

IMPACT OF THE STRESS ON THE PRODUCTIVITY OF THE TEACHERS AT SCHOOL

Elvira Mullai

PhD candidate in European university of Tirana

ALBANIA

E-mail: eli-mullai@hotmail.com

ABSTRACT

This study presents the results of a research work, which aims to highlight the negative impact that teachers stress on the productivity of their work at school. The rapid development of our society after the 90s and the development of communication technology and information, have affected the education system. Changes are noted with regard to successive reforms in education, whether it comes to changes in education curricula, teaching programs, changes in student text content, teacher employment, or changes in teaching methodologies, etc. Now, the teacher is not seen as the sole source of information, but also the conductor-educational processor, the creator and researcher of learners, the student guide that information and communication technology use to fulfill their education, as worthy citizens of the global world. From a positive point of view, teachers today are seen as moral agents of change in society, but in the other perspective the ongoing education reforms and the demands of the developing society exert pressure on the teacher, resulting in constant work stress. Stress caused by different factors of the school teacher affects the productivity of the teacher's educational work in the school. To look at the problem, we have also raised research questions: Do school teachers feel stressed and how does the teacher's stressful impact on the productivity of their teaching-educational work in the school? The research was conducted with different teachers in the district of Elbasan. From the results of the research, we have come to the conclusion that teachers feel stressed at school while practicing their profession and the stressful state negatively affects the productivity of their teaching-educational work at school.

Keywords: Stress, teacher, productivity.

INTRODUCTION

The definitions for stress are numerous and of different perspectives. Terry Pettijohn (1986, p. 427) describes stress as all that applies to us, the demands that we need to adapt. Since these requirements are often difficult to cope, the individual feels frustrated and experiences stress and anxiety. Meanwhile, other scholars see stress as a human response to external threats as well as daily demands. With stress we understand our reactions to the event (Theodhori Karaj, 2005; Psychology of Stress), while the occurrence of this reaction is called a stressor.

Stress is defined as a change in physical or mental state in response to situations that pose a challenge or threat (Krantz et al, 1985, 349-383). Each stress involves three factors: the objective circumstances or the conditions which set the special requirements and cause stress-stress, the individual and his personal characteristics, which cause different perceptions and experiences of the situations and mediate the reaction, reaction or response adaptive in stress.

Stress is accompanied by alarm, inattention, heart rate, narrowing in the heart, stomach burns, and so on.

Work stress can occur when there is a discrepancy between work environment requirements and an individual's ability to complete and complete these requirements (Henry, O. & Evans, A.J., 2008). One of the most important activities in the work of the teacher is learning planning, which helps the teacher to structure and content the lesson, to manage the time properly throughout the lesson for each activity (Musai, 2014, 133).

Stress at work occurs when individuals face job demands, pressures they do not relate to the knowledge and skills that pose a challenge to them. Stress occurs due to various factors of work, but is often caused by a tense situation where employees feel that they have little support from their superiors and colleagues when they have little control over their work or they do not know how to withstand demands and pressure at work.

Stress increase is related to the inverse relationship of employee requirements, duties and capacities to carry out the task (Wickens & Hollands, 2000). In school, different situations cause the teacher to experience stress while exercising his profession. It is very important that the teacher establish his authority, which stems from the status of the teacher's role and, in general, the assessment of the teacher in the society, although this status is still low. (Musai, 2003, 225)

Methodology

The study is based on the role and importance of creating a non-stressful environment for teachers in the school environment. This study is based on the role and importance of the non-stressing environment for school teachers, as in our country the rapid changes in every aspect of life and in the education system have made teachers feel stressed in the work environment and this affects their performance in teaching.

To look at the problem, we have also raised research research questions: Do school teachers feel stressed and how does the teacher's stressful impact on the productivity of their teaching-educational work in the school?

To answer the research question, we have raised the hypothesis that: In the work environment, at school, teachers feel stressed and the stress caused during the exercise of the teaching profession affects the productivity of the teacher's work at school. The research was conducted through a quantitative survey method. The survey was attended by five teachers, from various profiles and different years of employment. The survey was conducted through the questionnaire. The questionnaire was divided in two directions and aimed at:

- 1- Questions to see if teachers feel stressed at school;
- 2- Question to see the teacher's performance at school.

The sample consisted of 40 teachers, who practice the teacher's profession in 9-year school in Elbasan, of these, 20 women and 20 men.

