



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Facultad de Educación  
Escuela de Pedagogía en Inglés

SEMINARIO DE TÍTULO  
ANALYZING OCCUPATIONAL STRESS IN EFL TEACHERS, STATE,  
SUBSIDIARY-STATE, AND PRIVATE SCHOOLS.

Seminario para optar al Grado de Licenciado de Educación y al Título de Profesor de  
Educación Media en Inglés

Seminar Director: Juan Torres.

Authors: Andrea Paz Figueroa Candía.

Débora Alejandra Gaete Maldonado.

Andy Gino Letelier Abarzúa.

Fernando Andrés Pizarro Aranguiz.

Paulina Fernanda Quintana Encina.

Francisco Antonio Ramírez Canelo.

SANTIAGO DE CHILE

2014

## TABLE OF CONTENTS

<b>Acknowledgements</b>	<b>4</b>
<b>Chapter 1 introduction</b>	<b>5</b>
<b>1.1 Introduction</b>	<b>6</b>
<b>Chapter 2 : Theoretical Framework</b>	<b>9</b>
<b>2.1 introduction</b>	<b>10</b>
<b>2.2 Psychological aspects of stress</b>	<b>10</b>
<b>2.2.1 Physiological aspects of stress response</b>	<b>13</b>
<b>2.2.2 Real imaginary and represents kinds of stressors</b>	<b>13</b>
<b>2.2.3 Susceptibility of stimuli and intensity of impact</b>	<b>13</b>
<b>2.2.4 Nature of stress agents</b>	<b>15</b>
<b>2.3 Workload in teachers</b>	<b>18</b>
<b>2.4 Gender</b>	<b>19</b>
<b>2.5 Employment contract</b>	<b>22</b>
<b>2.6 Non-school curricular and classroom teaching activities</b>	<b>24</b>
<b>2.7 The work day</b>	<b>25</b>
<b>2.8 Salaries</b>	<b>26</b>
<b>2.9 Occupational stress</b>	<b>27</b>
<b>2.10 stress in the teaching profession</b>	<b>29</b>
<b>2.11 stressors</b>	<b>29</b>
<b>2.12 background stressors</b>	<b>31</b>

2.13 school, teacher and pupil domains stressors	32
<b>Chapter 3: The Study</b>	<b>34</b>
3.1 Introduction	35
3.2 The objectives	35
3.2.1 General objectives	35
3.2.2 Specifics objectives	35
3.3 The hypothesis	36
3.4 The type of research	36
3.5 Research variables	37
3.6 The methodology	38
3.6.1 The subjects	38
3.6.2 Survey justification	39
3.6.3 The instrument	39
3.7 Data collection	41
<b>Chapter 4: results and analysis</b>	<b>43</b>
4.1 Introduction	44
4.2 Results obtained from the interview	44
4.3 Results obtained of the survey	52
<b>5 Conclusion</b>	<b>61</b>
<b>6 Suggestions</b>	<b>70</b>
<b>7 References</b>	<b>80</b>
<b>8 Appendixes</b>	<b>85</b>

## **Acknowledgments**

Finishing this long process of five years and more to others, we want to thank our families, without them we could not have achieved this academic process. Thanks to their love, trust and financial support we have been able to reach this moment.

To our teachers Juan Torres who always told us the truth about everything related to the thesis and gave us the wisdom to create this work.

To Miss Daniela Benavides who was a guide to start this process and reliable with us to express opinions and thoughts.

To Miss Mireya Aguilera who was very patient with the group and always tried to help in the best way possible.

To the teachers whom were involved in this process, to help us and always giving advice to us and share their knowledge

To our lovely friends, when we felt tired and hopeless they were always giving us the strength to finish and take out the best of our minds to achieve our goal.

## **Chapter I: Introduction**

## Chapter I Introduction

Nowadays we are living in an increasingly competitive society where all people experience some degree of stress; we understand that phenomenon is a physiological and psychological response to different stimuli that lead to emotional, attitudinal and physical imbalance of subjects, so, is very important the early detection of the external agents that may cause anxiety and thus overcome stadiums which will allow the human being to progress and become integral, since stress as a chemical response is characteristic of all human beings. Everybody fights or runs away from situations which are generated by the rhythm of life and the social environment.

*“Occupational stress occurs when there is a discrepancy between the demands of workplace and an individual’s ability to carry out and complete these demands. Teaching as a profession also comes under the gamut of stress making it more demanding and challenging every day”* (Brown, in Dr. Vipinder, 2013 pág. 2). Teacher’s daily-work is a new challenge, given work-load, no time for fun or other activities in which teachers could spend the day. This industrialized society turns every single human into some kind of “robot” where imperfections are not permitted, forgetting the real human essences. Therefore, nowadays teachers are more stressed than decades ago because mistakes are not allowed for us. Teachers are constantly seeking perfection in their daily work

performances. The most common indicator of stress personally experienced by teachers no matter gender, age and years of service are; excessive work-load, teaching hours, role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, lack of job security and indifferent students and parent´s behavior.

Regarding organizational variables that describe the teaching profession, it is noted that these are oriented to the regulation and compliance of the labor contract, document which defines the teaching duties of teachers in state, semi- private, and private schools. What points to the labor code and teacher status as major regulators where variables such as type of contract, working hours and remuneration are set.

Every day teachers face a number of responsibilities not only regarding the teaching profession but also the social sphere, which unconsciously generates a degree of stress. Considering in Chile working conditions for teachers are not favorable considering that education should be invaluable. It should ensure the quality of life of teachers thus creating a more just and decent society.

Finally, it is important to name that OECD (The Organization for Economic Co-operation and Development) is an international organization that appeals to study the various educational events in countries, considering social, economic and cultural aspects of every single country, so it is important that the contrast is generated when this organization

evaluates educational progress in order to provide the necessary resources for an improvement in the functional structure of the community considering, both economic growth and social aspect.

In the next chapter the reader will find an extensive revision of the literature regarding the subjects matter in question like stress, occupational stress and variables of stress in EFL teachers where are explained in detail.



**Chapter II: Theoretical framework**

Chapter II: Theoretical framework.

## **2.1 Introduction**

This chapter is focused on a review of the literature, inside you can find key concepts that will help the reader to internalize the purpose of the investigation.

Relevant topic as the concept of stress, occupational stress and organizational variables that define the teaching profession in Chile were addressed, which are straight related to possible occupational stress in English teachers of high-school level.

## **2.2.-Psychological aspects of stress**

In an increasingly competitive society, whose success depends on social- economic power over mental health, there are many of us who in general experience certain kind of stress or burnout due to external factors or stressors which have an influence on our internal health. For this reason, it is important to check our system and review it in order to investigate how it is working and fight against several stimuli or situations which may causes a medium or a high degree of stress. The stress response is part of the sympathetic nervous system. For this reason is considered as a natural response in all living creatures in order to confront situations of risk. This alarm system or stress is part of all living creatures but sometimes this alarm system is distorted, carrying a psychosomatic illness that invalidate subjects to perform tasks; all those tasks that used to be routinary and even motivating sometimes. Stress as a concept has been defined by several psychological. In fact, Stora.J.(2009)

defines it a *“syndrome or set of non- specific physiological reactions acting against different harmful agents of chemical or physical nature”* (Translation by the researchers).

