AN INVESTIGATION INTO HIGH SCHOOL PRINCIPALS' SUPPORT FOR WORK-RELATED STRESS MANAGEMENT OF TEACHERS

Khin Tha Zin[1], Htay Khin

Abstract

This study is intended to investigate high school principals' support for work-related stress management of teachers. Both quantitative and qualitative research methods were employed. The sample consisted of 30 high school principals and 240 senior teachers from high schools in Mandalay City Development Area who were selected as subject by using cluster sampling method. The questionnaire survey and interview were carried out to collect the required data. The internal consistency (Cronbach's alpha (α)) of questionnaire of teachers' stress was 0.95, that of questionnaire of teachers' coping strategies was 0.808 and that of questionnaire of principals' support was 0.97. Descriptive statistics, Pearson product-moment correlation and multiple regression analysis were used to analyze the quantitative data. According to the overall mean value, the level of teachers' work-related stress was moderate. Teachers adopted large extent of problem-focused coping strategies and emotion-focused coping strategies and adopted little extent of dysfunctional coping strategies. As the results of quantitative study, principals provide large extent of support for work-related stress management of teachers. According to the beta weight of multiple regression analysis, "Emotional Support", "Instrumental Support" and "Appraisal Support" significantly predict for work-related stress management of teachers. As the results of the qualitative study, interview responses of teachers were consistent with the findings of quantitative study.

Keywords: Stress, Stress Management, Coping Strategies and Principals' Support

Introduction

According to Hirsch (2001), workplace stress occurs in such situation as workplace demands exceed the worker's personal resources to change the worker's psychological or physiological condition. The teaching profession is particularly a stressful occupation. In some of the developing countries of the East, negative attitudes towards the teaching profession and professional pedagogues are still far too rampant, to say the least. This is an unfortunate state of affairs, indicative or suggestive of a lose–lose situation, for all stakeholders: students, parents, and teachers alike. This grave and mistaken opinion must be corrected, at all costs (Khin Zaw, 1994).

As a buffer for teachers' stress, there should be suitable support for teachers. The school system should hold the responsibility of providing organizational support to help teachers in managing stress for successful operations of the school system (Kelly & Colquhoun, 2005). Therefore, principals' support for stress management of teachers is critical for reducing teachers' stress level and coping with stress that come from various types of stressors encountered in schools (Sarros, 1989).

Significance of the Study

In the 21st century, education plays the key role for the development of a nation. The development of the nation is determined by the standard of its education system. For many nations, the role and functioning of schools are changing according to demands of external factors and internal factors. Managing changes and meeting and handling with the demands in education are unavoidable; it is important to implement effectively.

According to Alwi et al. (2015), the principal, the leader of a school, not only needs to have pedagogical knowledge but also could establish a positive and conducive working environment for

[1] Dr, Lecturer, Department of Educational Theory, Sagaing University of Education
[2] Dr, Retired Professor & Head of Department, Department of Educational Theory, Yangon University of Education

teachers which provide meaningful professional development opportunities for them. Moreover, as the principal, he/she needs to hold accountability for everything happening in the school. Especially for principals, focusing on job satisfaction and preventing, reducing and managing stress are assigned as the important things to be focused on within the school context.

As our country, the new National Education Law highlights the requirement for attaining the standard of Myanmar education system to the international level (Ministry of Education, 2015). In order to attain education system in international standard, it is important to attain high quality teachers in schools. For attaining high quality teachers, it is critical to pay close attention to preventing, reducing and managing teachers' stress. For preventing, reducing and managing teachers' work-related stress, principals' support takes an important role that can help to dissipate feelings of stress. Therefore, it is important to investigate the prominent stressors for teachers' work-related stress, coping strategies that teachers used to manage stress themselves and principals support for work-related stress management of teachers.

Aims of the Study

The main aim of this study is to investigate high school principals' support for work-related stress management of teachers.

The specific aims of this study are defined as follows:

1. To investigate the level of teachers' work-related stress
2. To examine coping strategies adopted by teachers to deal with work-related stress
3. To analyze the principals' support for teachers' work-related stress management
4. To investigate the relationship between principals' support for teachers' work-related stress management and level of teachers' work-related stress
5. To investigate the relationship between principals' support for teachers' work-related stress management and teachers' coping strategies
6. To identify the relative importance of different types of principals' support in reducing teachers' work-related stress
7. To identify the relative importance of different types of principals' support in predicting teachers' coping strategies

Research Questions

This research deals with the following questions:

1. What are the levels of teachers' work-related stress?
2. What are the most adopted coping strategies that teachers use in managing stress?
3. To what extent do principals provide support for teachers' work-related stress management?
4. Is there any relationship between principals' support for teachers' work-related stress management and level of teachers' work-related stress?
5. Are there any relationships between principals' support for teachers' work-related stress management and teachers' coping strategies?
6. What is the relative importance of different types of principals' support in reducing teachers' work-related stress?
7. What is the relative importance of different types of principals' support in predicting teachers' coping strategies?