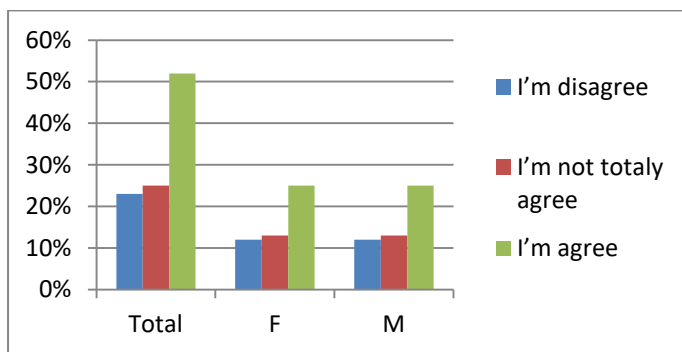
Analysis and interpretation of research results

Analysis of data from this research shows that teachers at school feel stressed, uncertain to openly express their opinion and not evaluate their work. In the following, we will try to prove this problem through the questionnaires developed with the selected teachers. The data has been grouped into du sections. In section A, it is proven whether teachers feel stressed

while practicing their school profession, while section B demonstrates how stress affects their performance during the educational process at school.

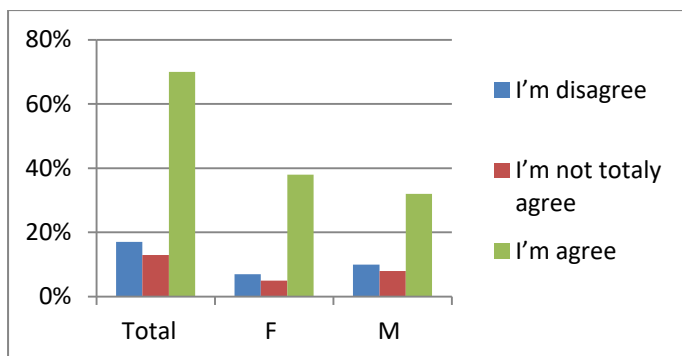
Section A

Regarding the statement "I cannot express what I think or take over things at work", it is noticed that 52% of the respondents fully state that they cannot express themselves openly for what they think. Women and men share these same views; 23% of respondents deny that they cannot express their opinion openly in the school, which implies that this group of teachers freely express their thoughts at school; 25% of respondents stand neutral, agreeing to somehow with the statement "I cannot express what I think or take over things at work". Through these data, it is to be understood that the school environment is a frustrating environment in which teachers do not feel free to express their opinions freely. For this see chart no.1



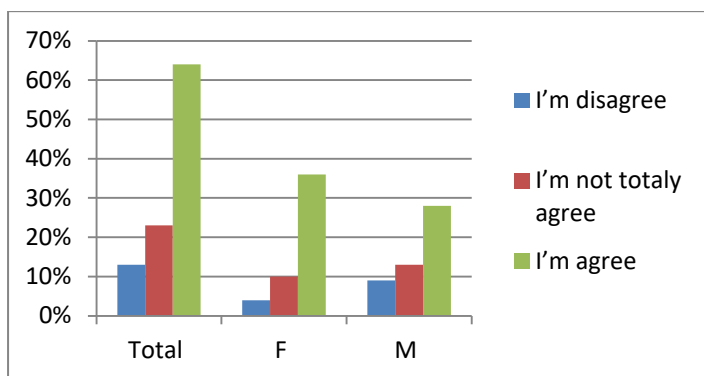
Graph 1: Teachers' views on the opportunities offered by the school environment to express themselves freely

Regarding the other answer "I would have done a better job, if I had the opportunity," noted that 70% of teachers are completely agreeing to abandon work for another opportunity. Of these, 38% are female and 32% are males. Thus, 13% say somehow about the allegation. Of these, 5% are female and 8% are males. The survey also shows a group of teachers who do not think the abandonment of the teaching profession. These represent 17% of respondents. Out of this group of teachers, 7% are female and 10% are males. From these data obtained for this assertion, it is to be understood that teachers feel stressed in the exercise of their profession that most want to abandon this profession to pursue other professions. Following, illustrative graph no 2.



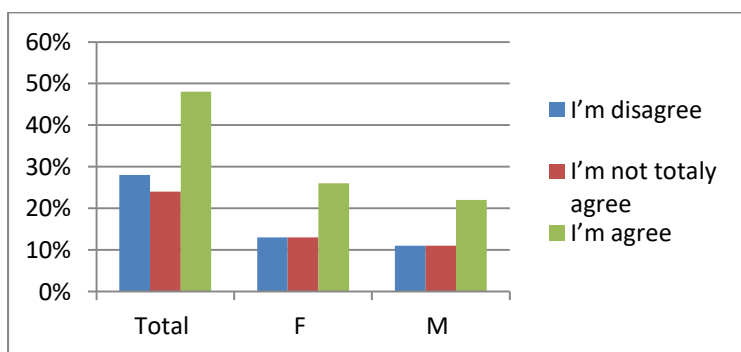
Graph No.2: Teachers' opinion on the desire to abandon the teaching profession to practice another profession

Regarding the statement "I rarely receive gratitude or appreciation for the good work I do", from survey data it is noticed that 64% of teachers feel unappreciated and unmotivated for their good work. 64% of the respondents said this statement was fully agreed. Of these, 36% are female and 28% are males. From the survey it is noticed that only 13% of respondents say they feel valued. Of these, 4% are female and 9% are males. Unilateral attitudes were expressed by 23% of respondents. Of these, 10% women and 13% males. Based on these data, we understand that teachers feel unappreciated for their good work at school. And of course the lack of evaluation is followed by stressful situations at work. The illustrative graph no. 3 is given below.