All living creatures for survival instinctly activate a complex alarm system that warns us about potential threats or attacks, thus this reason our system reacts fast and effectively reducing blood flow towards organs and glands which are not essential for the correct functioning of our system in circumstances of distress or danger.

According to Oblitas, L. (2000) *“The Sympathetic Nervous System often performs a complete unit discharge, a massive and powerful way. This usually occurs when the hypothalamus is activated in response to fear or pain. The result is an overall body reaction, called Sympathetic response alarm or sympathetic fight or flight.”* (Translation by the researchers)

So this is why it is so important to disclose how our body and all the systems react to threatening situation, because our system works together in order to unchain spontaneous and effective responses which will help us fight or run away from dangerous situations in a matter of seconds.

*“The organism when threated by any circumstances is physiologically altered by the activation of many glands; specifically the hypothalamus and pituitary glands, located in the lower part of the brain, and the adrenal glands located just above the kidneys at the rear region of the abdominal cavity”*

Whenever face danger, we activate our brain alarm (located in the diencephalon), so in this way the hypothalamus is responsible for releasing vital substances, one of them is the ACTH, better known as Adrenal the Glands which at the same time are responsible for releasing hormones called corticosteroids; Azcárat, M.(2007) states that “*the main function of the cortisol is to increase the level of sugar in blood to encourage the body to get enough power in case of an emergency*” (Translation by the researches) .Therefore; we can conclude that those people who have chronic stress are likely to develop in the near future diabetes mellitus, classifies as a psychosomatic illness which will be permanent in all who develop this disease.

Sugar gives energy to our muscles in order to react quickly and efficiently against to great level of tension in our lives. Moreover, our body rejects other functions such as the immune system that protect us against disease and infections.

After exploring how our body works against the stimulus of stress, we consider pertinent to review the psychological and social aspects which work together in circumstances of tension. The human being in contrast to other living creatures is not characterized only by instinct, but also by its intellectual capacity that transforms him into a creative being, capable of deciphering and interpreting codes.

### **2.2.1 Physiological aspects of stress response**

Stress is considered a physiological response to a particular stimulus, but for many people this answer is transformed into a social phenomenon, it means, continuous feelings of anxiety that are finally translated into a psychosomatic type of illness. Since the current social demands alter the subject's internal harmony; sometimes the stimulus could be misinterpreted by the himself. This is the main reason for their mental and physical exhaustion.

### **2.2.2 Real, imaginary and represented kinds of stressors**

Stressor can be real, imaginary, or represented: Orlandini, A. (2012) claims that *“The stimulus of stress can be real, or a representation arises from a literary work, photographs, video or be just imaginary, which is created by the subject. In laboratory experiments, images of a violent film or sex tape can cause mental and physical stress; the responses may take the in form of anger, fear or sexual desire. Vigil fantasy and the imagination of a nightmare cause significant stress responses, and sometimes determine mental disorders in really vulnerable people.”* (Translation by the researches)

### **2.2.3 Susceptibility of stimuli and Intensity of impact**

It seems important to indicate that in several of subjects these exists to a one distinguishing factor called “susceptibility of stimuli” it means that , each individual experiences or interprets the stimulus in different forms; for this reason, an life stress degree varies;

vulnerability to stimuli can be presented in a real or an imaginary way in order to produce a response . Actually it can generate high stress degrees in some subjects, but other individuals can present more resilience. There are studies which explain the theory behind all these negative stressors ,these everyday stimuli can generate feelings of intense anxiety and can cause much damage, even traumatic experiences. For example: war, loss of a close relative , child rape, domestic abuse, etc. Orlandini, A, (2012) *"In recent years the negative micro-stressors have received special attention from the medicine and ensures that they can cause both stress and dramatic events. Disasters, wars and torture mean circumstances of great stress for the majority of the people but in general what determines sensitivity to psycho-trauma is personal susceptibility"* (Translation by the researchers)

As mentioned above, the intensity of the impact explains two important concepts: Micro-stressors and psycho-trauma of moderate, serious or exceptional intensity. Micro-stressors are situations or minor events that encourage us to make efficient decisions in order to overcome certain conflicts with large, medium, or low stress level.

Daily micro-stressors may be positive or uplifts / negative or hassles; and all these situations can help us generate new learning, so in this way they can tense or hinder the passivity of our lives, it is for this reason that we must analyze the stressor in order to overcome the conflict without generating harmful consequences for our health, which in many occasions is altered in a permanent or seasonal way according to the susceptibility of the subject.

According to Orlandini, A (2012): *"The micro stressors originate irritability, fatigue, or burnout (exhaustion); the moderate and severe ones cause anxiety, anger or melancholy, and the exceptionally intense stressors result in permanent disorders as the post-Viet Nam syndrome"*(Translation by the researchers)

#### **2.2.4 Nature of the stress agents**

According to nature, the stress agents can be divided into physical, chemical, physiological, intellectual and psychosocial agents, but according to our research, we will consider only the psycho-social aspects because the nature of work-related stress is derived from the interaction of the subject with the environment: in the particular case of the teachers, who deal daily with human being , such as such: students, teacher with different specialties, chiefs and in general with the entire educational community in which he or she is immersed; *the type of stress nature in teachers is clearly psycho-social.*

According to Orlandini, A. (2012) *"Agents of the psycho-social stress result from, couple mourning, sports competitions, boring or excessive work, poverty, war and human migration. The consequences of these stressors are usually manifested as mental illnesses, accidents, violence, and addictions"* (Translation by the researches)

Stressors of psycho-social nature can affect a group of individuals inserted in a social class or community (macro-social) or just a few individuals (micro-social).Thecae of an In English teacher who is immersed in different contexts; i.e. subsidized or state schools,

particular-subsidize or particular schools; stressor could affect individuals depending on their susceptibility to deal with several inherent variables found at work .These variables present a distinctive characteristic closely related to "The amount of they last", therefore they can be brief, prolonged or chronic.

Orlandini, A, (2012) states that *"Brief, includes hours or days; but last months are classified as prolonged and if they are kept for years, they are called chronic."* (Translation by the researches)

Stress occurs in states, which are subdivided into three; in the first place, all human beings go through a stage of resistance.

Orlandini, A. (2012) explains that *"When the individual is submitted in prolonged form to the threat of physical, chemical, biological or social harmful agents, the organism continues its adaptation to the above mentioned demands in a progressive way, it can happen that they diminish their response capacities due to fatigue which is produced in the glands of t stress."* (Translation by the researchers)

Accordingly, we can derive and emphasize that our system needs to be taken offline. This way, you can recover the energy deposited in stress situations; but if anxiety is maintained for extended periods of time, a loss of important physiological capabilities may occur. The system will give in external and internal demands"; leading to exhaustion or burnout in the system which will cause, leading to serious health problems such as diabetes mellitus II,



insomnia, muscle pain, a weakening at the immune system, obesity, depression, among other diseases.

