



METHODS OF STUDYING THE VARIOUS CAUSES AND EFFECTS OF STRESS IN TEACHERS

N. A. Rozikova

Senior Lecturer, Department of Personnel Management, Institute of Pedagogical Innovations, Management of Vocational Education and Retraining and Advanced Training of Teachers

Annotation

The article presents the problem of stress tolerance in the professional activity of a teacher is considered. It is noted that the stress resistance of students in educational activities is a complex property of the individual, which is characterized by the necessary adaptation of the student to the influence of external and internal factors in the course of educational activities. The factors influencing the development of stress tolerance and a positive attitude to learning activities are considered.

Introduction

According to V.V.Suvorova, stress is "a functional state of the body that occurs as a result of an external negative impact on its mental functions, nervous processes or the activity of peripheral organs". B.H.Vardanyan defines stress resistance as a special interaction of all components of mental activity, including emotional ones. He writes that stress tolerance "... can be more specifically defined as a personality property that provides a harmonious relationship between all components of mental activity in an emotionogenic situation and, thereby, contributes to the successful performance of the activity" [1].

A positive attitude to educational activities are: external factors – pedagogical influence, interpersonal interaction, the system of activities in the university, stimulation; and internal psychophysiological, socio-psychological, psychological and pedagogical features of the individual. The author notes that the stress resistance of students in educational activities is a complex property of the individual, which is characterized by the necessary adaptation of the student to the influence of external and internal factors in the course of educational activities [2].



Main Part

Scientists have found that increasing stress tolerance in university students not only contributes to the creation of an emotionally stable, psychologically healthy personality, capable of self-regulation, successful adaptation and socialization in society, but also contributes to the development of a positive attitude to educational activities, which increases the effectiveness of its indicators. Lozgacheva, in her work on the formation of stress resistance at the stage of professionalization, understands stress resistance as a "complex property of a person", which is characterized by the necessary degree of adaptation of an individual to the effects of extreme or cumulative external and internal factors in the course of life, due to the level of activation of the resources of the body and the individual's psyche, manifested in indicators of its functional state and performance [3].

When studying the professional activity of a teacher-psychologist, it is important to take into account the influence of professional stress on the personality of a specialist in the process of performing professional functions. Professional stress is considered by scientists as a process of interaction between the individual and the professional environment, in which the requirements of the professional environment significantly exceed the personal and professional resource of the subject of professional activity and threaten his professional development. Samoukina notes that "Professional stress is a tense state of an employee that occurs under the influence of emotionally negative and extreme factors associated with the professional activity performed" [4].

Researchers have established empirically the leading stressful factors in pedagogical activity. These include: problematic psychological and pedagogical situations and tasks that generate professional difficulties in the mental structures of the teacher. Pedagogical difficulties are determined, on the one hand, by the complexity of the pedagogical situation, and, on the other hand, by the operational and personal resources of the teacher. From the point of view of overcoming stressful situations, the issues related to increasing the stress tolerance of teachers, expanding the repertoire of constructive strategies for overcoming stressful situations in pedagogical activity, and increasing the coping competence of teachers become important. Most stress theories describe the process of coping with stress as a reactive process that occurs immediately after exposure to a stressor.



Often, stress within teaching is connected with organizational factors related to the way teachers are expected to work. Such organizational factors that contribute to stress among teachers can be: unreasonably set time frames, excessive bureaucracy, unrealistic deadlines and frightening inspection regimes [5]. The causes of stress among teachers can also be defined as stressors of living and working environment as well as individual stressors. Most stressors are associated with the working environment and include unfavourable working conditions, excessive workloads, organizational problems, and insufficient resources, lack of support and/or autonomy, and decision making. The working environment may also include physical stressors such as noise associated with teaching assignments, accrued classrooms, size of the classroom and/or school, security and violence among youth as well as administrative pressures such as lack of support from managers and ambiguity of the teaching role. Individual characteristics include the unique attributes of teachers such as personality, gender, age, demographics, ability to establish and maintain supportive networks, cognitive evaluation of stressors, coping ability, type of teaching position and work dissatisfaction [6].

Individual stress, can also be linked to the compatibility between personal and educational values, ambition to succeed, the threshold of sensitivity, competitiveness, multiple roles for women teachers (parent, caretaker, housewife and teacher), and perfection. One of the few analyses in the field of work-related stress in Macedonia is the comparative study of Eres and Atanasovska that explores the levels of stress among teachers in Turkey and their colleagues in Macedonia. Their study suggests that working conditions as well as personal and social characteristics may have an effect on teacher stress. The problem of stress has traditionally been of great interest to scientists and practitioners, and links many fundamental and applied studies. Extensive scientific experience on the problem of studying and dealing with stress has been accumulated abroad. There is a constantly growing interest in the study of the topic of stress and stress resistance in Russian science. Such prominent psychologists as: V.A.Ababkov, V.V.Bodrov, A.V.Waldman, M.M.Kozlovskaya, O.S.Medvedev, N.E.Vodopyanova, G.I.Kositsky, V.M.Smirnov, L.A.Kitaev-Smyk, A.B.Leonova, I.G.Malkina-Pykh, V.L.Marishchuk, K.I.Pogodaev, Yu.V.Shcherbatykh, etc. However, despite the presence of a significant number of works that reveal the psychological problems of stress and stress resistance of the teacher, in the scientific literature the problem of stress resistance is



presented within the framework of personality theories, "theories of achievement motivation", theories of homeostasis and stress, theories of temperament and properties of the nervous system, theories of activity reliability, concepts of professional self-awareness. The professional activity of a modern teacher requires constant and maximum mobilization of his own resources, making demands on his stress resistance and adaptability. The ability to successfully cope with a state of stress and minimize its negative impact is an important skill for a teacher-psychologist. [5]

Stress causes and stress responses

Teachers deal with a wide variety of stress causes on a daily basis. A number of stress causes for teachers, including high job demands, pupil misbehaviour, poor working conditions, poor relationships at work, role conflict, role ambiguity, lack of autonomy, poor school ethos and lack of developmental opportunities, were revealed in many studies. Pupil misbehaviour and high job demands are perceived as most stressful.

Stress in general and teachers' stress in particular is a complex and multifold phenomenon, which has diverse meaning. Generally, stress is an inability of a human being to cope with its surrounding environment. In fact stress is the human's body response to the negative demands of environment. Whenever human beings encounter any environmental factor (stressor) which is a threat to his/her survivals then it experiences a feeling which is considered as stress.

Conclusion

Teachers fulfil an essential and demanding task, preparing future generations. They deserve appropriate working conditions that allow them to stay healthy. Teacher health is a necessary prerequisite for good quality teaching. First, teacher education and professional development can support teachers to question possible dysfunctional coping strategies and proactively prevent disorders through diagnostic competence, relationship, classroom management, and stimulating teaching. Second, teacher education can sensitise students about some widespread misconceptions such as: "High engagement leads to burnout." The opposite is true. A high level of commitment that is accompanied by positive emotions in fact protects. Third, it is vital that teacher education sensitises teachers to the hidden physiological risks.



References

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