Limitations of the Study

The limitations of the study are described as follows:

(1) The study occurres in Basic Education High Schools in Mandalay City Development Area.

(2) Participants of the study are senior teachers and high school principals from Basic Education High Schools.

(3) This study is designed to investigate high school principals' support for work-related stress management of teachers.

Definitions of Key Terms

Important terms are carefully defined so that the readers may understand the concepts underlying the development of the investigation.

1. **Stress** is defined as the physical, mental, or emotional reaction resulting from an individual's response to environmental tensions, conflicts, pressures, and other stimuli (Greenberg, 1984).

2. **Stress management** can be defined as interventions designed to reduce the impact of stress in the work place (Suramardhini, 2014).

3. **Principals' support** will refer to the collection of affirming actions by the school principals that assist teachers in performing their responsibilities and withstanding the stress of their positions (Weiss, 2001).

Operational Definitions

In this study, **work-related stress** refers to teachers' unpleasant feeling caused by negative aspects of role overload, role ambiguity, collegiality, parents, students' behaviour, empowerment, professional development opportunities and working conditions in the school. Perceived level of teachers' work-related stress was examined by the mean values of responses of teachers from Basic Education High Schools on five-point Likert-scale questionnaire consisting of forty eight items about teachers' work-related stress. The higher the mean values of responses, the greater the level of teachers' stress.

Stress management refers to using coping strategies to prevent, reduce and overcome work-related stress. The extent of teachers' use of coping strategies was examined by the mean values of responses of teachers from Basic Education High Schools on five-point Likert-scale questionnaire consisting of twenty eight items about coping strategies. The higher the mean values of responses, the higher the extent of teachers' use of coping strategies.

Principals' support refers to providing emotional support, instrumental support, informational support and appraisal support by the principals leading teachers to believe that they are cared, supported, valued and belong to an effective network of communication. The extent of principals' support was examined by the mean values of responses of principals and teachers from Basic Education High Schools on five-point Likert-scale questionnaire consisting of forty items about principals' support. The higher the mean values of responses, the higher the extent of principals' support.

Theoretical Framework

Stress

In this study, teachers' work-related stress was investigated based on the stress come from the negative aspects of the following sources; role overload, role ambiguity, collegiality, parents, students' behaviour, professional development opportunities, empowerment and working

conditions (Srivastava & Singh, 1981; Sutton, 1984; Fimian, 1988; EI, ETUCE & WHO, 1999; Johannsen, 2011).

Coping

Teachers' use of coping strategies is measured with three types of coping strategies: problem-focused coping, emotion-focused coping and dysfunctional coping (Carver et al., 1989).

Principals' Support

In this study, principals' support is related to four separate types of support as defined by House (1981): emotional support, instrumental support, informational support and appraisal support.

Review of Related Literature

A review of related literature deals with three main parts: stress, stress management and coping, and principals' support.

Stress

With regard to Lazarus (1966), stress is defined as transactions between individuals and situations, rather than of either one in isolation. Moreover, Kyriacou (2000) has defined teacher stress as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspects of their work.

Stress Management and Coping

Stress management includes techniques and strategies that equip a person with effective coping mechanisms in order to deal with psychological stress (Rajasekar, 2013). When stress is regarded as an individual's reaction to the environmental demands, coping can be seen as the process through which the stressor is managed. Coping with stressors can lessen the level of stress and decrease the negative effects of stress on the individual. (Lazarus & Folkman, 1984). Lazarus (1966) has defined coping as an individual's efforts to change the stressor or the meaning of the stressor to the individual, thus lessening the impacts of the stress on the emotional, physical or psychological well-being of the individual.

Principals' Support

Ingersoll (2001) has described that the most important reasons teachers leave is lack of poor administrative support, empowerment, and dissatisfaction with the beliefs and practices within the school. Littrell (1992) has confirmed that principals' support has effect on teacher job stress, satisfaction, school commitment, health, and intent to stay in teaching and principals' support was positively related to teacher performance. According to Kahn and Antonucci (1980), social support comprises of three key elements: affect, affirmation and aid. According to House (1981), social support is defined as an interpersonal transaction which involves providing emotional concern (liking, love, empathy), instrumental aid (goods or services), information (about the environment) or appraisal (information relevant to self-evaluation).

Emotional Support

Emotional support involves providing empathy, caring, love, and trust (House, 1981). Frequently, individuals consider other people as being "supportive" towards them when they receive emotional support from those people. According to Littrell and Billingsley (1994), emotional support includes showing appreciation of teachers' effort, keeping open lines of

communication, encouraging collegial support and recognizing teacher's opinions. National Association of School Psychologists (2009) suggested that the principals should validate the current feelings of teachers to reduce teachers' stress in stressful situation. Validating teacher's feeling and acknowledging how challenging issues are overcome are the most powerful tools to help teachers through stressful time. Therefore, the principals should provide the opportunities to open dialogue for teachers to feel comfortable by discussing their concerns and problems.

