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**FACTORS RELATED TO TEACHER'S STRESS OF PRE-UNIVERSITY EDUCATION**

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**Abstract:** Stress is a phenomenon that day by day is affecting the societies of all developed and developing countries. This is one of the most frequently used words since many people are facing every day with different loads, such as in their jobs, in traffic, at home, and other places, and which loads sometimes become unmanageable. Constant and high intensity load and pressure give stress, which affects the quality of life and the results at work. So stressful situations, or stressors that give stress, are many, and we can find them in almost all areas where we live, but among the places, that stress is almost constant is the working place. Work can be a source of life satisfaction and self-esteem, but it can also be a source of great stress. Job stress depends on the fit of the worker to the position. Some people thrive in a high-stress, busy environment, whereas others feel overwhelmed. However, some situations are stressful for almost everybody, such as feeling as if your job is at risk or as if you can't trust your bosses and colleagues. (Greenberg, M. 2016). Work stress exists when people perceive that they have difficulty in coping with the demands relating to work and that their sense of well-being is being threatened. (Kahatano, F. F. 2015). Occupational stress has negative effects on both the organisation and individuals employed by the organisation. In the organisation it can result in high levels of absenteeism, reduced productivity and compromised levels of patient care. (Gam, P. N., 2015)

It is clear that there is stress on most of the employees in Kosovo, and meanwhile it is indisputable, only differentiates the intensity of experienced stress. And from the stress situations could not escape even the teachers who face difficulties in their work. Teachers, in addition to the obligations they have with their students at school, sometimes have disagreement with colleagues, school principal, or other family problems that are not related to the teaching process but affect the teaching process. So the teachers, having a lot of problems and vicissitudes, feel the stress.

The purpose of studying this topic is to find the factors that influence the cause of the teacher's stress.

Empirical results showed that there are differences in the level of stress among elementary and lower secondary teachers and uppersecondary school teachers, whereas the uppersecondary school teachers have higher levels of stress, where the value of  $F=3.378$  and  $p=0.036<0.05$ . Based on empirical results, it can be concluded that uppersecondary school teachers experience more stress than primary and lower secondary teachers.

Regarding the level of stress, to female and masculine teachers, the value of sig. for equal variances assumed,  $p=0.04<0.05$ , whereas for the same variances not assumed,  $p=0.039<0.05$ . Both values indicate that there are statistically significant differences between female and male gender teachers regarding the level of stress at work. The results showed that most of the factors related to the workplace are related to the teachers' stress.

**Keywords:** factor, teacher, influence, stress, infliction.

## 1. LITERATURE REVIEW

Stress is an interesting element of scientific research as it represents an essential element of psychology of health, bringing together many knowledge about the general functioning of human beings (Bartlett, 1998).

The stress phenomenon and other psycho-physical loads in the performance of the task are frequent in today's society, by causing physical and mental illness, and by reducing the quality of services (Stinchcomb, 2004).

'Stress' is a word that is rarely clearly understood and there is no single definition of the term. It means different things to different people. Indeed, almost anybody can think of, pleasant or unpleasant, has been described as a source of stress, such as getting married, being redundant, getting older, getting a job, too much or too little work, a solitary confinement or exposure to excessive noise. (Stranks, J. 2005).

### 1.1. Some issues about stress

Psychological loads and experiencing stress are individual characteristics, which are explained by biological or social theories and often referred to as personality traits (Bandura, 1973; Berkowitz, 1993). Stress is understood as a mental and somatic condition, which is a feature of an extension or deviation that is usually given at a given interval of this extension (Janke, 1976). Stress is a psychic condition caused by the extraordinary influence of an unexpected and dangerous impulse to the human and his being. (Nushi, P. 2002). This may last long and the individual makes special efforts to return to normal. Stress is confined to a complex physiological and psychological reaction that occurs when an individual faces an event that breaks his balance and forces the individual to overcome its adaptable powers, thereby threatening / endangering his well-being (Karaj, Th., 1998). Stress is every reaction the individual makes to a stressor. Stressor is any real or imagined event, condition, situation or stimulus that harasses the stress

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response process to an individual. Stress is biogenic or psycho-social. According to Lazarus, and his colleagues, the daily worries that routinely annoy us cause more stress than the events of major life changes. (Lazarus et al., 1985).