In other words stressors can cause permanent disorders in the subject if you do not take the necessary measures to remedy or overcome circumstances of tension. In fact, according to the triangle of health. (martin, 1987) ,*"human beings must become aware of our mental health as it is considered to be the engine of the body harmony so as to use the energy reserves in situations that are worthwhile and in this way keep the cherished balance between these three sides of the triangle of life, understood as mind, body and social"*. (Translation by the researchers).

Stress must be understood as the innate response of every living creature to deal with conflict situations, but beyond fight or flee, we must overcome the episode and continue our life without major upheavals.

### ***2.3 Workload in teachers***

The vast majorities of teachers spend approximately 44 hours in a classroom (UNESCO, 2004) and need about three hours to make the planning process during the same time. Actually free time for teachers has increase lately, which indicates that the quality of life is an indicator that is not present in this study. Also adds domestic work load on average is less than 10 hours per week which is intended for personal development teacher (UNESCO, 2004).

If we name ten tasks that a teacher accomplish during work, among stress that they have planning, preparing materials, attention to parents and cares, apply assessments, which others, indicates that teachers do at least six of these activities outside the appointed time (Ricardo C, 2005). which shows that teachers are constantly moving their personal chores for his professional life.

This indicates that teachers spend approximately less than 15 minutes on a break during the work schedule (Ricardo C, 2005). Considering that the work schedule includes 44 hours per week, spend long hours doing different activities sleeping hours, conducting various activities related to teaching and family life , all of which are met by 52% of teachers (Ricardo C, 2005). This allows us to reveal that a significant percentage of teachers do not have the time to develop aspects of personal life and organization of material for classes.

As to the time that a teacher spends traveling from home to his workplace it is fact that most professionals spend more than an hour moving from one place to another, so indicating that they use more than one combination of buses and subways which can be a cause of stress affecting their life quality and their teaching performance.

## **2.4 Gender**

*“Gender is considered a category of analysis dealing with the visible unequal relations that exist between women and men, these relationships that have been built from the patterns and cultural patterns by gender”.*(León-Rubio, 2013) (Translations by researchers)

*“A decisive factor and basic reason for the existence of gender differences, regarding stress manifestations, is the existence of differences between the stress stimulus that the two gender encounter in their workplace and their exposure range to different stimulus types”*  
(Bekker, Nijssen, Hens, 2001)

There are different factors that may influence in how people feel in their jobs and teachers are often exposed to many factors, some of which could affect them depending on the gender.

A great percentage of research shows that most women suffer more stress in their jobs than men, although men are not indifferent to stress and they acquire the depersonalization of

the situations. Moreno-Jiménez, et al.(2004) indicates that men when being subject to stress tend to isolate problems and to deal with them in a more objective way, which in the case of a male teacher implies that he tends to take some distance in relation to their students. León-Rubio (2013) states that this is due to cultural reasons that they suppress their feelings. Males in those cases tend to hide their emotions unlike women. On the other the same author supports that in the case of female teachers, they suffer from emotional exhaustion because they feel great concern in relation to the realization of their classes. It frustrates them emotionally to feel that their teaching is not so practical which leads them to suffer stress and anxiety.

Research shows as well that women in fact are more stress compared with man, but in these cases some authors state that;

*“It was reported that women experience more distress than men and these gender differences cannot be explained by response biases of greater expressiveness or more feminine emotional responses.(ross, 1995).*

This issue leads us to the conclusion that male and female teachers have almost the same level of stress. According to León-Rubio (2013) the difference that may exist is the way in which both manage or express stress. Women tend to demonstrate their emotions and go to a specialist and men feel demotivated and feel more uncomfortable, so occupational stress

is something that not only belong to just one gender, it is something that transcends the differences between genders.

A major public entities which regulates social and labor relations between workers is the Chilean Labor Code, which states; "*Labor relations between employers and workers are regulated by this code and its complementary laws.*"(gobierno de chile, 2006) (Translation by the researchers).

On the other hand, the teacher statute, a constitutional law, is the governing teaching both, states and subsidized state schools. It should be noted that labor code regulates the teaching profession only in state and subsidized state schools, in terms of private schools, the teacher status points out;

*"Labor relations between education professionals and employers in the private educational sector as well as those existing in establishments whose administration is governed by Decree Law No. 3,166, of 1980, will be private law and governed by the Labor Code rules and supplementary provisions in all matters not expressly provided in this Title."* (Educacion, 1997) (Translation by the researches).

## 2.5 Employment contract

The employment contract and its mandatory basic requirement, is an organizational variable that defines the working conditions in which professional education operates day by day professional, either in state, private and / or subsidized state schools.

Regarding the employment contract and its definition, the labor code states that; *"the individual employment contract is an agreement which the employer and employee mutually undertake, the other will render personal services under dependence and subordination of the former, who will pay for these, services a certain remuneration."*

(Gobierno de Chile, 2006) (Translation by the researchers)

The contract of employment for all professionals, explains all the minimum requirements , which include details such as ;description of the work entrusting teachers; duration/ length of the workweek, differentiating classroom teaching duties and other contracted activities; place and time for service delivery; the time that teachers use in a day to get from one establishment to another under the same employment relationship shall be deemed worked for all purposes of this act, and the cost of mobilization which will be paid by the employer. Both circumstances should be acknowledged, and duration of the contract, which may be a fixed term, replacement or permanent.

It also specifies the type of work to developed (directive teacher or educational technician) which will state the establishment in which teachers will perform this function and what will be the level of education and method which the teacher will use. As for the method of recruitment and duration of this, it may appear as a; fixed term, replacement or permanent.

Regarding the fixed-term contract and its duration for the teachers of states and subsidized private schools, this will last for an academic work year. This contract may be renewed in accordance with the Labor Code and its provisions.

For teachers of private schools and the duration of the fixed-term contract are assigned to the rules and laws laid down in the Labor Code, which states: *“in the case of managers or people who have a professional or technical degree awarded by an institution of higher education in the State or recognized by it, the duration of the contract may not exceed two years.”* (Gobierno de Chile, 2006) (Translation by the researchers).

In relation to the replacement contract for teachers of state and subsidized state schools, the contract and its duration will last for as long as the teacher who is being replaced is unable to perform their teaching duties for whatever reason. For professionals who develop their work in private schools the law is exempt, therefore, its duration is adhering to the rules set by the Labor Code.

Regarding the transformation of a fixed contract into a permanent contract for education professionals who perform their work in state and subsidized state term *“the*

*transformation of a fixed-term contract into a permanent is signed by teachers of state Corporation, having contracted quality, character would not be served from the services of a contract are inherently transitory or temporary basis limited period of time.”(trabajo, s.f)(Translation by the researchers).*

The transformation of a fixed-term contract into a permanent contract for teachers of private schools is not defined by the teachers’ statute, but it states that is one that is celebrated throughout the life of the professional education.

## **2.6 Non-school curricular and classroom teaching activities**

Classroom Teaching: the action or direct personal exhibition in continuous and systematic manner by the teacher inserts within the educational process. The time classroom teacher will be 45 minutes maximum. Non-school extracurricular activities: those complementary educational activities to teaching in the classroom, such as educational administration; ancillary or additional to the teaching functions e.g.; head teacher; programmatic and cultural activities; extracurricular activities; or activities related to the school environment; activities related to industry organizations or institutions that impact directly or indirectly in education and similar that are established by a decree of the Ministry of Education.(Educacion,1997) (Translation by the researchers).