Instrumental Support

Instrumental support is most obviously different from emotional support and this type of support may provide direct help to a person in need (House, 1981). DiPaola (2012) has stated that instrumental support consists of providing adequate planning time, time for various nonteaching responsibilities and extra assistance to teachers while they are overloaded. Successful principals do not entangle teachers in the activities of the different bodies within the school and they also arranged and organized meetings to be useful (Ahghar, 2008). Boyd et al. (2011) have argued that teachers who perceive that their schools provide adequate resources and enough facilities feel better prepared to perform their related jobs and are more likely to stay in their schools. Prather-Jones (2011) also indicated that discipline policies were a key component of administrative support, and that they need a principal who enforces reasonable consequences and actions for student misconduct and behaviour, and includes them in the decision making behind these consequences. Therefore, the principals should focus on developing positive students' behaviors for maintaining a caring and supportive school environment and facilitating feelings of safety and security for teachers and students.

Informational Support

According to House (1981), informational support is giving advice or information that the person may use to cope with personal and environmental problems. In contrast to instrumental support, such information is not in and of itself helpful, rather it helps people to help themselves. Littrell and Billingsley (1994) have defined informational support as providing information and professional development opportunities for teachers to work effectively.

Balfour (2001) has described that when principals know what changes are needed to improve or show continual growth, they can provide structured support. Hughes (2012) explained that when information regarding standards and curriculum was passed along without explanation, there was little obedience from those who must implement the curriculum. Implementing curriculum without understanding or prior exposure to the changes could result in negative effect not only on the individuals involved but on the school as a whole. Therefore, the principals should share information about educational affairs to teachers and provide professional support to teachers.

Appraisal Support

Appraisal support involves the transmission of information that is relevant to self-evaluation or social comparison where other people are sources of information that individuals can use in evaluating themselves; hence such information can be implicitly or explicitly evaluative (House, 1981). In addition, Littrell and Billingsley (1994) described appraisal support as providing frequent and constructive feedback about teacher performance. According to DiPaola (2012), appraisal support includes offering constructive feedback to teachers after observing teaching, providing frequent feedback about teachers' performance, helping teachers to evaluate their needs and providing suggestions for teachers to improve instruction.

In order to provide appraisal support, it is important to get a better understanding of how teachers want to be supported by their principal. Different groups of teachers need a consistent and structured support from the principal. Structured support can be demonstrated by providing feedback about teachers' job performance and fostering the practices that the principal deemed important in meeting the educational goals of the school (Balfour, 2001). National Education Association (2006) suggested that by encouraging and providing more formal support through professional learning communities and teaching teams, principals can provide teachers with reliable suggestions that enable teachers to effectively carry out increased instructional demands and other challenges.

Theories related to the Study

Motivation-hygiene Theory

- Herzberg found that job dissatisfaction and job satisfaction generated from two sets of factors: motivation and hygiene factors.
- Motivation factors (satisfiers) gratify individuals with satisfaction of job when these factors are fulfilled and adequate.
- Hygiene factors (dissatisfier) can cause dissatisfaction with job when these elements are inadequate. (Silver, 1983)

Person–Environment Fit Theory

- According to Lewin (1935) (as cited in Dewe et al., 2012), to realize the reaction of a person, it is needed to understand the interaction between that person (P) and his/her environment (E).

- The fit concept has been characterized with two types. The first type is concerned with the match/mismatch between the abilities of a person and the pressures/demands of the environment placed on that person. The other type is related to the match or congruence of the needs of the person with the supplies provided by the environment.

Transactional Model of Stress

- According to Holroyd and Lazarus (1982), stress arises when a person appraises that he/she needs to make a lot of efforts to overcome the challenges, problems and demands of the environmental, it can threaten overall well-being of that person. There are two types of appraisal – primary appraisal and secondary appraisal. According to Lazarus and Folkman (1984), there are two types of coping: problem-focused and emotion-focused coping.

Job Demands–Control–Support Model

- Job Demands–Control–Support model is proposed initially by Karasek (1979). This model stated that the amount of stress depends on the person's appraisal of whether or not he/she has control over the demands and pressures in their work place.
- Karasek and Theorell (1990) expand this perspective and proposed the Job Demands–Control–Support (JDCS) model by adding social support factor. They suggest that if the person receives social support from others in workplace, the effect of coping and control over the job demands and pressures will be increased.
- This model proposed the buffering hypothesis in which social support can alleviate stress in workers directly or indirectly.

