

Predicting Teacher Perceptions of Stress

Influence of Challenging Parent Behavior on Health and Perceived Stress of Teachers

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Literature

Demands most often reported in research on teacher stress:

- challenging student behavior
- lack of administrative support
- lack of parental support
- lack of instructional resources

(Sakharov & Farber, 1983; Lambert & McCarthy, 2006)

Literature cont'd

- Challenging parent behavior predictor of teacher stress
- Markov and Martin (2005):
 - 33.1% interactions with parents greatest challenge
 - 22% sufficient resources
 - 20% classroom management

Literature cont'd

- 20% unsatisfying relationship with parents
- 24% unprepared for communicating with parents
- 31% working with parents/ 14% instructional responsibilities
- Intention to leave teaching: 32% unsatisfied with parent relationships/ others 17%
- Greatest sources of stress and anxiety
 - Administration/ testing 34%
 - Unmotivated students 28%
 - Working with parents 20%

Purpose

- (1) Explore if stress caused by challenging parent behavior influences health of teachers
- (2) Examine if challenging parent behavior influences perceived teacher stress

Method

- 3059 participants in six countries (Netherlands, Russia, Hong Kong, Italy, India, and the US)
- Purpose: Examine in what way difficult parent behavior creates stress in teachers

Participants

- 287 teachers, 9 middle and secondary schools, southeastern state of the US
- 81.3% secondary, 76.2% special education secondary, 21.3% general education
- 81% females and 19% males
- Average of 11.27 years of teaching experience (SD 8.93 years)
- Average of 5.52 years of teaching years at current school (min 1 year, max 33 years)

Participants cont'd

- 63% of the challenging parents were parents of a first-born or single child
- 96.1% native US, 3.9% born in other countries
- 75.5% European American
- 8.6% African American
- 2.9% Asian
- 5.4% Hispanic
- 7.6% other

Instrumentation

- 5 scales from the Questionnaire for Teachers about Parents (QTP) (Prakke, 2007):
- Challenging Parent Behavior (Seligman, 2000)
- Effects on Work (Green, Abidin, & Kmetz, 1997)
- Effectiveness in Dealing with Parents
- Parent and Community Support (Keefe, 1992)
- General Health Questionnaire (GHQ; Goldberg, 1978)

Instrumentation cont'd

- 1 scale from the Preventive Resources Inventory (PRI; McCarthy & Lambert, 2001): Self-Acceptance
- Teacher Support (adapted from Program Management Inventory; PMI)
- Administrative Support (adapted from Program Management Inventory; PMI)
- Perceived Stress (based on Cohen, Kamrack, & Mermelstein, 1983)

Results – General Health

- 5 out of 7 predictor variables associated with GH
- Predictor β
- Self Acceptance -.507
- Administrative Support .134
- Parent Support -.227
- Effect on Work .143
- Effectiveness in Dealing with Parents* .152

Results – General Health

- Moderately strong inverse relationship between Self-Acceptance and General Teacher Health.

Stronger predictor than the other measures of teacher perceptions of their work environment

Results – Perceived Stress

- 3 out of 7 predictor variables associated with Perceived Stress

Predictor	β
• Self Acceptance	-.519
• Parent Support	-.202
• Effect on Work	.157

- Moderately strong inverse relationship between Self-Acceptance and Perceived Stress

Discussion

- In both models, especially entering the self-acceptance score from the PRI accounted for a statistically significant portion of the variance in teacher health and stress.

Table 1

Means and Standard Deviations for Independent Variables and the Dependent Variable General Health (GEN_HLT)

Measures	Standard		N
	Mean	Deviation	
Self Acceptance (PRI_SAC)	3.89	.75	218
Teacher Support (TCH_SUP)	4.11	.91	218
Administrative Support (ADM_SUP)	3.93	1.12	218
Effect on Work (EFF_WRK)	1.60	.71	218
Effectiveness in Dealing with Parents (PAR_EFF)	1.91	.54	218
Parent and Community Support (PAR_SUP)	2.35	.70	218
Relationships with Parents (REL_PAR)	3.88	.65	218
General Health (GEN_HLT)	1.03	.47	218

References

- Lambert, R. G., & McCarthy, C. J. (2006). *Understanding teacher stress in an age of accountability*. Greenwich: Information Age Publishing.
- McCarthy, C. J., & Lambert, R.G. (2001). *Preventive Resources Inventory*. Austin, TX: University of Texas, Department of Educational Psychology.
- Prakke, B. (2007). *Teachers and parents. A questionnaire for teachers about parents with difficult behaviors*. Unpublished questionnaire.
