produce their workload well should be studied. This study aims for the Senior Assistant Teacher, Junior Assistant Teacher and Primary Assistant Teacher in Hlaing Thar Yar Township to study their stress management strategies.

### **Main Aim**

The main aim of this study was to study the teachers' stress management strategies in Basic Education High Schools of Hlaing Thar Yar Township, Yangon Region.

### **Specific Aims**

1. To study the stress items mostly occur in teachers' personal distress
2. To study the sources of teachers' stress
3. To study the teachers' stress management strategies
4. To study the teachers' preference on stress management strategies according to their personal factors

### **Research Questions**

1. Which stress items mostly occur in teachers' personal distress?
2. Which sources of stress can cause mostly the teachers' stress?
3. Which strategies do the teachers use to manage their stress?
4. Which stress management strategies do the teachers prefer to use according to their personal factors?

### **Limitations of the Study**

This study was conducted to study the teachers' stress management strategies using simple random sampling method. The questionnaire were administered to Senior Assistant Teacher, Junior Assistant Teacher and Primary Assistant Teacher from Hlaing Thar Yar Township, Yangon Region.

### **Theoretical Framework**

In this study, sources of stress are based on Robbins (2007) and stress management strategies are based on Ugwuja (2009) and there are six dimensions. Sources of stress includes three dimensions such as environmental factors, organizational factors and personal factors.

#### **(a) Environmental factors**

The environmental factors that can cause stress are: job exposed to high levels of air pollution, job environment is often too hot. Job environment is very dust, job environment is often noisy, glare of powerful head lights during nights, nervousness due to high speed vehicles, moving all around, no protection from weather.

#### **(b) Organizational factors**

The poor organizational factors cause stress among people such as pressures to avoid errors or complete tasks within a limited time, work overload, a demanding and insensitive leader and unpleasant followers and so on.

### (c) Personal factors

Personal economic problems, family issues and inherent personality characteristics constitutes the employee's personal life. National surveys show that people hold family and personal relationships such as marital difficulties, break down relationships and discipline troubles with children as the result of stress. These relationship problems decline work performance.

Stress management strategies include three strategies. These are (1) job related stress management strategies, (2) personal characteristics stress management strategies and (3) Interpersonal stress management strategies.

#### (1) Job Related Stress Management Strategies

Okpe (1997) stated that job stress can emanate as a result of role overload which exists when there is too much workload requiring long hours of work among individual, when work is not clearly specified what the job requires of the individual, for example when there is no scope and objectives. Work stress has significant health consequences that range from the relatively begin to the more serious, like heart disease. Stress at work is so common, finding a low-stress job may be difficult or impossible for people. A more realistic choice would be to simply adopt job related stress management strategies to reduce stress at work.

#### (2) Personal Characteristics Stress Management Strategies

The personal characteristics strategies sometimes reduce the stress in individual. Davis (1995) stated that personal characteristics stress management strategies such as low expectation, sense of patience, openness, agreeableness and conscientiousness can be used to reduce and manage stress. Some individuals in their place of work want to be perfectionists, do not interpret situations rationally, can use these strategies to manage stress. Personality characteristics stress management strategies can be used to reduce the negative feelings resulting from stressful events (Lazarus, 1991).

#### (3) Interpersonal Stress Management Strategies

Stress arises as a result of relationship with leader and colleagues. It could be on social, personal, interactive or on the ground of issuing directives in the campus. Davis, Meilahn and Kiss (1995) mentioned extreme conflict with other subordinates, having an abrasive leader who wants to see the follower fail which is part of the interpersonal relationships. Social support implies the kind of aid and backing that individuals receive from interaction with other person (Bishop, 1994). Interpersonal stress management strategies can be used to reduce stress in interpersonal relationships because the deterioration of interpersonal relationships at work can also result in psychological and physiological dysfunctions (Liu & Spector, 2005).

