Open Science

Work-Related Stress and Teaching

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Abstract

Teacher is considered a help profession from public view and as a privileged condition, which doctors and psychiatrists underestimate the resulting "component that determines stress" (cfr. Lodolo D'Oria, Bulgarini d'Elci, Bonomi, Della Torre, In Valsassina, Fasano, Giannella, Ferrar, Waldis, and Pecori Giraldi, 2009). This report is related to the most famous studies and researches on the subject and emphasizes with the crucial points.

1. Introduction

As already mentioned in the abstract teacher's role is considered a help profession from public view and as a privileged condition, so that doctors and psychiatrists underestimate the resulting of "component that determines stress" (cfr. Lodolo D'Oria, Bulgarini d'Elci, Bonomi, Della Torre, In Valsassina, Fasano, Giannella, Ferrar, Waldis, and Pecori Giraldi, 2009).

For example, in a study of Pithers and Fogarty (1995) it is argued the pervasive pattern in which the construct work-related stress becomes part of schools and fact of not having availability of investigative tools on one or more patterns psychopathological so as to be subject to a standardized evaluation. On this line, the authors propose an instrument called the Occupational Stress Inventory (the acronym corresponding is OSI) that specifically measure stress at work (at school) and the coping strategies of the subject.

At the same time, in research conducted in Spain with 724 teachers of primary and secondary schools, has showed a particularly significant or that teachers perceive as barriers to the conduct of their work high levels of stress and anxiety. Such dysfunction at the level of mental functioning, create greater difficulties in carrying out their work duties (including meetings, work plans, inter-departmental organizing). Teachers are forced, in the absence of other resources, often based on levels of self-efficacy (more often than not, however, inadequate to their role) and on coping strategies often ineffective as I will discuss later. The study conducted by Pithers and Soden (2010) is pointed out that the role of the teacher (also in US schools) and subjected to significant levels of stress than the type of work done, the pace and timing used during the day by individual teachers to better perform their profession.

2. The Main Theoretical Currents Topics

Stress as a psychological construct: phenomenology of stress and related processes Stress, is a term that refers to the concepts of "close", "closed", "compressed", it was particularly studied since the second half of the' 900. One that has proposed as a pioneer in deepening scientific term stress, Hans Selye. He (1973) has defined stress as a nonspecific response of the organism for each request made on it from the outside environment.

Selye speaks of General Adaptation Syndrome or Syndrome General Adapatation and uses the acronym GAS (1950). This syndromic picture is divided into three categories: there is a first phase defined as "alarm", a second step referred to as "resistance phase" and a last stage called "functional breakdown". Selye through its many experiments has associated each of the three phases to a release of specific hormones cortical and available at that time. He also recognized the role of the pituitary gland in response to stress.

The literature indicates that the concept of stress in itself brings two areas, one defined eustress (positive reaction), and a defined distress (negative reaction). The subject stressed, therefore, need to use resources and energy are greater than those normally uses.

The scholar Lazarus (1966) introduced the term coping to outline a kind of response that seeks to maintain a state of balance. The subject, therefore, acts in order to provide appropriate responses that focus on the tasks and emotions. Lazarus argues (1996) that the role played by the factor "social support" is very important and it's a cross-cutting in many coping strategies.

It's therefore likely that the link between coping and well-being takes a circularity, as both affect each other. Within any organization, including the school, the individual needs to maximize their "capacity adaptive" so they can align to the ongoing changes in the world of work.

Burke (2002) proposes a model that incorporates coping paradigms in the more general stress and takes into account several aspects: the work environment, the cognitive evaluation of the event, individual reactions to stressors, well-being and the absence of tension individual, the health / disease, other individual characteristics.

Lazarus (1996) has emphasized the cognitive evaluation as a key component of the process of hermeneutical understanding of the combination of stress-coping and noted three key areas: - a primary assessment of the situation; a cognitive assessment or secondary; and an assessment tertiary.

Organizational variables related to stress. As claimed by Avallone (2011) the theoretical-conceptual axis that determines and defines the work-related stress is broad consensus in the correlation between the environment and the individual, or the relationship that is created between these two constants and indivisible in the sense that stress takes form in the relationship created between environment and individual and not 'inherent it' in one, neither in another. As pointed out by Lazarus and Folkman (1984) exist in the literature two different stressors, to challenge or stressor and that of 'obstacle' or hidrance stressor. While a stressor challenge puts the individual in a position to activate all the resources and expertise to address the situation, the stressor hurdle the challenge to the individual is perceived primarily as a threat.