Social Support Theory

- According to Lakey and Cohen (2000), social support lessens the impacts of stress on individual's health and acts as a stress buffer by either the support of others in the form of advice and encouragement or the perception that supportive action is accessible.
- Social support is helpful in effectively coping and reducing the effects of a stressor, to the extent that the form of supportive action matches the demands of the stressor.
- Social support keeps persons from the negative effects of stressors because it can lead them to appraise stressful situations as less negative.

Methodology

Research Method

      Both quantitative and qualitative research methods were employed in this study.

Population and Sample

      For this study, the population consisted of all of the high school principals and senior teachers in Basic Education High Schools in Mandalay City Development Area (MCDA). For quantitative study, the sample comprised of 30 high school principals and 240 senior teachers from high schools in MCDA who were selected as subject by using cluster sampling method. For qualitative study, three principals with highest mean score selected from the group of principals who provided high level of principals' support (Group I) and three principals with lowest mean score selected from the group of principals who provided moderate level of principals' support (Group II) were selected to interview in this study. Besides, three teachers were selected from each school of these principals. Totally, six principals and eighteen senior teachers were selected as interviewees.

Instrumentation

      In this study, questionnaire survey and interviews were carried out to investigate high school principals' support for work-related stress management of teachers. There are two sets of questionnaire (Questionnaire 1 for principals and Questionnaire 2 for teachers) developed by the researcher through review of related literature. The internal consistency (α) of teachers' stress was 0.95, that of teachers' coping strategies was 0.808 and that of principals' support was 0.97. For qualitative study, interview forms were also prepared for principals and teachers.

Data Collection Procedures

      For quantitative study, the pilot study was conducted to polish the developed questionnaire. And then, the questionnaires were distributed to the participants in the selected schools. For qualitative study, interviews were conducted with selected principals and teachers in selected schools.

Data Analysis

      In quantitative study, the data were coded after the questionnaires were recollected. The Statistical Package for the Social Science (SPSS) version (25) was applied for analyzing the collected quantitative data. Descriptive statistics, independent samples *t* test, one-way ANOVA, Pearson product moment correlation and multiple regression analysis were used to analyze the collected data. In qualitative study, data analysis was based on classifying and interpreting the interview results, the responses of principals and teachers.

Findings

Based on the research questions, the quantitative findings of this study can be described as follows:

Q-1: What are the levels of teachers' work-related stress?

As the results of analyzing the level of teachers' work-related stress based on their responses, the level of teachers' work-related stress was moderate (Mean=2.63). Moreover, moderate level of work-related stress of teachers was caused by: "Students' Behaviour" (Mean=3.10), "Parents" (Mean= 2.88), "Role Overload" (Mean= 2.87), "Role Ambiguity" (Mean= 2.83) and "Working Conditions" (Mean= 2.79). Then again, teachers experienced low level of work-related stress caused by: "Collegiality" (Mean= 2.30), "Professional Development Opportunities" (Mean= 2.17) and "Empowerment"   (Mean= 2.12) (See: Table 1).

Table 1 Mean Values and Standard Deviations of Work-related Stress of Teachers

No.	Variables	Mean	SD	Remark
1.	Role Overload	2.87	.84	Moderate level
2.	Role Ambiguity	2.83	.96	Moderate level
3.	Collegiality	2.30	.96	Low level
4.	Parents	2.88	.93	Moderate level
5.	Students' Behaviour	3.10	.99	Moderate level
6.	Empowerment	2.12	.87	Low level
7.	Professional Development Opportunities	2.17	.91	Low level
8.	Working Conditions	2.79	.97	Moderate level
	Work-related stress	**2.63**	**.73**	**Moderate level**

1.00-2.33=low level,   2.34-3.67=moderate level,   3.68-5.00=high level

Q-2: What are the most adopted coping strategies that teachers use in managing stress?

As the results of findings, teachers adopted large extent of problem-focused coping strategies and emotion-focused coping strategies (mean= 3.76 and 3.82) and adopted little extent of dysfunctional coping strategies (mean=2.19). So, the most adopted coping strategies are emotion-focused coping strategies and problem-focused coping strategies. (See: Table 2)

Table 2 Mean Values and Standard Deviations of Teachers' Perceptions of Their Use of Dysfunctional Coping Strategies in Managing Work-related Stress

No.	Coping Strategies	Mean	SD	Remark
1	Problem-focused coping	3.76	.66	large extent
2	Emotional-focused coping	3.82	.63	large extent
3	Dysfunctional coping	2.19	.55	little extent

1.00-2.33=little extent,   2.34-3.67=moderate extent,   3.68-5.00=large extent

Q-3: To what extent do principals provide support for teachers' work-related stress management?