### Definition of Key Terms

- **Stress:** Stress is a psychological and physiological response to events that upset our personal balance. It is a process in which environmental events or forces threaten the well being of an individual in the society (Singh, 2011).
- **Sources of Stress:** Sources of stress are any situation which provokes a feeling of loss of sense of security, loss of self-confidence and a feeling of sense of failure in occupation (Ivancevich & Matteson, 1980).
- **Teacher Stress:** Teacher stress is defined in terms of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness that teacher experience due to some facets of their job (Kyriacou, 2001).

- **Stress Management:** Stress management is used to deal with situations that are stressful and may eventually lead to burn out (Weiten, 1989).
- **Stress Management Strategies:** Stress management strategies are coping actions, behaviors or attitudes which an individual exhibits when faced with certain psychological and social demands (Oboegbulem, 1995).

## Methodology

### Quantitative Methodology

#### Sample

This research was conducted with descriptive research type. Data were collected through questionnaire. 222 teachers from 8 Basic Education High Schools in Hlaing Thar Yar Township, Yangon Region were taken as sample by using simple random sampling method.

#### Instrumentation

The questionnaire consists of four parts: part A, B, C and D. In part A, it included 10 items related with teachers' demographic information. In part B, it included 20 items related with the stress items by teachers' personal distress developed by Fimian (1988). Each item was rated on a four-point Likert Scale ranging from 1=never, 2=seldom, 3=sometimes to 4=always. In part C, it included 30 items related with sources of teachers' stress based on Robbins (2007). It consists of three dimensions for sources of stress: Each item was rated on a four-point Likert Scale ranging from 1=strongly disagree, 2=disagree, 3=agree to 4=strongly agree. In part D, it included 45 items related with teachers' stress management strategies based on Ugwuja (2009). It consists of three dimensions for stress management strategies: Each item was rated on a four-point Likert Scale ranging from 1=never, 2=rarely, 3=sometimes to 4=always. Open-ended and Interview questions were developed and were used to collect information concerning teachers' stress management strategies.

#### Instrument Validity

In order to obtain the content validity of the questionnaire, instrument was reviewed by 9 experts who have sound knowledge and experience from the Department of Educational Theory, Yangon University of Education. To measure the reliability of the questionnaire, a pilot test was conducted with forty-five teachers in No. (2), Basic Education High School, South Okkalapa Township, Yangon Region.

#### Instrument Reliability

The internal consistency (Cronbach's alpha) of teachers' stress management strategies was 0.94. Therefore, the questionnaire was reliable to use for this study.

#### Procedure

First and foremost, related literature was explored. Next, the instrument was constructed in order to collect the required data. The pilot study was undertaken with (45) teachers in No. (2) Basic Education High School, South Okkalapa Township to refine the developed questionnaire. After that, questionnaires were distributed to the schools on 28<sup>th</sup>, 29<sup>th</sup>, October, 2019. Distributed questionnaires were recollected on 4<sup>th</sup> 5<sup>th</sup>, November, 2019. The respondent rate was 100 %. Interview was conducted from 24<sup>th</sup> to 31<sup>st</sup> December, 2019.

## **Data Analysis**

Descriptive analysis, Independent Samples *t* Test, One-way ANOVA and Post Hoc Tukey HSD were used to analyze the data.

## **Qualitative Methodology**

Answering open-ended questions and interviewing were used to collect more information about the teachers' stress management strategies.

## **Sample**

Two hundred and twenty two teachers were responded in answering open-ended questions. Eight teachers from Hlaing Thar Yar Township were participated in conducting interviews.

## **Instrumentation**

Four open-ended questions and three interview questions were included in qualitative study. Among open-ended questions, number one item regarded with stress items teachers mostly occur in terms of personal distress, number two item regarded with sources of teachers' stress and number three and four items regarded with teachers' stress management strategies. In Interview questions, item number one concerned with stress items teachers mostly occur in terms of personal distress, item number two concerned with sources of teachers' stress and item number three concerned with teachers' stress management strategies.

