

STRESS EXPERIENCED IN THE WORKING ENVIRONMENT OF THE TEACHER DURING THE EXERCISE OF THE TEACHING PROFESSION

Gentjana Topuzi

E- mail: sokoltopuzi26@gmail.com

ABSTRACT

The rapid development of technology and information in our country in the last decades has given us a comprehensive impetus and the development of society. Despite the positivity that has led to the welfare of the population this development; quite a few problems have arisen, especially in terms of the position of the individual in society. This chaos has increased the level of stress and anxiety to different individuals, regardless of their profession. Even in our schools, it is noticed that teachers rarely experience stress in their workplace while practicing their profession. Stress is also experienced by students. Considering this problematic among the teachers, we undertook this study, whose purpose is to shed light on the factors that bring the teacher's stress to the school during the exercise of the teaching profession. To prove this problem, we have also raised the research question: Do teachers feel stressed during the exercise of the teaching profession? Around this research question arouses questions: What are the factors that bring more stress to the teachers? To answer the research question and to validate the hypothesis, we have researched through the quantitative method, using as instrument surveys, with different teachers of secondary schools in Elbasan. From the results of the research, it was concluded that during the exercise of the teaching profession, teachers experience stress caused by various factors.

Keywords: Stress, "stress of the teacher", stress relief, stressful factors.

Introduction

Stress is an unpleasant condition of emotional and physiological awakening that people experience in situations that they perceive as dangerous or threatening to their well-being. Some people determine stress as events or situations that cause them feeling of tension, pressure, or negative emotions, such as anxiety and anger. Others see stress in response to these situations. This response involves physiological changes - such as increased heart rate and muscle tension, as well as emotional and behavioral changes.

Most psychologists consider stress as a process that involves a person's interpretation and response to a threatening event. Stress is manifested in different types, such as: social stress; stress in management; personal stress; organizational stress.¹

Stress affects every man at different moments in life. A number of occupations have been identified where work stress is thought to be higher than at work other professions. This includes teachers and researchers, defense services, health and welfare employees, customer services, and managers corporate, business and public services, etc. (Dewe, O'Driscoll and Cooper, 2010)

¹ <https://sqwwikipedia.org/wiki/Stresi>

When teachers feel nervous, excited, concerned, as a result of the particular aspects of their work as a teacher, a condition called "teacher stress" is created. Experienced teachers are stressed from time to time. (Kraja, 1998, 268). Hasan (2014) has studied the stress of the profession of elementary school teachers. Findings found that elementary school teachers experience a lot of stress.

Researcher Kraja (1998) lists the main stresses of stress, such as:

- Poor students with their work, learning.
- Students who are not behaving well, creating concerns with other students.
- Quick changes to programs.
- Poor working conditions.
- Conflicts with colleagues.
- Sharp economic problems, transport, housing, etc.
- Feeling of underestimation by society.

Another reason is the realization of some difficult requirements of a time. This negatively affects the emotional state of learning. (Kraja, 1998, 268). While Selye (1956) stresses that stress or tension tends to be closely related to over-fatigue - burnout from work.

Demjaha, Bislimovska & Mijakoshi (2015) consider the level of work stress among teachers in elementary schools. The findings found that most of the interviewed teachers perceived their work stress as high or too high. Regarding the relationship between the level of teacher stress and certain demographic and labor characteristics, the level of work stress has shown a considerably high correlation with gender, age, and significant relevance to the level of education.

Efforts have also been made to assess the costs that stress causes for employees, employers and the whole society in general (Dewe, O'Driscoll and Cooper, 2010). Labor stressors play a major role in the emergence of health problems, dissatisfaction from work leading to the emergence of fatigue syndrome (Li, Yang, and Cho, 2006). Work-related stress can adversely affect work satisfaction and commitment to the workplace.

Work-related data is impressive and compelling at the same time. Thus, the prevalence of stress, depression and anxiety almost doubled in the late years 2000 compared to two decades ago. (Dewe, O'Driscoll and Cooper, 2010)

In this way, stress, depression and anxiety related to work remain the main complaints of employees (Cooper and Dewe, 2008).

Methodology

This study aims to explore the stress factors and experience of stress by teachers in the work environment. To investigate this topic, we raised the research question:

Do teachers feel stressed during the exercise of the teaching profession ? and help question:

What are the factors that bring more stress to the teachers?

To answer the research question and help questions, we have raised the hypothesis: The working environment in the school brings stress to Albanian teachers during the exercise of the teaching profession.

Also, for the study we have raised the null hypothesis: The working environment in the school does not bring stress and fatigue to the teacher during the exercise of the teaching profession.

The results of the study were derived through a quantitative survey method, which was developed to different teachers in Elbasan district, Albania. For this reason 31 teachers were

interviewed. Of these, 22 are female and 9 are male. Of the 31 teachers, 5 teachers have about 5 years of work experience in education, 12 teachers have 10 years of work experience in education, 14 years of work experience in education. The survey was conducted in January 2019.

Variables

Independent variables: Exercise of the teaching profession

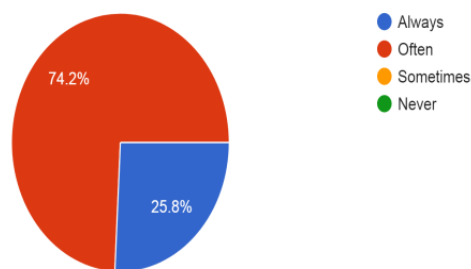
Dependent variables: Experiencing stress by teachers in the pursuit of the teaching profession

Discussion about the findings

The main goal of the teaching process is student learning. For this, the teacher prepares and invests each and every day of himself to be more successful, that the knowledge be absorbed by the students. When this is accomplished successfully, the teacher feels pleasure. By contrast, the teacher is stressed. This is also noticed by our surveyed teachers, most of whom say that when students do not learn they feel stressed. This happens to them often. The graph shows that often 74% and always 26% of teachers experience stressful situations when student performance is low.