According to the results from analyzing the extent of principals' support for teachers' work-related stress management on the responses of teachers and principals, it could be found that the principals provided large extent of support for work-related stress management of teachers. Specifically, they also provided large extent in all of the areas of principals' support for work-

related stress management of teachers: "Emotional Support", "Instrumental Support", "Informational Support" and "Appraisal Support". (See: Table 3)

Table 3 Mean Values and Standard Deviations of Principals' Support for Teachers' Work-related Stress Management

No.	Variables	Principals Mean (SD)	Teachers Mean (SD)	Remark
1.	Emotional Support	4.55 (.74)	3.73 (.75)	Large Extent
2.	Instrumental Support	4.54 (.50)	3.84 (.75)	Large Extent
3.	Informational Support	4.57 (.42)	3.91 (.77)	Large Extent
4.	Appraisal Support	4.57 (.50)	3.68 (.85)	Large Extent
	Overall Support	**4.56** (.49)	**3.79 (.67)**	**Large Extent**

1.00-2.33=little extent,   2.34-3.67=moderate extent,   3.68-5.00=large extent

Q-4: Is there any relationship between principals' support for teachers' work-related stress management and level of teachers' work-related stress?

According to the results of the findings for the relationship between principals' support for teachers' work-related stress management and level of teachers' work-related stress, it was found that there was a negative relationship between two variables (r=-.35, p<0.01). (See: Table 4)

Table 4   Correlation between Principals' Support for Work-related Stress Management of Teachers and Teachers' Stress

Two Groups	Principals' Support	Teachers' Stress
Principals' Support	1	-.35**
Teachers' Stress	-.35**	1

**Correlation is significant at the 0.01 level (2-tailed).

Q-5: Are there any relationships between principals' support for teachers' work-related stress management and teachers' coping strategies?

According to Table 5, it was found that there was a positive relationship between principals' support for teachers' work-related stress management and problem-focused coping strategies (r=.303, p<0.01). There was also positive relationship between principals' support for teachers' work-related stress management and emotion-focused coping strategies (r=.27, p<0.01). It was also found that the correlation between principals' support for teachers' work-related stress management and dysfunctional coping strategies was not statistically significant.

Table 5 Correlation between Principals' Support for Work-related Stress Management of Teachers and Teachers' Coping Strategies

Two Groups	Problem-focused Coping	Emotion-focused Coping	Dysfunctional Coping
Principals' Support	.303**	.27 **	-.022

**Correlation is significant at the 0.01 level (2-tailed).

Q-6: What is the relative importance of different types of principals' support in reducing teachers' work-related stress?

According to Table 6, "Instrumental Support" (β=-.318, p<.001) and "Appraisal Support" (β = -.421, p < .01) significantly reversely predicted teachers' work-related stress. Among these two variables, according to beta weight, the study found that appraisal support was the most striking or potential factor.

Table 6 Simultaneous Multiple Regression Analysis for Principals' Support Dimensions Predicting Teachers' Work-related Stress

Dimensions	*B*	*SEB*	*β*	*t*	*p*
Emotional Support	.146	.094	.151	1.551	.122
Instrumental Support	-.308	.114	-.318	-2.697	.008**
Informational Support	.192	.103	.203	1.867	.063
Appraisal Support	-.363	.083	-.421	-4.368	.000***
Constant	3.852	.252		15.267	.000***

Note. R= .418, R²= .161, F(4,235)= 12.433,
*p< .05, **p< .01, *** p< .001

Q-7: What is the relative importance of different types of principals' support in predicting teachers' coping strategies?

In order to find the relative importance of different types of principals' support in predicting teachers' coping strategies, simultaneous multiple regression was conducted.

Table 7 Simultaneous Multiple Regression Analysis for Principals' Support Dimensions Predicting Teachers' Use of Problem-focused Coping Strategies

Dimensions	*B*	*SEB*	*β*	*t*	*p*
Emotional Support	.286	.089	.324	3.219	.001**
Instrumental Support	-.152	.108	-.173	-1.418	.158
Informational Support	.132	.097	.153	1.360	.175
Appraisal Support	.055	.078	.070	.703	.483
Constant	2.562	.237		10.797	.000***

Note. *R= .340, R²= .100, F(4,235)= 7.662,*
*p< .05, **p< .01, *** p< .001

According to beta weight, "Emotional Support" (β=.324, p < .01) appeared to be the best predictor of teachers' use of problem-focused coping strategies. (See: Table 7)

Besides, "Emotional Support" (β = .272, p < .01) also appeared to be the best predictor of teachers' use of emotion-focused coping strategies. (See: Table 8)

Table 8   Simultaneous Multiple Regression Analysis for Principals' Support Dimensions Predicting Teachers' Use of Emotion-focused Coping Strategies

Dimensions	*B*	*SEB*	*β*	*t*	*p*
Emotional Support	.228	.086	.272	2.663	.008**
Instrumental Support	-.134	.104	-.160	-1.292	.198
Informational Support	.148	.094	.181	1.584	.114
Appraisal Support	.028	.075	.038	.373	.709
Constant	2.804	.229		12.244	.000***

Note. *R= .300, R²= .074, F(4,235)= 5.793,*
*p< .05, **p< .01, *** p< .001

***As the results of the qualitative study**,* by analysing interview responses, some important findings are noted and summarized as follows:

Emotional Support*:* Group I principals were considered as easy to approach warm, helpful, considerate towards teachers and compassionate. They were justice. They recognised and celebrated teachers' efforts and accomplishments. They allowed teachers to give opinions and advices and valued teachers' idea. They frequently observed the classrooms with the purpose of caring.