## **Procedure**

Interview was conducted by using partially structured interview from 24<sup>th</sup> to 31<sup>st</sup> December.

## **Findings**

### **Quantitative Findings**

Findings for research question (1) are presented in Table 1.

**Table 1 Mean and Standard Deviations of Stress Items by Teachers' Personal Distress (N=222)**

No.	Stress Items	Mean (SD)
1	I surrender feeling overwhelmed.	2.30 (0.91)
2	I feel that I have little time to relax.	2.64 (0.88)
3	I feel low self-esteem and lonely.	1.44 (0.76)
4	Personal priorities are being shortchanged.	1.76 (0.87)
5	Avoiding others.	1.36 (0.65)
6	I feel anxious frequently.	2.25 (0.85)
7	I want to laugh or cry at the same time.	1.38 (0.71)
8	Do more than one thing at a time.	2.09 (0.89)
9	Physical exhaustion.	2.41 (0.81)
10	I become impatient.	2.27 (0.86)
11	Think about unrelated matters.	1.65 (0.85)
12	Rush in my speech.	2.29 (0.96)
13	Apathy to work.	1.80 (0.88)
14	Becoming fatigued in short time at work.	2.12 (0.93)
15	Need more status and respect.	1.84 (0.98)
16	Procrastinating.	1.59 (0.82)
17	Sleeping more than usual.	1.88 (0.96)
18	Being pessimistic or seeing negative side.	1.35 (0.70)
19	Overreacting to unexpected problem.	1.89 (0.90)
20	Personal opinions are not sufficiently aired.	1.49 (0.75)

**Note:** The higher the mean, the more undergo the stress items.

**Scoring Direction**

For the stress items mostly occur in teachers' personal distress

1.00 to 1.75 = Never      1.76 to 2.50 = Seldom

2.51 to 3.25 = Sometimes    3.26 to 4.00 = Always

According to table 1, "I feel that I have little time to relax" item has a mean of 2.64 (higher than other stress items). It can be said that the teachers more occur this stress item than other stress items.

Findings for research question 2 are revealed in Table 2.

**Table 2 Means and Standard Deviations of Teachers' Perceptions on Sources of Teachers' Stress (N=222)**

No.	Sources of Stress	Mean	SD	Remark
I	Environmental Factors	2.56	0.65	Agree
II	Organizational Factors	2.78	0.58	Agree
III	Personal Factors	2.53	0.57	Agree
	Overall Sources of Teachers' Stress	2.62	0.52	Agree

**Scoring Direction**

For the level of teachers' perceptions on sources of teachers' stress

1.00 to 1.75 = Strongly Disagree    1.76 to 2.50 = Disagree

2.51 to 3.25 = Agree                  3.26 to 4.00 = Strongly Agree

According to table 2, the mean value of *Organizational Factors* was 2.78 and it is higher than other dimension. It can be said that the organizational factor can cause mostly the teachers' stress.

Findings for research question 3 are revealed in Table 3.

**Table 3 Mean and Standard Deviations of Teachers' Perceptions on their Stress Management Strategies (N=222)**

No.	Teachers' Stress Management Strategies	Mean	SD	Remark
I	Job Related Stress Management Strategies	3.12	0.37	Agree
II	Personal Characteristics Stress Management Strategies	3.30	0.40	Strongly Agree
III	Interpersonal Stress Management Strategies	3.47	0.41	Strongly Agree
	Overall Stress Management Strategies	3.30	0.33	Strongly Agree

**Scoring Direction**

For the Level of Teachers' Perceptions on their Stress Management Strategies

1.00 to 1.75 = Strongly Disagree    1.76 to 2.50 = Disagree  
 2.51 to 3.25 = Agree                    3.26 to 4.00 = Strongly Agree

According to table 3, the total mean value of teachers' stress management strategies was 3.30. It can be said that all stress management strategies had "Strongly agree" level.