This because the amount of work and because one of the variables that determines high levels of stress among workers (Stewart, 1976); However, both the overload that the undercharge can generate psycho-physiological imbalance in the individual.

As for the work release (translated as disengagement working) and because it is useful to note that the first consequence of this construct may be dissatisfied with their work. In this regard O'Neill (1994) stresses the importance, for example, the customization of own working space, in such a way as to allow the worker to increase the perception of control over their work environment. In this way, teachers do not have the opportunity, in carrying out their work, to customize their workspace. Many studies have found significant correlations between the total number of hours spent at work and certain indicators for physical and psychological wellbeing. It follows that where there and because the opportunity to be autonomous in planning their working hours, in those cases the prevention of stress is greater.

In terms of relationships, the impact that communication has within organization's work, it should not be underestimated. For example Aberg (1997) traces four functions within the organizational communication: a) to support operations related to the different manufacturing processes; b) to represent or define profile, identity, image designed to maintain a balance within your organization work; c) inform the company in its entirety in order to promote a greater well-being in terms of communication; d) socialize and promote a greater flow of information. Furthermore, it is crucial to monitor fluidly relations, both inter-group and intra group within the professional sector of belonging of the subject.

While Greenberg (1990) defines "equity within the work" a system characterized by three basic elements: a) trust; b) loyalty; c) respect. The development of career is another center of gravity to be considered. There is therefore a close link between skills, career development and organizational justice. The Second Career motivation theory (London and Mone, 2006) a career progression lower than its expectations will be implemented through a potential source of stress on which to focus.

Stress and teaching role. In a study published by Bogaert, Deforche, Clarys, Zinzen (2014), he highlights the condition of the teaching profession mainly characterized by high levels of physical and psychological stress, which can be alleviated through regular participation in such an exercise (physical activity that uses the acronym PA). However, the effect of this on the mental and physical health is not always constant and depends on the type of exercise performed. The purpose of this study was to examine the mental health, physical linking it to the work of secondary school teachers (belonging to the specific group intra-national study of the Flemish) and identify the impact of these variables health / medical and demographic factors, depending on the type of physical activity.

This research is based on an online survey conducted on a representative sample of secondary school teachers (N = 1066, mean age 40 years; 68 percent female).

The levels of physical activity and the time in which the individual remained seated were estimated using the Questionnaire on International 'Physical activity and perceived health (such as mental and physical health). And it's used in particular the Short Form 36 voices of this instrument. The work-related stress factors such as dissatisfaction at work, occupational stress and absenteeism were examined by the T-test, ANOVA and linear regression analysis. Where the participation in the PA and found widespread use of this factor was associated with a more positive perception of health. In contrast, higher levels of PA

and "sitting time" job they did find a negative impact on the perception of the concept of health.

Levels of perceived health in secondary school teachers "tend to be low" (see Aiello et al, 2014). This allows the research plan to use the results of this sample as a reference group for measures aimed at improving the health. Only leisure PA was associated with a more positive model of perceived health. This evidence could indicate that teachers who perform more physical activity during leisure time, or more independently, may be more resistant (coping strategies) to the problems of physical and mental health. In this direction future research could, for example, check whether the promotion of leisure time PA among teachers may have a specific power to also improve their mental health, and counter the negative associations between health of teachers and their occupational PA.

The VARP model the Model VARP (Aiello, Deitinger, Nardella 2012) built as an integrated and multidimensional approach to the assessment of psychosocial risks in the workplace. Inside the Model VARP we were outlined models VARP-G, VARP-M, CSL and VAL-MOB. The model evaluates organizational dimensions, working and individual and allows the researcher to obtain valid and reliable data on the effects that these dimensions have on the health and psychological well-being of the worker.

In the first version of the Model VARP has outlined a tool consisting of 600 items, then reduced version of validation. It is a Likert scale in which the subject expresses its degree of agreement / disagreement on seven alternative answers. The model gathers the 5 stages: 1) Identification of risks / psychosocial hazards; 2) Evaluation of psychosocial risks; 3) Implementation of strategies to control risk and therefore in-depth study of the potential risks; 4) Monitoring the effectiveness of the strategies implemented; 5) Re-evaluation of the risk.