Group II principals were unapproachable. They were not frequently supportive in solving the concerns and problems that the teachers encountered. Some principals in Group II created a very rigid environment in which it was very difficult for teachers to work. They had rarely recognized and celebrated teachers' efforts and accomplishments. They placed less value on teachers' ideas and views. Some of group II principals took everyone's thoughts, opinions, feelings and ideas into consideration. They tried to address everyone's concerns and problems.

Instrumental Support: Group I principals fairly distributed the workload and unpopular chores among teachers. They arranged to spend minimum time on additional paperwork and in meetings as possible as they could. They provide funds and material support for educational and school affairs. They helped teachers with students' discipline problems and have willingness to stand on teachers' side when teachers encountered problems and made confrontations with students and parents. They tried to improve parent involvement and community involvement in the school affairs. They tried to have increased level of team spirit among teachers in the schools.

In Group II principals' schools, workloads were extremely high. There were more schoolwork activities than they could comfortably manage. There were insufficient numbers of teachers for some subjects. So, some teachers were assigned to teach subjects which were not their specialized subjects. Student's disciplinary problems and parents' complaints were frequently occurred in these schools. They sometimes ordered teachers to put time to schoolwork on weekends. Occasionally, the school meeting took long hours. They provided less support of funds and materials for educational and classroom maintenance.

Informational Support: Principals in Group I disseminated latest information about current educational reforms, changing trends in educational policies and modern instructional techniques. They actually communicated instructions and information from the education departments. They informed professional development opportunities for professional growth of teachers.

Principals in Group II did not know and explain clearly latest information about current educational reforms and changing trends in educational policies and modern instructional techniques. They sometimes did not clearly communicate instructions and information from the education departments.

Appraisal Support: Group I principals provided clear guidelines for teachers concerning job responsibilities in schools. They were good in planning and set appropriate goals and realistic expectations for teachers and students. They provided teachers with constructive feedback about teachers' performance and practices based on evidences obtained by classroom walkthroughs and observations. They arranged discussion sessions and professional development activities based on teachers' needs by asking teacher's preferences for which they would like to learn. Principals also encouraged teachers to read books and provided literature on various topics in the areas of their specialized fields and education that could help teachers to improve in their jobs. They provided suggestions on improving students' achievement and always checked notes of lesson, lesson plans and teacher diaries.

Group II principals sometimes gave unclear expectations and guidelines for school works. There is no open discussion about what was expected of them. Some of principals in Group II set

unrealistic expectation for teachers. Some of them forced teachers for high pass rate of school and students' progress. They sometimes checked teachers' performance and practices.

Conclusion and Discussion

Firstly, the researcher found that the right kind of emotional support provided by their principal can reduce work-related stress and even decreased the negative effect of work-related stress. Graham et al. (2014) highlighted that the principals' relational skills with teachers such as valuing teachers' ideas and opinions, acting teachers in a friendly way, showing consistency in relationship with teachers, having enough interpersonal skills and developing teachers' strengths were prominently effected on positive emotional feeling of teachers. School principal's embraced type of relationship is a dominant predictor of degree of stress among teachers. In this study, it was also found that instrumental support of principals was the second best predictor for directly reducing teachers' work-related stress. According to Liu and Meyer (2005), one of the leading causes of teacher dissatisfaction was concerned with students' disciplinary problems. Principals who provided large extent of instrumental support set the school-wide discipline plans, communicated to all of the students and their parents and maintained students' discipline. In this study, according to interview responses, it was found that teachers who received large extent of informational support from their principals experienced lower level of work-related stress than teachers who received moderate extent of informational support from their principals. Moreover, findings in this study indicated that appraisal support of principals was the best predictor for reducing teachers' work-related stress. According to Evans (2003), teachers who were unsure of their job responsibilities within the school experienced a high degree of stress. Moreover, Katz and Kahn (1966) stated that employees experienced work-related stress when they were unclear about the duties and actions required in their job. Dworkin et al. (1990) reported that supportive principals who were supportive of their teachers could break the functional connection with work-related stress. To sum up, this study found that principals' emotional support, instrumental support and appraisal support are important potential factors for work-related stress management of teachers.