Findings for research question 4 are revealed in Table 4, 5, 6, 7 and 8.

**Table 4 Means and Standard Deviations of Teachers' Preference on Stress Management Strategies Grouped by Gender (N=222)**

No.	Stress Management Strategies (SMS)	Gender	N	Teachers' Preference on Stress Management Strategies	
				Mean	SD
1	Job Related SMS	Male	43	3.03	0.27
		Female	179	3.12	0.39
2	Personal Characteristics SMS	Male	43	3.14	0.29
		Female	179	3.33	0.40
3	Interpersonal SMS	Male	43	3.40	0.39
		Female	179	3.50	0.41
	Overall	Male	43	3.19	0.25
		Female	179	3.32	0.34

According to table 4, the mean values of female teachers' preference on stress management strategies were higher than the mean values of male teachers' preference on stress management strategies.

**Table 5 Means and Standard Deviations of Teachers' Preference on Stress Management Strategies Grouped by Qualification (N=222)**

No.	Stress Management Strategies (SMS)	Qualification	N	Teachers' Preference on Stress Management Strategies	
				Mean	SD
1	Job Related SMS	BA/BSc, MA/MSc	169	3.10	0.40
		BEd, MEd	53	3.12	0.27
2	Personal Characteristics SMS	BA/BSc, MA/MSc	169	3.29	0.41
		BEd, MEd	53	3.32	0.34
3	Interpersonal SMS	BA/BSc, MA/MSc	169	3.47	0.42
		BEd, MEd	53	3.49	0.38
	Overall	BA/BSc, MA/MSc	169	3.29	0.34
		BEd, MEd	53	3.31	0.27

In table 5, concerning with the teachers' preference on stress management strategies, the overall mean value of BEd, MEd holders (M=3.31) was higher than the overall mean value of BA/BSc, MA/MSc holders (M=3.29). Both BEd, MEd holders and BA/BSc, MA/MSc holders were mostly perceived in the Interpersonal Stress Management Strategies.

**Table 6 Mean and Standard Deviations of Teachers' Preference on Stress Management Strategies Grouped by Total Service Years (N=222)**

No.	Stress Management Strategies (SMS)	Total Service Years	N	Teachers' Preference on Stress Management Strategies	
				Mean	SD
1	Job Related SMS	1-3 years	14	3.25	0.30
		4-6 years	35	3.00	0.43
		7-18 years	102	3.11	0.30
		19-30 years	42	3.16	0.39
		31-40 years	29	3.08	0.47
2	Personal Characteristics SMS	1-3 years	14	3.39	0.34
		4-6 years	35	3.12	0.44
		7-18 years	102	3.27	0.35
		19-30 years	42	3.45	0.34
		31-40 years	29	3.32	0.47
3	Interpersonal SMS	1-3 years	14	3.59	0.34
		4-6 years	35	3.43	0.45
		7-18 years	102	3.46	0.36
		19-30 years	42	3.58	0.37
		31-40 years	29	3.36	0.55
	Overall	1-3 years	14	3.41	0.24
		4-6 years	35	3.18	0.37
		7-18 years	102	3.28	0.27
		19-30 years	42	3.40	0.32
		31-40 years	29	3.25	0.44

In table 6, concerning with the teachers' preference on stress management strategies, the overall mean value of total service 1-3 years (M=3.41) was the highest mean value and the overall mean value of total service 4-6 years (M=3.18) was the lowest mean value. And then, the mean value of total service 19-30 years (M=3.59) was the highest mean value so the teachers prefer in interpersonal stress management strategies.

