



Work stress and its impact on the behavior of teachers at the "18 de octubre" Educational Unit in the city of Quevedo

Estrés Laboral y su repercusión en la conducta de los docentes de la Unidad Educativa "18 de octubre" de la ciudad de Quevedo

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Abstract

The WHO considers work-related stress to be the new pandemic in the 21st century. The educational system had a great impact from 2020 onwards due to the pandemic caused by covid-19, work demands increased and with it stress. Currently, constant changes, interpersonal relationships, parental demands and adaptation to technology continue to be factors that cause stress in teachers. The study was carried out in the "18 de Octubre" Educational Unit located in the city of Quevedo. The main objective is to determine the impact of work stress on the behavior of teachers of the Educational Unit. The study was conducted under a descriptive observational type of research, measuring the variables through data collection. The population consisted of a total of 21 teachers; as an instrument, surveys with closed but relevant questions were applied to obtain

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information. The results show that there is emotional exhaustion and work fatigue on the part of the teachers.

Keywords: work stress, teachers, work behavior

Resumen

La OMS considera que el estrés laboral es la nueva pandemia en el siglo XXI. El sistema educativo tuvo un gran impacto a partir del 2020 debido a la pandemia por el covid-19, las exigencias laborales aumentaron y con ello el estrés. Actualmente, los constantes cambios, relaciones interpersonales, exigencia de los padres y la adaptación a la tecnología siguen siendo factores que provocan estrés en los docentes. El estudio se desarrolla en la Unidad Educativa "18 de octubre" ubicada en la ciudad de Quevedo. El objetivo principal es determinar la repercusión del estrés laboral en la conducta de los docentes de la Unidad Educativa. El estudio se realizó bajo un tipo de investigación de carácter descriptiva de tipo observacional midiendo las variables mediante la recolección de datos. La población fue de un total de 21 docentes, como instrumento, se aplicó encuestas con preguntas cerradas pero relevantes para la obtención de información. Los resultados evidencian que existe un desgaste emocional y cansancio laboral por parte de los docentes.

Palabras clave: estrés laboral, docentes, conducta laboral

Introduction

Currently the issue of work stress has transcended much in all areas of work as a result of the pandemic and due to the promotion of the importance of mental health care, this has generated greater interest in various factors that cause emotional, mental and physical imbalance in people. By taking work stress as an important phenomenon in all areas of work, especially in the educational area, we would be giving importance to the welfare of the people who make up the institution.

As we know, teachers are exposed to situations of great responsibility and commitments of the profession, including current educational changes such as adaptation to technology, interpersonal relationships, student noise and demands of parents and superiors;

this brings with it a change in the natural behavior of the teacher causing less interest and little commitment to their profession.

When an individual experiences job stress, they may have difficulty concentrating, making decisions, solving problems and performing complex tasks, which in turn can affect their job performance and their ability to fulfill their responsibilities. The changes may be different for each person, it is important to recognize them in order to seek immediate help before the stress reaches its chronic stage known as Burnout syndrome, as this impact not only has an impact on the mental health but also on the physical health of the teacher.

In addition, chronic stress can increase the likelihood of developing mental and physical disorders, which in turn can negatively affect their well-being and their ability to maintain appropriate behavior at work. Therefore, it is important to understand the relationship between job stress and work behavior in order to implement effective measures to prevent and manage job stress in teachers and improve their job performance. In the educational context, (Rodriguez, Guevara, & Viramontes) consider that women are more likely to suffer greater emotional fatigue than men because they play two roles with different functions: the role of mother at home and the role of teacher; this in turn, generates a negative impact on behavior and an impact on students, because teachers are a role model and an authority.

It is inevitable that stress does not exist, since in many occasions it is beneficial because it allows us to face new challenges and problems by testing our knowledge and skills to learn new subjects and develop ourselves in a better way enhancing learning; however, not having the balance between work demands and our capabilities, skills and knowledge generates an emotional and psychological imbalance causing work stress. This research aims to report on this phenomenon and to support the generation of strategies that can improve the work environment of teachers at the "18 de Octubre" Educational Unit.

Methodology

Research methods allow us to correctly develop an investigation using techniques and strategies to achieve the pre-established objectives. The research methods used are: Deductive-Inductive. The inductive method is a type of reasoning that explores specific knowledge to obtain a general understanding of the subject under investigation; on

the other hand, the deductive method consists of extracting premises from a general conclusion. The application of deductive-inductive reasoning was very useful for the development of the research, allowing to obtain knowledge and theories in a global and specific way.

The research techniques in the collection of information are procedures and instruments used to collect, order and analyze the data obtained through the instrument applied. The interview was used as a research technique and the questionnaire was used as an instrument to obtain data with closed questions proposed by the author with options of "never", "maybe" and "always". The population consisted of the teachers of the Educational Unit, a sample of 21 teachers of the morning session was taken, including the principal of the school.

Results

A sample of 21 teachers of the "18 de octubre" Educational Unit of the San Camilo parish in the city of Quevedo was analyzed by means of a 10-item questionnaire with closed questions in order to determine the impact of stress on the behavior of educational personnel.

