

Title	The Validity and Reliability of the Teacher Stress Inventory: A Re-Analysis of Aggregate Data
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Abstract	<p>The speculation has long existed that teaching provides its own particular rewards ... and its own stress-related problems. For over a decade, both the data-based phenomenon of teacher stress (Anderson, 1981; Fimian and Santoro, 1983) and non-databased perspectives (Bloch, 1978; Styles and Cavanagh, 1977) have been adequately documented. The majority of those works, however, discussed the problems in only general terms. When valid and reliable psychometric constructs were employed, they were devised to measure burnout, or the end-result of long-term stressful experiences. It was apparent that a more clearly defined, valid, and reliable psychometric definition of teacher stress was needed in order to clarify and resolve the problem of teacher stress.</p> <p>In an attempt to better define and measure teacher stress, Fimian earlier developed the Teacher Stress Inventory (TSI, Fimian, 1984, 1985, 1988), an instrument measuring the perceived strength of different stress experiences related to teaching roles. It was the intent of this investigation to: (a) reanalyze the aggregate data that has been collected on the TSI since 1980; (b) re-examine emerging stress factors; (c) re-evaluate the alpha reliability estimates for each and (d) study the interrelationships among these factors.</p>