**Table 7 Mean and Standard Deviations of Teachers' Preference on Stress Management Strategies Grouped by Position (N=222)**

No.	Stress Management Strategies (SMS)	Position	N	Teachers' Preference on Stress Management Strategies	
				Mean	SD
1	Job Related SMS	Primary	58	3.09	0.41
		Junior	111	3.10	0.39
		Senior	53	3.13	0.26
2	Personal Characteristics SMS	Primary	58	3.30	0.38
		Junior	111	3.28	0.42
		Senior	53	3.31	0.34
3	Interpersonal SMS	Primary	58	3.55	0.38
		Junior	111	3.43	0.43
		Senior	53	3.48	0.39
	Overall	Primary	58	3.31	0.32
		Junior	111	3.27	0.36
		Senior	53	3.30	0.27

In table 7, concerning with the teachers' preference on stress management strategies, Primary teachers had the higher mean value (M=3.31) than Junior and Senior teachers.

**Table 8 Means and Standard Deviations of Teachers' Preference on Stress Management Strategies Grouped by Marital Status (N=222)**

No.	Stress Management Strategies (SMS)	Marital Status	N	Teachers' Preference on Stress Management Strategies	
				Mean	SD
1	Job Related SMS	Single	129	3.09	0.35
		Married	93	3.12	0.39
2	Personal Characteristic SMS	Single	129	3.29	0.38
		Married	93	3.30	0.45
3	Interpersonal SMS	Single	129	3.50	0.35
		Married	93	3.43	0.48
	Overall	Single	129	3.30	0.28
		Married	93	3.29	0.38

In table 8, concerning with the teachers' preference on stress management strategies, the overall mean value of single teachers was higher than the overall mean value of married teachers. Both single and married teachers were mostly perceived in the Interpersonal Stress Management Strategies.

## **Qualitative Findings**

### **Findings of Open-ended Questions**

In the qualitative study, open-ended questions were used to complement data obtained from quantitative.

#### **Teachers' Responses**

The selected 222 teachers from selected township have responded the four open-ended questions. The responses of the open-ended questions are-

#### **Question 1 – Do you think that you are sensitive or not? Why?**

##### **Responses:**

- They think that they are not sensitive. (n=128, 57.66 %): because teachers in teaching profession must possess strong mind. (n=89, 40.09 %): because they are not serious to every situation. (n=46, 20.72). They think that they are sensitive. (n=94, 42.34 %): because of compassion for others, fear of being criticized, too serious, easily irritability. (n=79, 35.59 %): because they are a good-hearted person and low self-esteem. (n=60, 27.03).

#### **Question 2 – Describe the sources that can cause stress to you?**

They responded that the most sources of their stress are: too much students, inadequate salary, prefer paperwork than teaching. (n=153, 68.92 %), Pupils' general lack of respect for teachers (n=121, 54.50 %), Working under deadlines pressure (n=119, 53.60 %), Too much workload, mutual understanding (n=105, 47.30 %), Poor relations with colleagues (n=101, 45.50 %), Handling overcrowded classes and teaching many subjects (n=99, 44.59 %), Economic situation and personal problem (n=79, 35.59).

#### **Question 3 – How often do you respond when you are under stress at work because of difficulties?**

The most teachers' responses are: Listening to music (n=201, 90.54 %), Meditation (n=198, 89.19 %), Travelling (n=192, 86.49 %), Having snacks (n=164, 73.87 %), I believe that every difficulties will be finished in one day (n=112, 50.45 %), Go to the pagoda (n=98, 44.14 %), Singing (n=95, 42.79 %), Relaxing (n=93, 41.89 %), Physical exercise (n=89, 40.10 %), Reading (n=82, 36.94 %).

#### **Question 4 – Describe the strategies that should be used to manage stress?**

The most teachers' responses are: Listening to music (n=201, 90.54 %), Meditation (n=198, 89.19 %), Having snacks (n=164, 73.87 %), Should take a trip (n=155, 69.82 %), Go outside with my friend (n=149, 67.12 %), Watching movies (n=148, 66.67 %), Learn to relax between activities (n=146, 65.77 %), Stress are mere challenges (n=144, 64.86 %), Physical exercise (n=142, 63.96 %), Try to adjust with my colleagues (n=140, 63.06 %), Try to get encouragement from parents, relatives and friends (n=137, 61.71 %).