### **1.2. Stress factors in the work of the teacher**

For centuries, teaching as a process has been characterized as a profession that is "emotionally taxing and potentially frustrating" (Lambert, R., et al., 2006). The rate at which teachers leave the profession is significantly higher than the departure rate in other professions (Minarik, M. M., et al., 2003). Stress is inevitable in most of our lives. Many of us have clear negative sources of stress, but often forget the positive sources of it (Petijon, T., 1996). Stress at work can occur when there is a discrepancy between the requirements of the working environment and the ability of an individual to accomplish and complete these requirements (Henry, O. & Evans, A.J., 2008). Stress at work can be a real problem for the institution, but also for the teacher. A good management and good job of the organization is the best form of prevention stress. If teachers are stressed, management needs to be informed and know how to help them. Stress at work occurs when individuals face demands on work, pressure, poor relations with colleagues, no support from the director, have unmotivated pupils, not good communication with parents, feel that their profession is not appreciated by society.

Work-related stress is already a very worrying issue both nationally and internationally. Over the last few decades there has been an increase in public concern about work-related stress due to its adverse consequences on productivity, creativity and economic losses (Sadiku, V. 2017). Job stress has become one of the most popular 'occupational diseases' of the century to mankind and it has affected individuals' physically and psychologically, causing such impactful pressure on employees' performance (Murali, B. Sh. 2017). Workplace pressure is undisputed due to the demands and changes that occur in the work environment. Pressure is perceived as acceptable by individuals who can keep alert employees. A healthy work environment involves when the staff feels motivated and satisfied in the position he/she covers. Studies related to causes of stress are mainly focused on external causes, particularly in organizational or social influences, ignoring individual and personal reactions as a potential stress etiology (Alarcon et al., 2009). However, it is important to be aware that there are also studies that have investigated the link between stress and personality traits, identifying vulnerability factors (Swider, B. & Zimmermann, R., 2010). According to Dewe and others, three are the main factors related to how work is being transformed by giving signals about what is expected to happen: job insecurity, increased emotional quality of work, and the balance work-out of work life (Dewe, O'Driscoll and Cooper, 2010). Uncertainty of work is accompanied by feelings of intensification of work. Employee requirements related to the increase in results are related to changes in their distribution, organization, control and reward, intensifying work experience, significant percentage of employees declaring that they work beyond official time, or that the speed and effort that have increased and that the level of staff of the organization is inadequate (Burchell et al., 1999). The causes that can produce stress are numerous and can be related to the internal environment at work, as well as other external, political, health, family factors, etc.

Stranks, has presented several factors related to the workplace, including: Physical Environment, Career Development, Organizations, Relationships in the Organization, Social Relations, Individual Aspects, etc. (Straks, 2005).

## **2. METHODOLOGY AND METHODS**

### **2.1. Representative Group**

The representative group consists of 420 teachers, of which 68 are from elementary school, 150 are from lower secondary school, 202 are from upper secondary school. Of these, 208 teachers are female and 212 are male. In terms of age, 30 teachers are aged up to 30 years, 154 aged 31-40, 100 aged 41-50, 104 aged 51-60 and 32 aged over 60. Regarding educational level, 8 teachers have completed ex so called Normal teacher's school, 28 with Higher Pedagogical School, 258 with faculty, 118 teachers have completed master degree in science and 8 teachers have other education preparation without specification.

### **2.2. Research Tool**

The research instrument, is a modified instrument adapted to the needs of the study and consists of 2 parts. In the first part, teachers' demographic data have been presented, while in the second part, 14 scale Likert questions related to factors in the workplace are presented, such as: salary, working conditions, relations with colleagues, students, etc.

#### **2.2.1. Reliability of the research instrument**

In the first part of the results of the reliability analysis, descriptive statistics are provided, which comprise: averages, variances and variance-covariance matrices, which show the correlation between variances and questions.

Mean meter,  $M=53.17$  and standard deviation,  $DS=14.72$ . The average total is 3.797, the average variance is 1.133, the average interval is 1.790, while the variance change interval is 1.137. The overall correlation between the inter-item correlations is 0.262, the minimal correlation is 0.023, and the maximum correlation is 0.654.