Table 1. *I feel emotionally drained by my job*

	N° Persons	Percentage
<i>Never</i>	8	38%
<i>Sometimes</i>	13	62%
<i>Always</i>	0	0%
Total	21	100%

The table shows the highest scored response is "Sometimes" with 62%, followed by the "Never" option with 38%, which means that more than half of the sample feels emotionally drained by work.

Table 2. *I feel tired at the end of my working day.*

	N° Persons	Percentage
<i>Never</i>	5	24%
<i>Sometimes</i>	15	71%

<i>Always</i>	1	5%
Total	21	100%

Seventy-one percent of the sample states that they sometimes feel tired at the end of the workday; 24% consider that they never feel tired and finally 5% focus on always feeling tired; that is, most of the respondents feel tired at the end of the workday.

Table 3. *I believe that my work causes negative changes in my behavior.*

	<i>N° Persons</i>	<i>Percentage</i>
<i>Never</i>	20	95%
<i>Sometimes</i>	1	5%
<i>Always</i>	0	0%
Total	21	100%

The majority of the respondents (95%) interpret that they have never felt that work causes negative changes in their behavior; however, 5% indicate that sometimes they do have negative changes in their behavior due to work activities. Thus, work activities do not generate any negative changes that have an impact on work behavior.

Table 4. *I think my job is hardening me emotionally.*

	<i>N° Persons</i>	<i>Percentage</i>
<i>Never</i>	18	86%
<i>Sometimes</i>	2	10%
<i>Always</i>	1	5%
Total	21	100%

According to the rating in this question, 86% of the respondents consider that work is not hardening them emotionally; however, 9% consider that sometimes they think that they do have this emotional hardening; and, finally, 5% affirm that they do think that work hardens their emotions.

Table 5. *I feel that the constant (technological) changes cause me stress and impair my work behavior.*

	N° Persons	Percentage
Never	15	71%
Sometimes	6	29%
Always	0	0%
Total	21	100%

Table 5 shows that 71% of the respondents consider that technological changes do not cause any type of stress; followed by 29%, who indicate that sometimes they do feel stress in the face of these changes; that is, that these technological advances rarely influence the appearance of stress.

According to the table above, 57% of the respondents answered that stressful situations in the institution do not provoke feelings of stress; however, 43% affirmed that the situations do generate feelings of stress. This indicates that stress is generated by various stressful situations that arise in the institution.

Table 6. *I feel that I can easily create a pleasant atmosphere with my students.*

	N° Persons	Percentage
Never	1	5%
Sometimes	3	14%
Always	17	81%
Total	21	100%

The ease of creating a pleasant climate in the classroom is represented by 81%, 14% of the respondents consider that on certain occasions it is easy to create a good climate and, finally, 5% responded that they are never able to create a pleasant climate with their students. It is important that all teachers have the ability to create a good classroom climate, so it is necessary to intervene in an improvement plan.

Table 7. *I feel that parents do not value the teaching job positively.*

	N° Persons	Percentage
<i>Never</i>	5	24%
<i>Sometimes</i>	14	67%
<i>Always</i>	2	10%
Total	21	100%

The majority of the respondents, 67%, say that they do not feel that parents do not value their work; 24% explain that they do feel that parents sometimes do not value the work of teachers and, finally, 9% consider that they always feel that parents devalue their work, which suggests the need to work on aspects of collaboration between parents and teachers to recover harmony and union between both parties. It can be deduced that the work of teaching does have a notable influence on physical and emotional wear and tear, with 52% of those surveyed indicating that working with students involves great effort and fatigue; on the other hand, 48% indicate that they do not have these types of feelings. The majority of respondents 62% say that they feel motivated after work; on the other hand, 38% say that they sometimes feel motivated after work.

Conclusions

At the end of this research it is concluded that there is a close relationship between stress and work behavior; being a direct determinant in the performance of teachers, the statistical data obtained gave us the result that there are situations that generate stress in teachers, although these statistical results are not significant to establish an immediate strategy for improvement, similarly, it is proposed a monitoring of teachers in order to avoid and reduce stress in certain people.

The importance of the study data collected revealed that there is emotional exhaustion and fatigue among teachers, in addition to the lack of cooperation from parents and certain situations of tension in the work environment; factors that mostly have an impact on the appearance of stress in teachers. On the other hand, the advance of technologies is not a direct factor in the generation of stress; it should

be emphasized that most of the respondents (95%) stated that they have not presented negative changes in their behavior due to stress.

From a qualitative point of view, the data do not generate great concern, however, safety also lies in prevention in order to avoid serious long-term consequences such as the appearance of Burnout syndrome, which is very common in the educational work environment. As part of a strategy for change, which could be implemented in the future, an action plan is proposed, structured with methods for controlling emotions, establishing work limits, encouraging good eating habits and physical activity, tips for creating a pleasant climate in the classroom, encouraging the learning of ICT's and giving recognition for good work performance.

It is recommended that the authorities or administrative personnel have a real commitment to the importance of analysis, study and monitoring of stress in workers; in turn, implementing the action plan to mitigate the effects through lectures, conferences, work meetings or educational activities, where it is explained and awareness is raised about the importance of maintaining a healthy life including the physical and emotional part; once the plan is implemented, a follow-up is proposed through evaluation questionnaires in order to keep track of the level of stress and in case of an increase, to act immediately.

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