## 2.7 The workday

Weekly teaching time is composed by classroom teaching hours and hours of non-school extracurricular activities.

The workday for education professionals who perform their work in states and subsidized private establishments is set to fit weekly hours, which may not exceed 44 hours for the same teacher. The remaining time will be used for non-school extracurricular activities.

*“In any case the ordinary hours shall exceed ten hours per day”* (Gobierno de Chile, 2006) (translation by the researchers).

Regarding to the ordinary working day for education professionals who perform their work in private schools, this does not meet the requirements set by the teacher statute, so must resort to the provisions set the labor code.

Accordingly, the maximum regular working day a teacher of private sector was able to arrange with your employer is forty-eight hours a week, whatever the nature of the assigned functions, whether teaching itself, the directive teacher or the educational technician. With respect to the normal ordinary day and the distribution of teaching duties it not being governed by teacher status may not be distributed educational functions classroom and not collective curricular activities, therefore, the day of the professional education sector particularly evokes paid only to teaching in the classroom.

## 2.8 Salaries

(trabajo, s.f) States;

*“National Low Income Basic (RBMN): According to Article 35 of Law No. 19,070, the RBMN is the minimum amount you can pay a professional education. Such basic pay is taxable and nontaxable, and is the result of multiplying the minimum value of chronological time fixed by law for the number of hours for which they have been appointed to professional. Currently, the RBMN amounts to \$ 331,350 (for 30 hours) and \$ 485,980 (44 hours). In secondary education, meanwhile, amounted to \$ 348,660 (for 30 hours) and \$ 511,638 (for 44 hours).”*

In relation to the salaries of professional education and practice their teaching labor in municipal and private-subsidized noted;

*“According to paragraph 4 of Article 5 of Law 19,070 transient, the minimum value of chronological time must be reset each time and by the same percentage by which the value of Educational Subsidy Unit (USE) is reset, Unit in turn must be reset each time that a general salary adjustment for the public sector and the same percentage is given. Thus, applying the adjustment granted to the public sector, which was 5%, the new values for the period December 2013 to November 2014 are as follows: \$ 11,597 taxable for education professionals’ pre-basic, basic education*

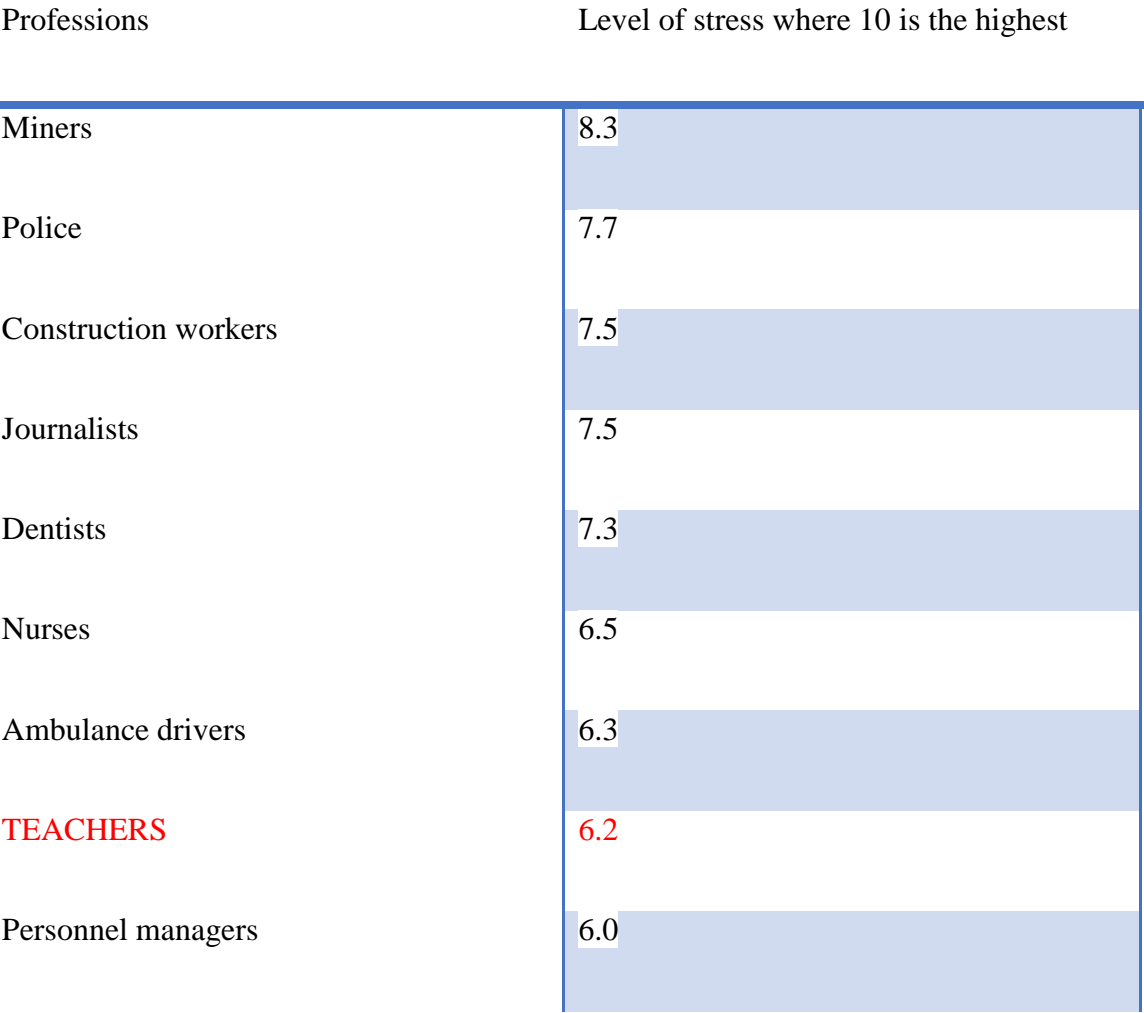
*and special and \$ 12,203 of taxable for teachers' professional technical-scientific media humanistic education."*(trabajo, s.f)(Translation by the researchers)

Should be noted that this law applies to professionals who work in private school including, pre-basic and special and technical-scientific media humanistic education.

## **2.9 Occupational stress**

*Occupational stress occurs in situations where the demands related to work exceed the worker's abilities to respond to them. (Oñate, 2001, translated by researchers) this industrialized society with new demands in the workplace can saturate a worker physically or mentally, usually triggering various consequences that cannot simply affect physical and mental health, but also their closest social environment. Occupational- related stress is defined as the interaction between the worker and the exposure to risks in their workplace. Stress is experienced when the demands of the work environment exceed the ability of workers to face it and handle it (Oñate, 2001, translated by researchers). Occupational stress generally affects people that perform work where there is noise exposure (construction areas, mechanics, mining industry, etc.), in jobs of routine nature like line work, repetitive work and jobs that require a significant personal investment like nurses, *teachers* and customer service.*

The University of Manchester, Institute of Science and Technology, performed a measure of stress in several professions with a scale from 1 to 10 as shown in the next chart:



This chart shows that professions with regular interactions between public and customers or in other words professions where people are in charge of other people show high levels of stress, except miners (which have others stressors to deal with).