Recommendations

The following proposed recommendations are based on the analyses of the quantitative and qualitative research findings. The findings showed and claimed that the principals were necessary to possess the following measures for work-related stress management of teachers in order to prevent, manage and alleviate teachers' work-related stress.

- Principals should establish positive atmosphere in the schools particularly with supportive behaviours such as friendliness and noticing what teachers do.

- Principals should offer classroom autonomy to teachers and should try not to reduce teachers' authority in making classroom decisions.

- Principals should know the limitation of their teachers and set realistic expectations for what teachers would be done.

- Principals should fairly allocate the manageable amount workload and unpopular chores to teachers.

- Principals should facilitate resources and materials for educational and school affairs.

- Principals should provide informal support to teachers in handling students' motivational issues and disciplinary problems by validating students' concerns, allowing them to be heard and encouraging students with positive things happening in schools.

- Principals should establish good relationship with parents and community members and involve them in school affairs.

- Principals should disseminate instructions and information from the education departments and give reliable information about due dates for works.

- Principals should not only actively participate themselves in professional development activities but also share and discuss new information about teaching experiences and new practices to teachers after attending courses, seminars, workshops.

- Principals should provide clear guidelines and instructions for teachers regarding job responsibilities in schools so that there is no role ambiguity.

- Principals should observe the classrooms, gather data about instructional practices, provide teachers with reliable, constructive and specific feedback to teachers, and discuss the themes that the teachers need to improve based on the observed evidences.

However, some sources of teachers' work-related stress came from beyond the boundary of principals. Based on interview results, Ministry of Education should provide support for work-related stress management of teachers in the following ways.

- The organizational goals should be realistic, specific and stimulating.

- There should have a sufficient and fair distribution of funds, school facilities and classroom materials.

- There should have a fair and just distribution of incentives and salary structure.

- The sufficient numbers of teachers are needed to allocate reduce workloads of teachers and to assign teachers to teach specialized subjects with which they are trained to teach.

- Good communication system should be implemented in order to facilitate flow of information at different levels.

- Clear instructions and guidelines about educational affairs should be provided.

- Information about recent advancement in education such as current educational reforms and changing trends in educational policies, instructional techniques and teacher competency standard framework should be clearly shared to principals and teachers.

- Current educational reforms and changing educational policies should be clearly communicated to increase public awareness.

Acknowledgements

References

Alwi, S. K. K., Rauf, M. B. & Haider, K. (2015). Teachers' job satisfaction and the role of principles for effective educational system in secondary schools of Karachi, Pakistan. *Research Journal of Educational Sciences, 3*(2), 1-5. Retrieved from http://www.isca.in/.../ISCA-RJEduS-2014-02/text.txt

Ahghar, G. (2008). The role of school organizational climate in occupational stress. *International Journal of Occupational Medicine and Environmental Health, 21* (4), 319-329.

Balfour, C. Y. (2001). Impact of certification status on the administrative support needs of novice special education teachers. Unpublished doctoral dissertation, George Mason University, Fairfax, VA.

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S. & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal, 48*(2), 303-333.

Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, *56* (2): 267-283.

Dewe, P. J., O'Driscoll., M.P. & Cooper, C. L. (2012). *Theories of psychological stress at work.* Springer Science+Business Media, New York.

DiPaola, M. F. (2012). Conceptualizing and validating a measure of principal support. *Contemporary Challenges Confronting School Leaders,* 115–124.

Dworkin, A. G., Haney, C.A., Dworkin, R. J. & Telschow, R.L. (1990). Stress and illness behavior among urban public school teachers. *Educational Administration Quarterly*, *26* (1). 60-72. doi.org/ 10.1177/ 0013161X90026001004

Education International (EI), European Trade Union Committee for Education (ETUCE) &the World Health Organisation (WHO) (1999). *Study on stress: The cause of stress for teachers, its effects, and suggested approaches to reduce it.* Retrieved from https://www. convittonapoli.it/.../15...pdf.

Evans, P. (2003). The relationship between management style and teacher stress. Unpublished Graduate Dissertation, National College for School Leadership.

Fimian, M. J. (1988). *Teacher stress inventory*. Clinical Psychology Publishing Co.

Graham, K., Hudson, P. & Willis, J. (2014). How can principals enhance teacher job satisfaction and work commitment? *The Australian Association of Research in Education (AARE) Conference*, Brisbane, Australia.

Greenberg, S. (1984). *Stress and the teaching profession,* Baltimore, MD: PH Brookes.

Hirsch, G. (2001). *Helping college students succeed: A Model for Effective Intervention*. Philadelphia: Routledge.

Holroyd, K., & Lazarus, R. (1982). Stress, coping and somatic adaptation. In L. Goldberger & S. Breznitz (Eds.), *Handbook of stress: Theoretical and clinical aspects* (pp. 21–35). New York: Free Press.