### **Findings of Interview Questions**

In the qualitative study, interview questions were used to complement the data obtained from quantitative.

## **Teachers Interviews**

The eight teachers from each selected school who were selected by simple random sampling method were interviewed with 3 interview questions. They answer these questions as follows:

### **Question 1: What do you think about your mindset?**

The most teachers' answers are: they have no strong mind because they usually worry something that have not been happened yet. (n=5), they have heart diseases and they are not patient to everything. (n=4) and they have strong mind because they used to cope every problem only with their ability. (n=3), they don't think the problem as a stress and they think the problem as a challenge and try to face these problem. (n=3), they think that every problem will be finished one day (n=2).

### **Question 2: Which matters can cause stress to you when you are at work?**

The most teachers' answers are: Too much unneeded paperwork. (n=8), Too much workload and they have to work some matters and taking some responsibilities that are not concerned with us. (n=6), Unsystematic educational management. (n=6), Lack of job security. (n=6), Problem with the leader and colleagues. (n=5).

### **Question 3: If you feel you are under stress, what will you do to relieve from stress?**

The teachers' answers are: they always spend enough sleeping time. (n=8), they listen to music and watch comedy movie. (n=8), they go outside with their relatives and friends. (n=7), Meditation. (n=6), they discuss their problems with their colleagues. (n=6), they interpret the problem from positive point of view. (n=6), they maintain cordial relationships with their colleagues and always stay with tolerance. (n=5).

## **Conclusion, Discussion and Recommendations**

### **Conclusion and Discussion**

Results showed that "I feel that I have little time to relax" item has a mean of 2.64 (higher than other stress items). The teachers more undergo this stress item than other stress items. "Being pessimistic or seeing negative side" item has a mean of 1.35 (lower than other stress items). Therefore it could be interpreted that the teachers more undergo "I feel that I have little time to relax" item in Hlaing Thar Yar Township. It could be interpreted that if people are under stress, they have no time to relax and they always excited and worried to some matters that have not happened. If teachers are under stress, they have difficulty in relaxing and quieting mind (Levine & Ursin, 1991).

According to the findings through open ended questions, 128 number of teachers in Hlaing Thar Yar Township were answered that they are not sensitive. According to the findings through open-ended questions, 94 number of teachers in Hlaing Thar Yar Township answered that they are sensitive.

Continuously, in this study, the teachers' perception on sources of teachers' stress was determined by mean values of teachers' responses to the questionnaire. The higher mean values, the level of teachers' perception on sources of teachers' stress was high. Results showed that teachers agree all dimension of sources of stress. Teachers perceived that organizational factors dimension had highest mean values (Mean=2.78). Therefore, it could be interpreted that the teachers' stress can cause mostly due to organizational factors. Poor pupil behavior, time pressure and work overload, poor working conditions are sources of teachers' stress (Kyriacou, 1987).

According to the results, the teachers use Job Related Stress Management Strategies, Personal Characteristics Stress Management Strategies and Interpersonal Stress Management Strategies to manage their stress. Results showed that the overall mean value of teachers' stress management strategies was 3.30 and teachers strongly agree these strategies. It could be interpreted that teachers in Hlaing Thar Yar Township strongly agree the teachers' stress management strategies from the questionnaire. Results showed that Interpersonal Stress Management Strategies dimension had the highest mean value than Job Related Stress Management Strategies and Personal Characteristics Stress Management Strategies. It could be interpreted that teachers in Hlaing Thar Yar Township preferred Interpersonal Stress Management Strategies to use to manage their stress than other stress management strategies. Lack of social support from colleagues and poor interpersonal relationship can cause stress, especially among employees with a high social need (Robbins, 2007). Social support such as encouragement have a lasting and positive impact on individual's life (Caplan, 1974). The stress due to environmental factors from sources of teachers' stress dimensions could be mostly managed by Personal Characteristics Stress Management Strategies. If people are under stress due to environmental situation, they must try to come up with a strategy about what to do and have to learn something from the experience (Okafor, 1998). Stress due to organizational factors can be mostly managed by Job Related Stress Management Strategies. The organization pressure could be relieved by planning the activities to complete the task, discussing to avoid ambiguity and effectively utilized time management (Arroba & James, 1990). Finally, stress comes from personal factor would be mostly managed by Interpersonal Stress Management Strategies. Social support system is a system of peoples' personal stress reduction (Bishop, 1994).