### **2.10 Stress in the teaching profession**

*20% to 33% of surveyed teachers report teaching is either very or extremely stressful and 30% of all novice teachers leave the profession before their 5<sup>TH</sup> year (Mrozek, 2014).* Too much work and not enough time to meet the needs of all students are two constant variables in any examination of teachers' stress. Most teachers are intrinsically conscious and obedient in meeting their students' learning needs, which hits them harder than all other external pressures. *If given the opportunity, all teachers would NOT become teachers again (Mrozek, 2014).*

Investigations carried out during the last decade about occupational stress in teaching have defined a new concept of stressors that helps us understand better this phenomenon and its characteristics:

### **2.11 Stressors**

*Stressors or triggers of stress start from an environmental or personal situation that affects the person throwing out claims or demands that the person can not control or cannot attend, this lack of control representing a threat in itself (Peiró, 2001, translated by researchers).* There have been different ways of conceptualizing these stressful situations

or those stress' triggers. A dozen of authors have posed that those stressors occur when a person goes through a deficient mismatch between the environmental demands (or his own demands) and the resources the person counts with to face them. Also, the person who does not meet those demands suffers negative consequences in his physical, mental and social health.

*Peiró (2005) describes the following main stressors:*

1. Physical environment stressor: These several aspects related to physical work environment which can trigger experiences of work stress e.g. noise, vibrations, lighting, temperature, humidity, etc. (translated by researchers)
2. Demands of the work itself: Work activity itself may provide sources of stress such as work shift, overwork or exposure to risks, etc. (translated by researchers)
3. The contents of the work or the nature of the tasks to be performed are also potential triggers of workplace stress. We can mention among others the opportunity to control the use of skills that allow the tasks; the feedback that is received by the proper execution of the work; the identity of the task and the complexity of the work itself. (translated by researchers)
4. Interpersonal and group relationships can be sources of stress. Among others we can mention relationships with superiors, peers, subordinates, customers, etc. (translated by researchers)

5. The career development in its multifold aspects is a potential source of stress. Specific stressors include job insecurity, different role transitions, the situations of the various stages of development, too fast or too slow promotions, etc. (translated by researchers)
6. Different aspects of the new technologies are also potential sources of stress. We can mention problems in design, implementation and management of these technologies (translated by researchers)
7. Some parts of the structure or the organizational climate can be stressful like excessive centralization or a bureaucratic or little social support among members of the organization (translated by researchers)
8. Finally, a range of job stressors are included which have to do with relationships between work and other areas of life such as family life and the conflicting demands between work and family roles (translated by researchers)

Internationally, a considerable amount of literature has emerged on stressors that influence occupational stress among school teacher. We show below the stressors that influence teachers' stress associated with a number of back-ground and school-level factors.

## **2.12 Back-ground stressors**

**Gender:** *Is not a significant factor in teachers' stress.*

**Age:** *Teachers aged in their forties show higher stress levels than other age group.*

**Length of service:** *Occupational stress is evident at all stages of the teaching career, but stress levels were somewhat lower for those teaching from 2 to 5 years (Merike Darmody, 2014).*

### **2.13 School, teacher and pupil domains stressors**

- *Teacher stress was not directly associated with school location, size and class size. Teachers teaching multi-grade classes are more stressed.*
- *Teacher stress is associated with the compositions of the student body (especially in term of behavioral difficulties) and with the extent of contact with their parents.*
- *Teacher stress is associated with relationships with other staff members and stress level of the principal in the school (Merike Darmody, 2014).*

Mrozek (2014) states common stressors that a teacher experiences in her/his career.

They are:

- Poor classroom working conditions (small room, many students)
- Lack of adequate instructions materials and teaching resources
- Lack of proper facilities within a school (heating/cooling, lighting, media facilities, noise, room structure).
- Job security (budget cuts mean teacher cuts)
- Decreased job mobility
- Low salaries
- Little opportunities for promotions



- Annual incremental raises not in pace with cost of living
- Interruptions during teaching time
- Conflict between amount of the time to teach and curriculum
- Teachers roles: teacher, mother/father, coach, counselor, etc
- Heavy workloads gives teacher no time to relax within a day
- Teachers bring work home daily- no time to finish at work
- High-stakes assessment testing
- Responsible to administration/board objectives and policies
- Responsible to the students, parents, school administration
- Physical and Mental abuse by students

### **Chapter III: The Study**

### **3.1 Introduction**

This chapter is intended to explain the methodological processes used in this research, this describe the specific procedures that are an important part of the observation and data collection.

The sample, the justification of the preliminary interview, the instrument, data collection techniques, research variables and the objectives are presented in this chapter.

### **3.2The objectives**

The objectives of this research are divided into general and specific

#### **3.2.1 General objectives**

To determine if EFL teachers teaching high school students in Santiago, show different levels of occupational stress, depending on the context they belong to (state, subsidized private or private school)

#### **3.2.2 Specific objectives**

To establish a ranking of the variables that determine the level of stress in EFL teachers depending on the context in which they.

To design a scale divided in levels, in which we can infer and/or measure the degree of stress that EFL teachers have, depending on the context in which they work.

To determine if there is a direct connection between the levels of stress that EFL teachers go through in high school and the type of school in which they work.

### **3.3The hypotheses**

**3.3.1H (i):** EFL teachers working on subsidized private and private schools present a lower level of stress than those working on state schools

**3.3.2H (o):** EFL teachers working on subsidized private and private schools do not present a lower level of stress than those working on state schools

**3.3.3H (a):** EFL teacher working on subsidized private, private and states school go through a meaningful level of stress.

### **3.4The type of research study**

The research study was **descriptive**, because these *studies aim at measuring or collecting information independently or together on the concepts or variables they refer to, that is, its purpose is to indicate how they relate.*"(Sampieri et al, translation by the researchers). It was a **non-experimental** type of study since there was no a manipulation of the variables, and these phenomena were observed in their natural environment.

Accordingly the selected variables were observed without the intervention of the researchers; the variables were part of the organization of the teaching activities.

The type of research was **quantitative-qualitative**. On the hand it was quantitative because the results of the investigation require "data collection which was used to test hypotheses based on numerical measurement and scientific analysis to establish patterns of behavior and test theories." (Sampieri, et al., translation by the researchers). On the other hand is qualitative because these phenomena were understood by observing and analyzing the participants in their natural environment, collecting their experiences.

### **3.5 Research variables:**

In this investigation the variables that were considered important to mention were the following:

- Teacher
- Type of school
- Occupational stress
- Years of service
- The contract ( type of contract, work hours and salaries)
- Head teacher or similar positions
- Hours for planning
- Number of students in the classroom
- Gender

Stress was the variable observed, so it is the most important in our research, besides being the variable that directly affects our subject of investigation "English teacher of high school level," which in turn is also a variable which modifies its behavior because of stress phenomenon, organizational variables of teaching work as the contract, head teacher or similar positions , hour for planning, number of students in classroom and non-school curricular, could generate higher levels of stress in teachers , because they have to deal with it every day.