In the Item-total statistics section, when calculating a question from the meter, the average of the meter and variance of the remaining questions (Scale Mean if Item Deleted and Scale Variance if Item Deleted) are calculated, as well as the correlation between the question extracted by meter and total of other Correction Points (Corrected Item-Total Correlation). Also are reported the Squared Multiple Correlation coefficients and the reliability of the remaining questions (Cronbach's Alpha if Item Deleted).

From the results, it is obvious that the correlations question-total are between 0.213 and 0.591.

The Cronbach's Alpha coefficient of reliability of the meter is 0.835, which is high value and indicates that the meter is very reliable. The value of questions reliability ranges from 0.818 to 0.838, which are approximate values with the Cronbach's Alpha total coefficient value, which is 0.835.

According to gained value (Cronbach's Alpha if Item Deleted), the order of questions from the smallest value to the largest is Q14, Q9, Q5, Q11, Q12, Q3, Q8, Q2, Q6, Q7, Q13, Q10, Q1, Q4.

Based on the variance analysis, we can say that the difference between the measurements,  $p=0.000$ , is statistically significant, and the value of the nonadditivity value,  $p=0.000$ , is statistically significant.

The Hotelling's  $T^2$  test, which tests the equality of questions averages, is calculated as  $p=0.000$ . From this result, it is understood that there is a statistically significant difference between the two averages of the questions.

### 2.3. Methods of statistical data analysis

The data were analyzed through the statistical package on social sciences (SPSS). In order to test the internal stability of the instrument, Alpha Cronbach was used, assuming value above 0.7 as a value that indicates whether the questionnaire has internal consistency or not, as well as the parallel model.

In order to compare the averages for the stress level of the female and male gender teachers, t-test was used. The One-Way ANOVA test is used to compare the average of teacher groups depending on the level they teach (primary, lower secondary and upper secondary) as well as the age group. The Kruskal-Wallis test is used for comparing the factors-related averages that affect the level of teacher stress (Kalayci, Ş., 2017).

## 3. RESULTS

### 3.1. Results related to hypotheses

#### Hypothesis 1:

**Alternative Hypothesis (HA): Uppersecondary school teachers are more stressed than primary and lower secondary teachers.**

**Hypothesis zero (HO): Uppersecondary school teachers are not more stressed than primary and lower secondary teachers.**

The testing of this hypothesis has been done through the One-Way ANOVA parameter test.

Empirical results showed that average scores for elementary school teachers,  $M=4.03$ , while standard deviation,  $DS=0.758$ , average scores for lower secondary school teachers,  $M=3.64$ , while standard deviation,  $DS=0.765$ , mean of the results for uppersecondary school teachers,  $M=3.56$ , while standard deviation,  $DS=1.043$ . The overall average,  $M=3.67$ , while standard deviation,  $DS=0.919$ .

The results of the One-Way ANOVA basic assumption test, related to the Homogeneity of Variances, showed that  $p=0.002<0.05$ , so we can say that variances are not homogeneous.

Regarding the level of stress, primary, lower secondary school teachers and uppersecondary school teachers value  $F=3.378$  and  $p=0.036<0.05$ .

Crosstabulation results showed that 2 or 1.3% of lower secondary school teachers and 10 or 5% of upper secondary school teachers experience extreme stress. Many stresses experience 2 or 1.3% of lower secondary school teachers and 10 or 2.9% of upper secondary school teachers. Average stress is experienced by 18 or 26.5% of elementary school teachers, 62 or 41.3% of lower secondary school teachers and 82 or 40.6% of upper secondary school teachers. Less stress is experienced by 30 or 44.1% of elementary school teachers, 66 or 44% of lower secondary school teachers and 56 or 27.7% of upper secondary school teachers. There is no stress to 20 or 29.4% of elementary school teachers, 18 or 12% of lower secondary school teachers and 44 or 21.8% of upper secondary school teachers.

From the Chi-Square Tests results, it is noted that the value of  $p=0.000<0.05$ , and thus distinguishment can be made between teachers of different levels of school and the level of stress. Based on the results of One-Way ANOVA and crosstabulation results, it can be concluded that alternative hypotheses is supported: high secondary school teachers experience more stress than primary and lower secondary teachers.

**Hypothesis 2:**

**Alternative hypothesis: There is a link between the gender of the teacher and the stress level.**

**Hypothesis zero (HO): There is no interrelation between the gender of the teacher and the stress level**

The testing of the hypothesis is done through the t-test parameter test.