House, J. S. (1981). *Work stress and social support*. Philippines: Addison-Wesley.

Hughes, A. L. (2012). The relationship between principal support and teacher retention in head to staff school. Unpublished doctoral dissertation. University of Montana. Retrieved form https://scholarworks. umt.edu/etd/1359

Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534.

Johannsen, S. E. (2011). *An analysis of the occupational stress factors identified by certified teachers.* Unpublished doctoral dissertation. Georgia Southern University.

Katz, D. & Kahn, R. L (1966). *The social psychology of organizations.* New York, NY: Wiley.

Kahn, R.L. & Antonucci, T. C. (1980). Convoys over the life course: attachments, roles and social support. In Paul B. Baltes and Orville G. Brim (eds.), *Life-span development and behavior.* New York: Academic Press. Retrieved from https://www.researchgate.net/.2592532

Karasek, R. A. (1979). Job demands, job decision latitude and mental strain: Implications for job redesign. *Administrative Science Quarterly, 24*, 285–308.

Karasek, R. A. & Theorell, T. (1990). *Healthy work: Stress, productivity and the reconstruction of working life*. New York: Basic Books.

Kelly, P. & Colquhoun, D. (2005). The professionalization of stress management; health and well-being as a professional duty of care. *Critical Public Health, 15*(2), 135- 145.

Khin Zaw, Dr. (1994). *Fundamentals of professional ethics for pedagogues*. Sagaing. UDNR. SR.VIII. 174pp.

Kyriacou, C. (2000). *Stress-busting for teachers.* Cheltenham: Nelson Thornes. Retrieved from https://www.res.com/../Stress-bustin

Lakey, B. & Cohen, S. (2000). *Social support measurement and intervention: A guide for health and social scientists.* Oxford University Press. Doi:10.1093/ije/31.3.698

Lazarus, R. S. (1966). Psychological stress and the coping process. New York: McGraw-Hill. Retrieved from https://www.jstor.org/stable/ 1420698.pdf

Lazarus, R. S. & Folkman, S. (1984). *Stress, appraisal, and coping.* New York, N Springer. Retrieved from https://www.www.worldcat.org/stress-appraisal-and-coping.

Littrell, P. C. (1992). The effects of principal support on special and general educators' stress, job satisfaction, health, school commitment and intent to stay in teaching. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Virginia. Retrieved from https://www.rse.sagepub.com/content/15/297

Littrell, P. C. & Billingsley, B. S. (1994).The effects of principal support on special and general educators' stress, job satisfaction. *Remedial & Special Education,15*(5), 297. Retrieved from https://www.rse.sagepub.com /content/15a

Liu, X. S. & Meyer, J. P. (2005). Teachers' perceptions of their jobs: a multilevel analysis of the teacher follow up survey for 1994-95. *Teachers College Record, 107,* 985-1003. Retrieved from https://eric.ed.gov/?id= EJ687747

Ministry of Education (2015). *Education for all 2015 national review.* The Government of the Republic of the Union of Myanmar. Retrieved from http://www.unesdoc. unesco.org.229723

National Association of School Psychologists (2009). *Supporting teachers' ability to teach in stressful times: Tips for administrators and teachers.*

National Education Association (2006). *Best practices brief: Workplace conditions*. Retrieved from http://www.nea.org/assets/ docs/mf_ wcbrief. Pdf

Prather-Jones, B. (2011). How school administrators influence the retention of teachers of students with emotional and behavioral disorders. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 84*(1), 1-8.

Rajasekar, D. (2013). Impact of academic stress among the management students of Amet University– An Analysis. *AMET International Journal of Management ISSN: 2231-6779.*

Sarros, A. M. (1989). *Teacher burnout and its relation to social support.* Unpublished doctoral dissertation, the University of Melbourne, Victoria.

Silver, P. F. (1983). *Educational administration: Theoretical perspectives on practice and research.* New York: Harper & Row, Publishers.

Srivastava, A. K. & Singh, A.P. (1981). Occupational Stress Questionnaire OSI in the Indian context. Varanasi, India.

Suramardhini, M. (2014). *Stress Management.* Retrieved from https://www.ebstudies. wordpree.com//stress

Sutton, R. (1984). Job stress among primary and secondary schoolteachers: Its relationship to illbeing. *Work and Occupations, 11*(1), 7-28. Retrieved from http://hdl.handle.net/2027.42/ 68408

Weiss, W. W. (2001). Special education teacher retention: An examination of teachers' perceptions of administrative support and intent to stay in teaching. Unpublished doctoral dissertation, Seton Hall Universities. Retrieved from http:// domapp01. shu. edu/ depts/ uc/apps /library epository.nsf/ resource/ File/Weiss-William-G.pdf Open