The variable as years of service could be a trigger of stress or not, it depends on the number of years working as a teacher.

### **3.6The methodology**

#### **3.6.1The subjects**

The sample was comprised of a total of 18 English teachers of high school level, chosen randomly, who performed their teaching from 7th to 4 th grade of high school at private schools, state subsidized and state schools of the metropolitan region; specifically it was 6 teachers by school type, i.e. a teacher from a private school, a teacher from a state subsidized school and a teacher of state school, They worked in; San Bernardo, Renca, Providencia Puente Alto, San Miguel and Las Condes.

### 3.6.2 Survey justification

This interview was used to verify the working context of teachers before applying the instrument, so we could learn about the age, gender and experience of these teachers. Also this allow us infer an analysis of data more contextualized in our investigation regarding the reality of the teachers, revealing common factors among the subjects, which facilitated the analysis of the data. Teacher offered relevant information related to what his or her labor at the school was describing how much time they spent in those labors. The type of questions that we used are closed questions of identification. This would help us find out specific information about the subjects in the study and establish patterns of analysis for the research.

### 3.6.3The instrument

The instrument used to evaluate the stress level of 18 teachers from three different types of schools, (state, private and state subsidized ) was a questionnaire with 37 questions related to the activities and behaviors of students and teachers in the classroom and it helped us demonstrate if there was any level of stress in teachers and what could cause this. The measurement criteria for observation ranged from always to never.

- *Always* : 90% to 100% (of the time)
- *Often* : 50% to 89% (of the time)
- *Sometimes* : 25% to 49% (of the time)

- *Rarely* : 1% to 24% (of the time)
- *Never* : 0% (of the time)

All 16 teachers answered the questionnaire in 20 minutes, having enough time to think and to answer with total confidence. It was anonymous, so they did not have to write their names nor the schools.

The instrument was validated because it was used for another by Elham Sadat Mousavi an EFL teacher in Iran, She holds a BA in English Language and Literature from Tehran University. Her particular research interests lie in EFL teacher stress/anxiety.

The criterion *always* was used to show the fact that a behavior was observed all the time in the classroom; *often* was used to describe situations that happened commonly but not always, *sometimes* was used to describe situations that happened once in a while, we use *rarely* for situations that did not occur regularly but it could happen, and finally *never* to situations that did not happen.

The answers were associated to a score divided by frequencies, for which the indicator *always* scored 5 points, *often* 4 points, *sometimes* 3 points, *rarely* 2 points and *never* 1 point. The reason for this was to measure the level of stress when we analyzed the results and to show the data in graphics



### **3.7 Data collection**

The data of the research were collected through a survey that consisted in 36 questions, separated by categories in which teachers had to answer based on their experiences, and then we had to analyze the results of the questions to identify and rank what the causes of stress in English teachers were in the three different contexts, state schools, subsidiary state schools and private schools.

The advantages of the survey method is the easy ability of data analysis that allows this technique, besides it can be applied to any subject of study.

Previously to the survey, we applied a brief interview to teachers to identify the range that they belonged to including age, gender, and knowledge of contractual terms, experience as a teacher, etc.

The information mentioned in the theoretical frame, then we:

- Created an interview to contextualize the subjects that would take the survey.
- Created the instrument taking in to count the variables that could produce stress, applying the survey to 18 teachers from different socioeconomic levels.

*“The information process implies the use of the statistical techniques that helps us to manage the obtained results.” (Mendez, 2001).*

The main advantage of this method of data collection is the clarity and sincerity of the answers of the subjects in the study because they are inserted in the reality that we are investigating.

*“The interview and interviewing are essential elements in contemporary life, it is primary communication that contributes to the construction of the reality, efficient instrument of big accuracy, by the way that fundamentals on human relationship, gives an excellent heuristic instrument to mix the practical, analytical and interpretative approach implicit in all the ways of communication. (Galindo, 1988).*

Finally, to process the information, we are going to collect the info obtained and then start to build graphics to represent the tendencies and to create the ranking about the variables.

## **Chapter IV: Results and analysis**

## **4.1 Introduction**

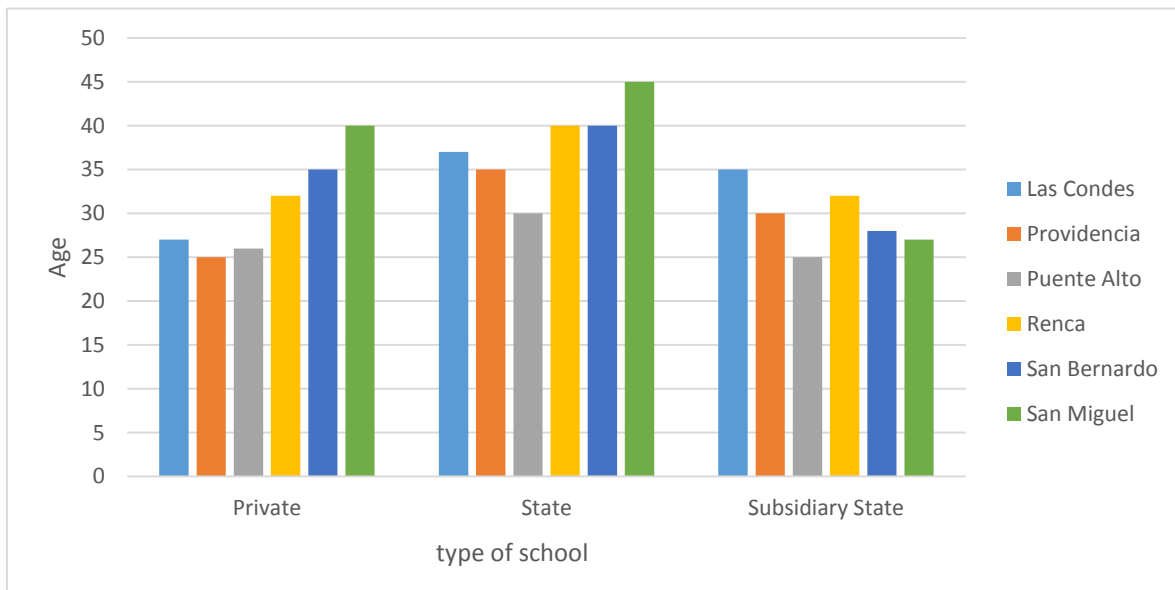
This chapter is focused on the results of the interview applied to English teacher of high school level, according to inserts in the various contexts in which they work every day. Besides the interview, this chapter is focused on the results of the survey applied to the same group of English teachers to measure their degree of occupational stress.

## **4.2 Results obtained from the interview**

The interview was applied to 18 Chilean English teachers ,chosen randomly, who performed their teaching from 7th to 4th of high school at private, state subsidized and state schools of the metropolitan region, specifically from; Las Condes, Providencia, Puente alto, Renca, San Bernardo y San Miguel.

The interview included of a total of 6 questions concerning to working conditions and organizational variables that define the teaching profession, these questions considered to variables such as; type of school, gender, age, workday, hours of planning, years of experience, number of students, position of head teacher or a similar position and type of contract, all with the goal of learning about the reality of these teachers, in order to determine possible levels of occupational stress.