The empirical results showed that the average score for female teachers,  $M=3.76$ , and standard deviation,  $DS=0.840$ , average scores for male gender teachers,  $M=3.58$ , while standard deviation,  $DS=0.983$ .

The results of T-test baseline assay test, Levene's test for variance homogeneity, showed that  $F=4.125$  and  $p=0.041<0.05$ , so we can say that variances are not homogeneous.

Regarding the level of stress, female and masculine teachers, for equal variances assumed,  $p=0.04<0.05$ , while for equal variances not assumed,  $p=0.039<0.05$ . Both obtained values, both for assumed equal variances and for equal variances not assumed, are less than 0.05, within 95% confidence interval. This result shows that there is a significant difference between the average of female and male gender teachers in terms of experiencing stress.

Empirical results showed that alternative hypotheses is supported, gender-related and teacher-level correlation was established, and in this case, male teachers have higher levels of stress than female teachers do.

**Hypothesis 3:**

**Alternative Hypothesis: There is interrelation between teacher age and stress level**

**Hypothesis Zero (HO): There is no interrelation between teacher age and stress level**

The empirical results showed that the average score for teachers of the age group up to 30 years,  $M=4.07$ , while the standard deviation,  $DS=0.785$ . The average score for teachers of age group 31-40,  $M=3.68$ , and standard deviation,  $DS=0.766$  for age group, 41-50,  $M=3.74$ ,  $DS=0.895$  for age group 51-60,  $M=3.62$ ,  $DS=1.117$ , for the age group over 60,  $M=3.19$ ,  $DS=0.896$ .

The results of the One-Way ANOVA basic variance assay test showed that  $p=0.000<0.05$ , so we can say that variances are not homogeneous. Regarding the level of stress, for teachers of different ages, the value of  $F=3.954$  and  $p=0.004<0.05$ . From these results, it can be concluded that there is a correlation between the age and the level of the stress of the teachers.

Cross-sectional results showed that no teacher of up to 30 years of age, have no extreme stress, 2 or 1.3% of teachers aged 31-40, 2 or 2% of teachers aged 41-50, 6 or 5.8% of age teachers 51-60 years and 2 or 6.2% of teachers over the age of 60, have extreme stress. No teacher aged up to 30 years has a lot of stress, 2 or 1.3% of teachers aged 31-40, 4 or 4% of teachers aged 41-50, 4 or 3.8% of teachers aged 51-60, 2 or 6.2% of teachers over the age of 60, have a lot of stress. The average stress is 8 or 26.7% of teachers aged up to 30, 60 or 39% of teachers aged 31-40, 32 or 32% of teachers aged 41-50 years, 44 or 42.3% of teachers aged 51-60 and 18 or 56.2% of teachers over the age of 60. Less stress is experienced by 12 or 40% of teachers aged up to 30 years, 70 or 45.5% of teachers aged 31-40, 42 or 42% of teachers aged 41-50, 20 or 19.2% of teachers aged 51-60, 8 or 25% of teachers over the age of 60.

No stress has been experienced by 10 or 33.3% of teachers aged up to 30 years, 20 or 13% of teachers aged 31-40, 20 or 20% of teachers aged 41-50 years, 30 or 28.8% of teachers aged 51-60 and 2 or 6.2% of teachers over the age of 60. From the results of the Chi-Square Tests, it is noted that the value of  $p = 0.000 < 0.05$ , and thus there is distinguishment made between teachers of different age groups and experienced stress. The results of One-Way ANOVA and cross-examined results showed that alternative hypotheses have been established that there is a correlation between teacher age and stress experienced, and here it is noticed that teachers aged up to 30 years experience less stress, while teachers over the age of 60 years, experience more stress.

**Hypothesis 4**

**Alternative Hypothesis (HA): There is interrelation between the factors related to the work and the level of teachers' stress**

**Hypothesis zero (HO): There is no interrelation between the factors related to the work and the level of teachers' stress**

Data on study variables that determine the factors related to the workplace are tested for their normal distribution through the Kolmogorov-Smirnov and Shapiro-Wilk test.

The normality tests for these variables, are as following given the value  $p<0.05$ , which explains abnormal distribution since the values of this normal distribution test should be in the value of  $p> 0.05$ . Stress correlation testing related with factors in regard to teacher's work is done through Kruskal Wallis Test.