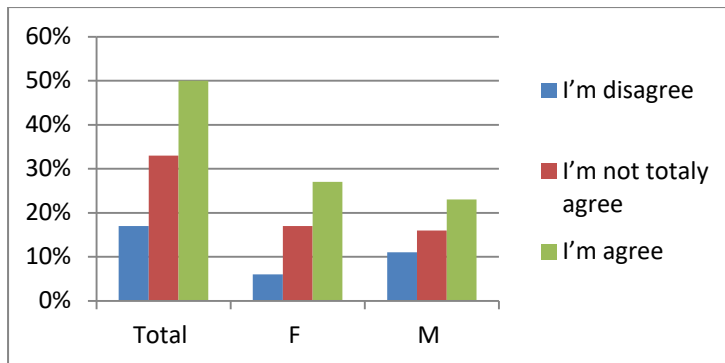
Graph No.3: Teacher Opinions on Appreciation and Gratitude for Their Good School Work.

Regarding the assertion that "I have the impression of being repeatedly discriminated against at work", 48% think that respondents feel discriminated at work. More women feel this, as 26% of women and 22% of men think that they are being discriminated against; 28% of students do not see discrimination in the work environment. This is claimed by 13% female and 11% male. The neutral stand holds 24% of students (13% of whom are female and 11% are male). Given these general data, it turns out that teachers feel often discriminated against during their work at school. The illustrative graph no. 4 is given below.



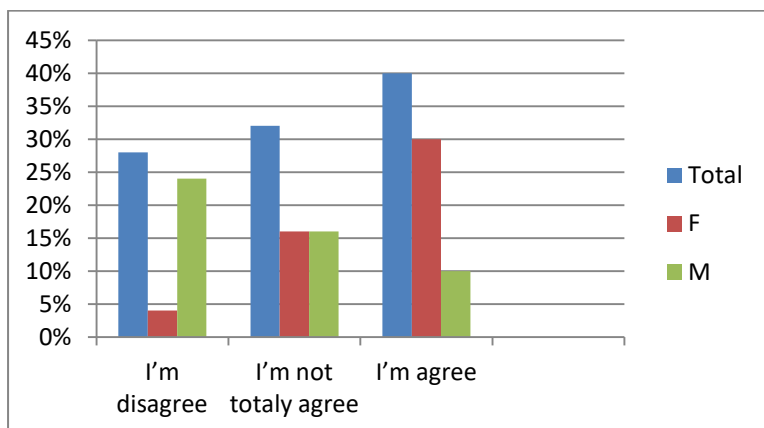
Graph No.4: The opinion of teachers about the deceased in the school environment

Regarding the assertion that "My work environment is not pleasant and safe," the data obtained shows that the working environment in the school is not so pleasant and does not give complete security to a substantial part of the teachers. This is ascertained by 50% of teachers, 20% of whom are women and 23% are men. Although a small share of respondents (17%, of whom 6% women and 11% males) find the opposite. For a small percentage of teachers, the working environment seems a normal environment. This is noticed in their answer (I agree somewhat), a statement given by 33% of respondents, of whom 27% are female and 23% are males. Graph No.5 below gives the data obtained for this assertion.



Graph No.5: Teacher's opinion on the safety and comfort that creates a working environment in school

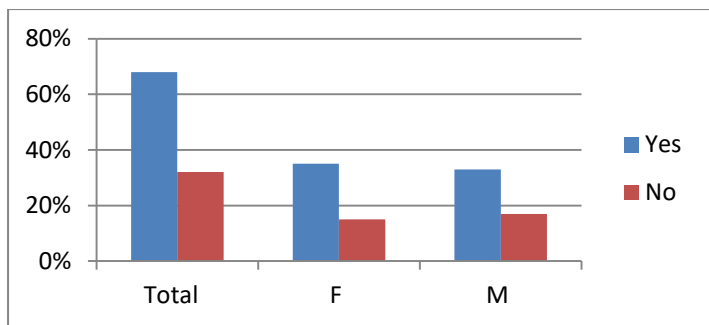
Regarding the assertion that "because I spend most of my time at work, I see that I have little chance of dedicating myself to my personal life", it is concluded that the engagement of teachers at school, bearing in mind the above statements, leaves little room for the possibility of family and social engagement of teachers. This brings stress to them, as even teachers are above all people with family and social obligations alongside professional and moral obligations to their teaching profession. Thus, 40% of teachers, of whom 30% female and 10% males claim that maximum engagement in work limits the time for personal engagement; 30% of respondents hold a neutral stand on this problem, while 28% of respondents, 4% of whom are women and 24% of men, deny it. From this data, what is emphasized is that this brings more stress to women, who dominate their allegations about this issue. Perhaps there is also the fact that women are more engaged in family obligations to which Albanian males feel cheaper. The data found is shown in Graph No.6.