Relationship between type of school, age and area.

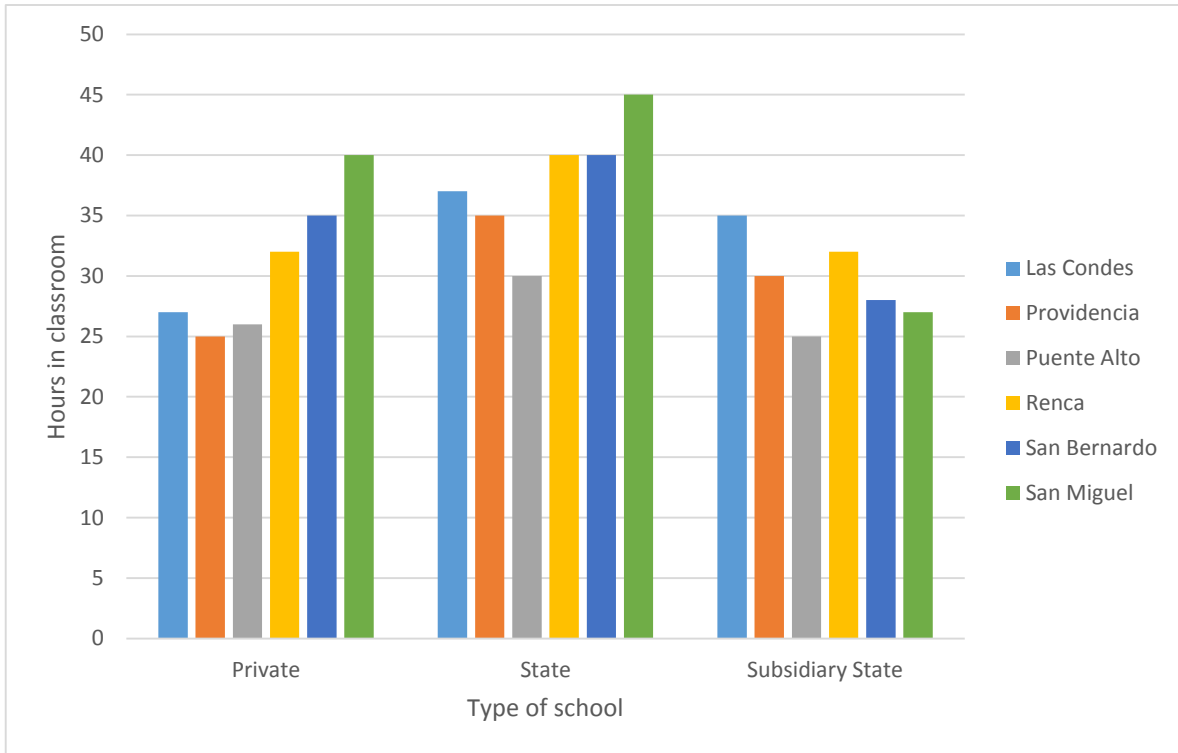


(See results in appendixes)

**Graph 1** Relationship between type of school, age and area.

Graph 1 represents the information of 18 Chilean English teachers of highschool level. It shows that **State schools** maintain the highest rate of teachers' age over 35 years old, showing additionally that in San Miguel's area the subjects reach the age of 45 years old. It should be noticed that **subsidiary state schools** show that the average age of the subjects are between 25 and 35 years old. Finally, **private schools** show diversity in the variable of "age" having a minimum age of 25 years old and maximum age of 40 years old.

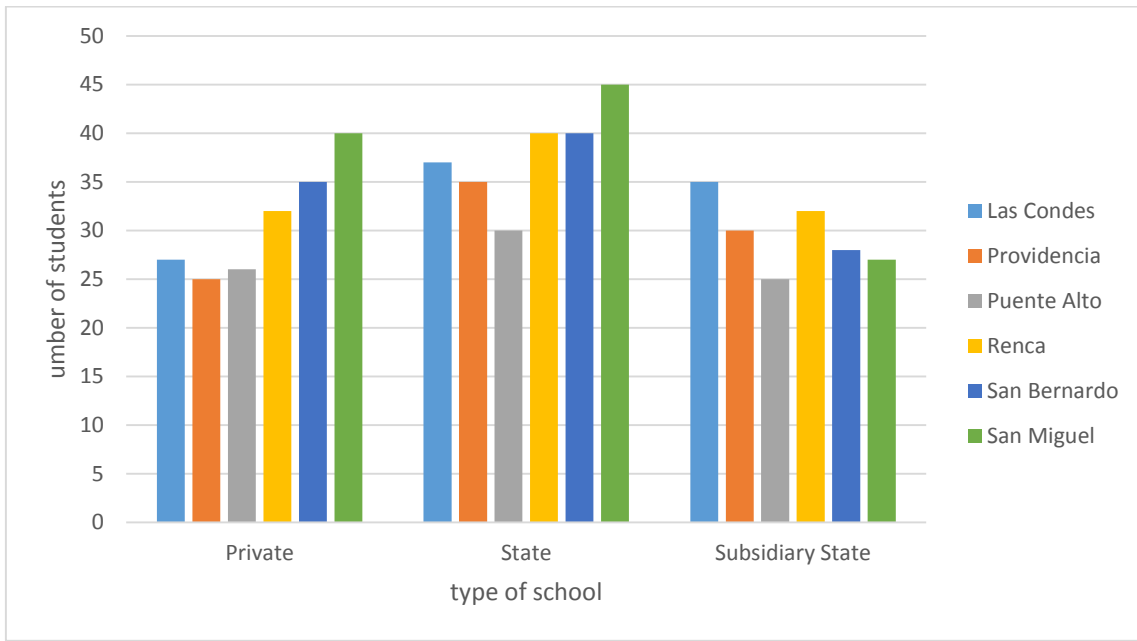
Relationship between type of school, area and hours in the classroom



(See results in appendixes)

**Graph 2** Relationship between types of school, area and hours in the classroom shows the information of 18 Chilean English teachers of high school level. It shows the number of the classroom, being the area of San Miguel, the place representing a higher percentage of hours in the classroom, with a total of 45 hours per week (**state school**); its counterpart, Puente Alto showed the lowest percentages in connection with school hours; especially in **subsidized state** school with a maximum of 25 hours per week. In a general measure results border between 25-35 hours per week.

Relationship between type of school, students peer grade and area.