I get stressed when the students do not learn

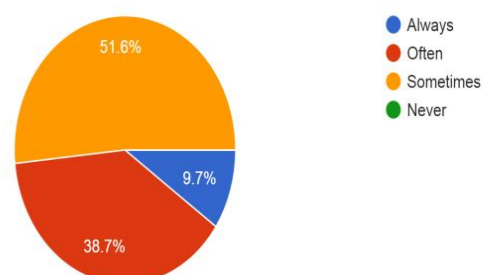
31 responses



A disturbing problem in our schools has also been the unwanted behavior of some students who, because of their temperament, age, or various factors, turn to concern for their peers or even teachers, affecting the teaching process as well. During our research, we noticed that 51% of teachers are sometimes stressed by improper behavior of some students.

I am stressed by the poor behavior of the pupils

31 responses

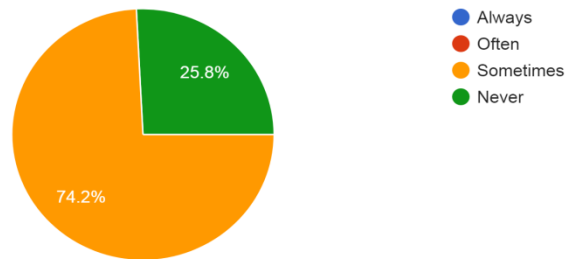


The success of the school teacher with the students is closely related to the positive relationships among colleagues, as school work is a work that is carried out in a group and never fragmented. Through the reflection graph of the data we collected during the research, it is noted that teachers sometimes (74%) and are stressed out of conflicting situations among

colleagues. The results show that teachers surveyed do not often experience conflicting situations with their peers.

I am stressed by conflicts with colleagues

31 responses

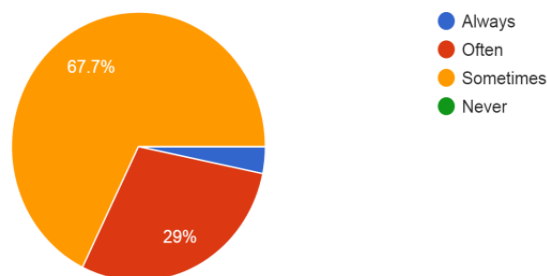


The working environment is seen by the teachers very much needed to practice the profession properly, as a degrading environment is not at all motivating to work, and even often turns into a stressful environment.

Regarding poor school conditions, 68% of teachers say they sometimes experience stress, while 29% often feel stressed in such situations.

I'm stressed out of poor conditions at school

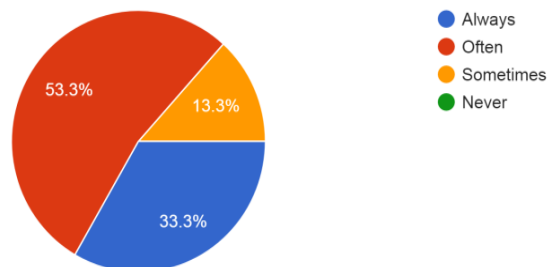
31 responses



Unfortunately, the teaching profession in recent years is underestimated by society in our country. This comes as a result of several factors, one of which is low teacher fees. This has meant that for many years students are heading towards the best-paid professions, leaving the profession of learning somewhat in the shadows. For the students who practice this profession passionately, this brings stress. This is also observed in our respondents, who often feel stressed 53%, 33% always feel stressed by the underestimation that society makes to the profession of teaching.

I am stressed by the underestimation of the profession of teaching from society

30 responses

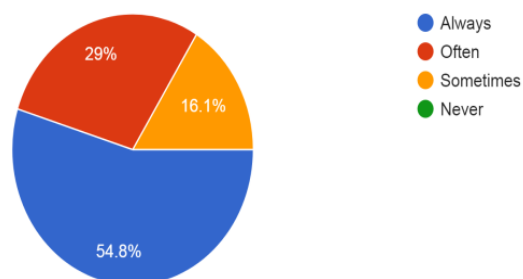


A problem that feels in educational, school, managerial, or ministerial levels is the frequent intervention that occurs in our education system, whether in curricula or in textbooks. So that teachers often complain that these annual changes are bringing teachers back to school and falling student learning.

Even in our study, there is the stress that causes these occasional changes that the Ministry of Education does in the curriculum system and textbooks. Through the graph it is noticed that 55% of teachers are always stressed in these conditions, 29% often feel stressed out of these in the education system. Only a small minority (16%) argue that these occasional changes sometimes cause stress on these teachers.

I am stressed by the frequent changes with textbooks and curricula

31 responses



So, through the graphs it is noticed that nearly half of the teachers experience stress at school.

CONCLUSIONS

From the results of this empirical study, it was found that Albanian teachers experience stress during the exercise of their profession at school. From field research, through surveys, it was found that: For most teachers, at school, stress is triggered by the following factors:

- Poor performance of students
- Improper student behavior
- School conditions not conducive to work
- Underestimation that society makes to the human profession of teaching
- Occasional changes made by the Ministry of Education in relation to curricula and textbooks.

It was also found that teachers feel the atmosphere of collectivity, as only a handful of teachers have experienced stress from conflicts with their colleagues.

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