Graph No.6: Teachers' opinion about the time that remains for them for personal engagement, in addition to maximum engagement in daily work.

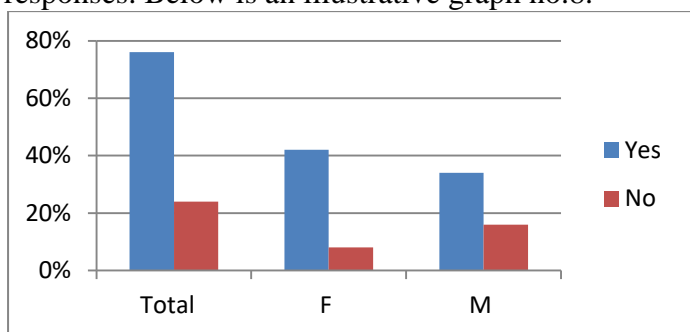
Section B

Regarding the assertion that "When I am stressed at work, I can not organize the classroom properly, failing to determine the proper methods and techniques for the classroom", 76% of teachers, of whom 40% women and 36% male, claim this, while a small percentage (24% of whom 10% female and 14% male) claim that stressful situations have no impact on the way the class is organized. Regardless of this group of teachers, data show that stressful situations have a negative impact on the way teachers organize teaching hours, causing teachers not to determine the appropriate methods and techniques for the classroom. The illustrative graph 7 is given below.



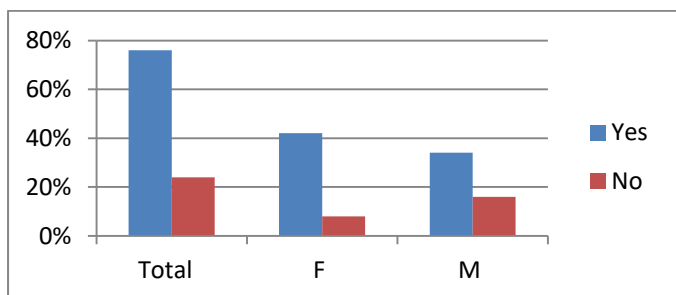
Graph No.7: Teachers' Opinions Concerning the Impact of Stress on How to Organize by the Classroom Teacher

Regarding the assertion of this section, "When I am stressed at work, I can not concentrate on student responses and evaluate students objectively", from teacher responses it is noted that 68% of teachers, of whom 35% and 33% males, in stressful situations fail to hear students' responses critically and as such fail to objectively evaluate students; 32% of students, of whom 15% women and 17% males, through denying responses prove that in stressful conditions they manage to concentrate and objectively evaluate the students. So, based on these data, it turns out that stress affects the teacher's focus on objectively evaluating student responses. Below is an illustrative graph no.8.



Graph No.8: Teacher Opinions Concerning the Impact of Stress on Teacher Concentration in Student Responses and Objective Evaluation of Student Responses by Teachers

Successful fulfillment of the teaching-educational work in the school with students is very important for the relationship with the teacher's colleagues. Regarding the assertion that "When I am stressed at work, debating without cause with my colleagues", 76% of teachers, of whom 42% women and 34% males, claim to debate with colleagues in stress conditions, while 24% of respondents, of whom 8% female and 16% male, in such conditions do not create a debate among colleagues. What emerges from these data is that in stressful situations, women react more negatively, compared to males. So stress negatively affects the relationships between colleagues at school. Below is an illustrative Graph No.9.



Graph No.9: Teacher Opinions How Does Stress Relate to Teacher Collective Relationships?

CONCLUSIONS

From the results of this research we have come to the conclusion that in most of the teachers surveyed:

1. The school environment is not a favorable environment, a cozy setting, where teachers freely express their opinions about different topics, making teachers suppress their thoughts, and even they often feel discriminated.
2. Teachers in the school do not receive praise or gratitude for the good work, the results, done with the students towards the education of the younger generation;
3. Stress caused by the work environment causes teacher performance to decrease, either in terms of the organization of the classroom or in objectively evaluating student responses or in establishing positive relationships between the collective .
4. Given these stressful conditions, but not only, some teachers think of abandoning the teacher's profession in the case of providing a better working opportunity.

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