

The questionnaire used for the collection of data contained factual details, identifiable stressors, spaces for and Sources of occupational stress and coping strategies used by Senior Comprehensive School Teachers in Trinidad

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ABSTRACT

The purpose of this project report was to investigate the sources of occupational stress and the coping strategies used by teachers of senior comprehensive schools in Trinidad. The report posited that the sources of 'teacher stress' may be role-related, organisational-related and societal-related and that there may also be significant relationships between sources of 'teacher stress' and the biographical variables of sex, age, marital status, number of children in the teacher's family, travel to work, geographic locality, years of teaching experience, academic attainment and professional qualifications. Null hypotheses were set up to determine whether significant relationships existed between the sources of 'teacher stress' and the biographical variables.

The questionnaire used for the collection of data contained factual details, identifiable stressors, spaces for additional stressors and questions on probable causes of stress and coping strategies used by teachers.

Analysing the data in terms of chi-square values, produced results which indicated that generally there were no significant relationships between the biographical variables and the sources of 'teacher stress'.

The respondents reported that the stressor that caused the most distress was the poor work attitude of students and that the main strategy for coping with stressful situations was to attempt to diffuse problems as soon as they arose.

A most surprising result was that less than one-fifth of the respondents (17 percent) stated that the learning-teaching environment was either very stressful or extremely stressful.