Regarding interrelation of working conditions and stress level, the value of  $X^2=11,483$ , while  $p=0,022<0.05$ . From this result, it can be concluded that there is interrelation between working conditions and the level of teacher's stress.

Regarding salary and the stress level, the value of  $X^2= 18,300$ , and  $p=0,001<0.05$ , resulting in interrelation between teacher salaries and stress levels.

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Regarding the likelihood of the profession and the level of teacher's stress, it results that  $X^2=8.080$ , while  $p=0.089>0.05$ . From this it can be concluded that there are no differences in the score of teachers regarding the like of the profession or dislike and the level of stress.

Regarding the link between professional development opportunities and stress levels, the value of  $X^2=5.221$  and  $p=0.265>0.05$ . From this result, it can be concluded that there is no link between the opportunities for professional development and the stress opposed to the teacher. Regarding the link between the rest and the stress of the teacher, the value of  $X^2=8.539$ , while  $p=0.074>0.05$ . The results showed that there is no interrelation between the break and the stress level of the teacher.

As far as per collegial relations and stress levels are concerned, the value of  $X^2=10.758$ , while  $p=0.029<0.05$ . The results showed that interrelation with working colleagues are an important factor in creating or not stress.

Regarding the gratitude and appreciation of the school principal, the value of  $X^2=10.304$ , while  $p=0.036<0.05$ . From the empirical results, it turns out that the gratitude and appreciation by the director is a factor that affects the stress of the teachers.

As for Pressure and Workload, the value of  $X^2=10.664$ ,  $p=0.031<0.05$ . The results showed that there is a correlation between pressure and load at work and the level of teacher stress.

Reports with students play an important role in the progress of the teaching process, but also in the spiritual status of the teacher. Regarding stress interrelation with the reports that the teacher has with his students, the value of  $X^2=11.866$ , while  $p=0.018<0.05$ . From these results, we can conclude that there is a correlation between the relationship with the students and the stress level of the teachers.

Regarding pupil behavioral interrelation and teacher stress level, the value of  $X^2=25.183$ , while  $p=0.000<0.05$ . From these results, it can be concluded that there is a correlation between student behavior and the stress level of teachers.

Based on the results regarding the relationship between student motivation and teachers' stress, the value of  $X^2=27.514$ , while the value of  $p=0.000<0.05$ . Based on these results, we can say that there is a statistically significant link between student motivation and teacher's stress. Based on the results for communication between students with parents and stress,  $X^2=14.446$ , while  $p=0.000<0.05$ . From this result we can say that there is a statistically significant link between communication with the student parents and the teacher's stress.

From the results presented in the table, regarding the evaluation of the teacher's profession in society, it is noted that  $X^2=15.743$ , while  $p=0.003<0.05$ . From this result it can be concluded that there is a link between the assessment of the teacher's profession by the society and the level of the teacher's stress.

Based on all results, it was found that there is no correlation between the likes of the profession, the opportunities for development, the break and the stress level of the teacher, while the other factors have an impact on the level of the teacher's stress.

## CONCLUSIONS

Based on empirical results, it can be concluded that 38.6% of teachers participating in the research experience moderate-level stress, 36.2% of teachers have little stress, 19.4% of teachers have no stress, while only 2.9% of teachers experience extreme stress and 2.9% experience a lot of stress.

From the results related to hypotheses, it turned out that upper secondary school teachers experience more stress than primary and lower secondary teachers, and found that there is interrelation between gender and the level of stress of teachers. From the findings, it can be concluded that male teachers experience more stress than female teachers. The results showed that there are statistically significant differences between teachers of different ages, and that teachers aged less than 30 years experience less stress, while teachers over the age of 60 experience more stress.

Based on all results, it was found that there are no statistically significant differences in the teachers' scores regarding the likes of the profession, the opportunities for development, their free time (breaks) and their correlation with the teacher's stress level, while the other factors: working conditions, salary, collegial relationships, gratitude and appreciation by the director, pressure and workload, communication with students, student behavior, student motivation, communication with the students' parents, assessment of the teacher's profession by the society have an impact on the level of the teacher's stress.

From these results, it can be concluded that there are a number of stress-related factors, some of which are identifiable and some of them difficult to identify.

The research highlighted that in addition to factors related to the workplace, which affect the level of teacher stress, there are also demographic factors, such as age, gender which play a role in the level of teacher stress.

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