According to the results based on gender of teachers, the mean values of female teachers were higher than male teachers. Both male teachers and female teachers prefer on Interpersonal Stress Management Strategies to manage their stress. Female are not known with the creation of humor in relationship. More than two men can stay in a room for long but there will be no quarrel since they can easily overlook some certain things of which women cannot do (Ugwuja, 2009).

According to the results based on teachers' qualification, there were significant different between qualification on stress management strategies. According to the results, the perception of BEd, MEd degree holders was higher. Therefore, it could be interpreted that BEd, MEd degree holders got the sound knowledge about educational field and according to responses of open-ended and interview questions.

According to the results based on teachers' total service years, there were significant differences in overall stress management strategies. The overall mean value of 1-3 years were higher than the other total service years. Teachers in career entry stage need strong interpersonal skills in order to work collaboratively with each other, administrators, students and parents (Payne and Furnham, 1987).

According to the results based on teachers' position, there were no significant different between position of teachers. However, primary teachers had higher mean value than junior and senior teachers. Primary teachers role is to develop and foster the appropriate skills and social abilities to enable the optimum development of children according to age, ability and aptitude. So, they also must have strong interpersonal skills to implement their role to develop their children social skills (Marnik, 1997).

According to the results based on teachers' marital status, the mean value of single teachers was higher than the mean value of married teachers. It could be interpreted that single teachers more prefer on Interpersonal Stress Management Strategies. Married teachers received from their spouses, which enabled them to cope with stress on their jobs and Single teachers is constantly subjected to societal pressure (Popoola, 2003).

## Recommendations

Based on the analysis of the surveys, testing instruments open-ended and interview questions on teachers' stress management strategies, teachers must accept that they should have sound mind and sound body because teaching profession has so many challenges and stress to cope. Teachers must know the sources of their stress clearly and should try to neglect some unexpected situation and students' misbehavior to relieve from stress. Teachers need to prepare some paperwork and need to manage their time to reduce some work-related stress. Teachers should try to get advice or help from parents, relatives and friends. Teachers should need to avoid unnecessary argument and should adopt the habits of positive reinterpretation and habits of not to make hasty decisions.

## Need for Further Study

This study tried to investigate the teachers' stress management strategies in Hlaing Thar Yar Township, Yangon Region. Further research should be made in other Township, States and Regions. A similar study should be conducted in the area of the present study using school principals. A similar study should also be conducted to compare school principals and teachers. Further study should be conducted to investigate the type of teachers' stress.

## Acknowledgements

First and foremost, we would like to express our sincere gratitude to Dr. Pyone Pyone Aung and Dr. Kay Thwe Hlaing (Pro- Rectors, Yangon University of Education) for their permissions to carry out this study. We would like to express our heartily gratitude to Dr. Khin Mar Ni (Professor and Head of Department of Educational Theory, Yangon University of Education) the chairperson of this thesis, for her expert guidance, valuable advice and encouragement to complete this thesis. We would like to offer our thanks to my supervisor Dr. Phyu Phyu Yin (Professor, Department of Educational Theory, Yangon University of Education) for her invaluable advices, comments and suggestions about this study. We would like to offer our thanks to each person who has contributed directly or indirectly in completing our thesis successfully. I am particularly indebted to my co-supervisor, Dr. Aung Lin (Associate Professor, Department of Educational Theory, Yangon University of Education) for his inspiration, encouragement, invaluable suggestions, cares and guidance.

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