The VARP-G is deployment in companies with a workforce of more than 250, the VARP-M instead contestualizzabile in companies with a workforce of between 50 and 250, thus optimal for an institution school. For small businesses and the CSL was prepared, or the Check List work-related stress. It then VARP-Mob for evaluating conflicts extended to situations of real Mobbing within companies, also includes educational institutions. Teachers experience every day intense emotional load. The chronic stress experienced by the teacher can determine the appearance of symptoms related to the syndrome of burnout, emotional exhaustion, cynicism and destructiveness of attitudes towards teaching, relationship problems and feelings of reduced personal accomplishment (Brackett et al., 2010; Guglielmini & Tatrow, 1998; Vanderberghe & Huberman, 1999).

In a recent search of Churchod-Ruedi, Doudin and Moreau (2010) on the emotional skills of teachers, the authors consider that the ability of emotion regulation resulting from the relationship between emotions experienced and expressed emotions. Figure 1 (*) shows an interesting diagram as below.
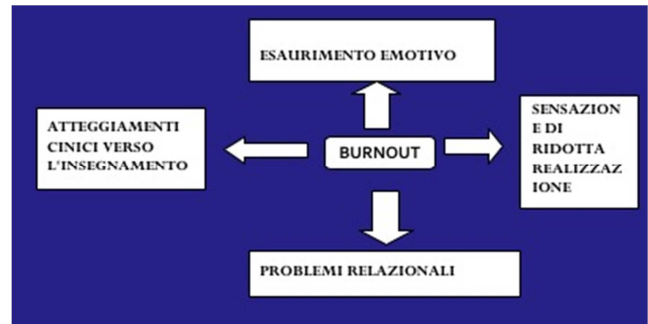
Figure 1. *The graph shows the related psychic to Burnout Syndrome. (Brackett et al, 2010; & Guglielmi Tatrow, 1998; Vandenberghe & Huberman, 1999).*

The teaching is however not only a vehicle of knowledge and highlights within the "kaleidoscope discipline", but also an experience of self and hetero knowledge of self and other. The other is other than itself, and as such represents an invaluable source of strength (often weak) that permeate the professional life of every teacher at every level of education, from kindergarten to university and beyond.

3. Conclusions

Teachers need to safeguard the educational relationship, to acquire management skills of their emotions in relation to school events with a strong emotional impact, such as educational failure, conflicts with colleagues (Albanian, Doudin, flour, and Forilli Streppareva, 2007).

The educational relationship with the student, being particularly vulnerable to misunderstanding and conflict, need to be the teacher of a cognitive and emotional investment that will help them manage their emotions.

As supported also by Gross (2002), possess good strategies of emotion regulation facilitates positive interaction with others. The ability to regulate their emotions is a key component of emotional intelligence in reference to the ability and to regulate their emotional states. (Mayer and Salovey, 1997).

The teacher's ability to manage emotions in response to stressful events undoubtedly helps in the prevention of psychopathological, but research has not yet clarified how this ability to control their emotions "makes immune" the teacher from the risk of burnout.

Some tools allow you to investigate further the critical aspects of Burnout, for example, the Maslach Burnout Inventory, in 1981 and whose acronym is MBI. The MBI is a multidimensional questionnaire that addresses three areas of expertise:

• emotional exhaustion,
• depersonalization,
• personal fulfillment.

The Copenhagen Burnout Inventory (Kristensen et al., 2005), whose acronym and is CBI currently has four different versions aimed at the general population (MBI-GS), professionals with great human involvement (MBI -HSS), teachers (MBI-ES), and students (MBI-SS; Schaufeli, Leiter and Maslach, 2009).

Maslach (1976, 1996, 2001) defines burnout as a syndrome characterized by emotional exhaustion, depersonalization, reduced sense of satisfaction that comes from individuals who are in contact with other individuals. It adds that it is a condition of exhaustion in which an individual manifests cynicism about the meaning of their profession and doubts about their ability and to support work commitments (Maslach et al., 1996).

By using these tools is possible to develop research frameworks more thorough and reliable that they take into account many variables.

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