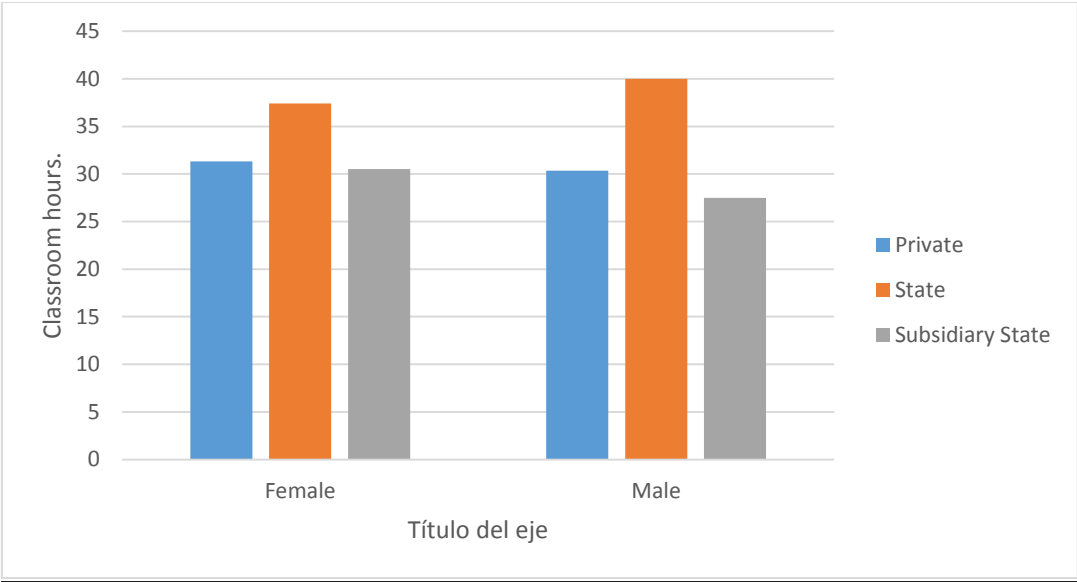
(See results in appendixes)

**Graph 3** Relationship between type of school, students per class and area.

Graph 3 represents the performance of 18 Chilean English teachers of highschool level .It shows that the highest number of students in classroom is obtained by State **schools**; showing Renca and San Bernardo’s area which concentrate 40 students per classroom, together with the San Miguel concentrates the highest number of students with a total of 45 students per classroom. On the other hand, we can observe that Puente Alto concentrates the lowest rate of students per classroom in State schools with a total of 30 students. However, the graph shows that **Subsidiary states** maintain an average range of students in

classroom ranging from 35 students in classroom at most in the area of Las Condes and 25 students at least in the area of Puente Alto. **Privates schools** shows a duality in the number of students concentration per classroom; noting that the minimum of students in classroom obtains the area of Las Condes with a total of 26 students per classroom and the maxim of students per classroom obtains the area of San Miguel with a total of 40 students in classroom.

Relationship between type of school , hours in classroom and gender of teacher.



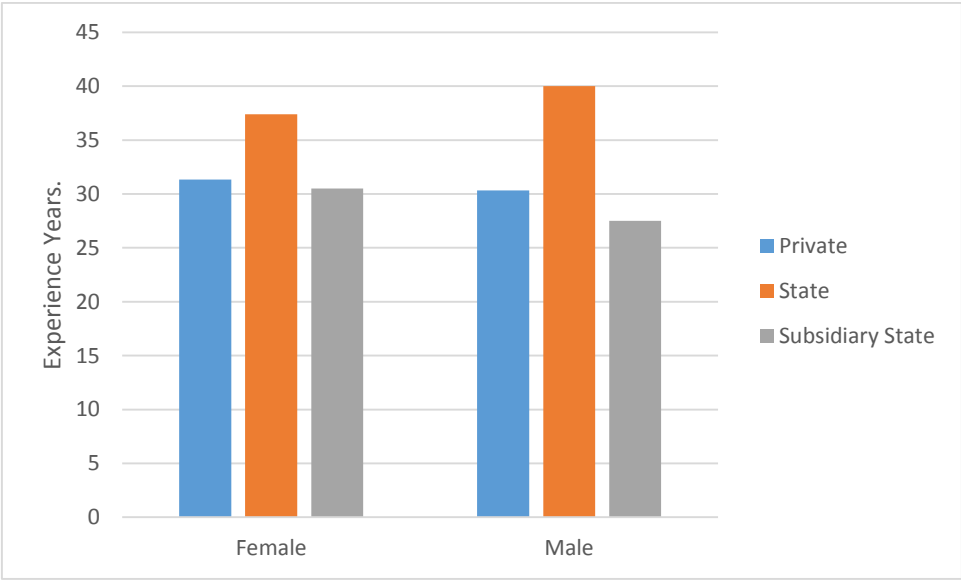
(See results in appendixes)

**Graph 4** Relationship between types of school, hours in the classroom and gender of teacher.



Graph 4 represents the information in of 18 Chilean English teachers of highschool level. It shows that in **state schools**, teachers both women and men spend a high percent of hours in the classroom being men who reach a greater number of teaching hours (40 hours per week), at the same time women reach up to over 35 hours in classroom. On the other hand, as much as women and men immersed in **subsidiary state schools**, show a lower numbers in relation to other contexts, presenting a range between 25 to 35 hours in the classroom. Regarding teachers who work in **private schools** they maintain certain kind of similitude between men and women with a maximum of 30-35 hours in the classroom.

Relationship between type of school, years of service and area

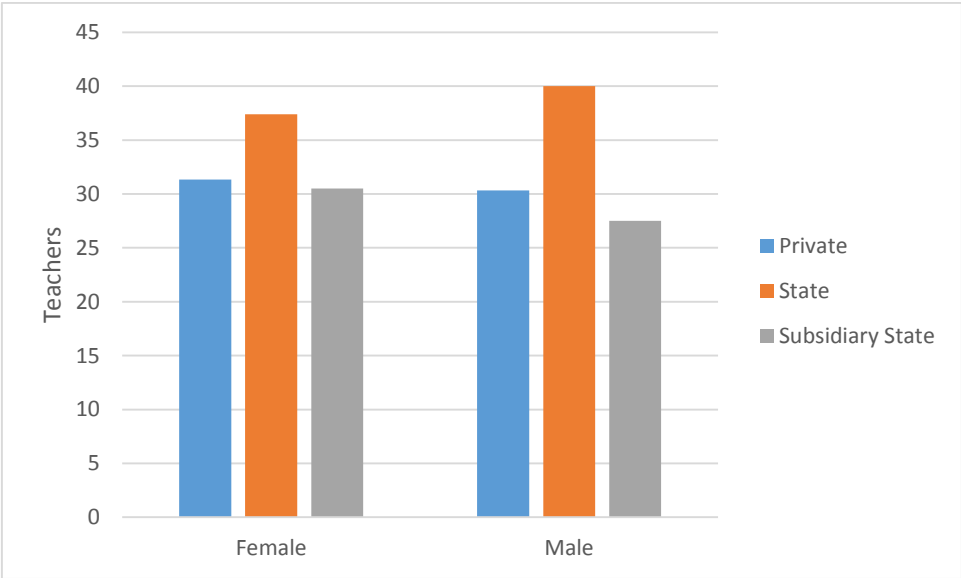


(See results in appendixes)

**Graph 5** relationship between type of school , years of service and area

Graph 5 represents the information of 18 Chilean English teachers of highschool level. It shows that teachers who work at a **state schools** have more years of experience in comparison to teachers from other educational contexts, with men who have worked in total between 35-40 years and women adding a total of 37 years of experience at **state schools**; on the other hand, teachers immersed in **subsidized state schools** present the lowest numbers in terms of years of experience with women adding a total of 27 years and men 30 years. The situation in **private schools** is not far from **subsidized state schools**. Teachers have between of 30-35 years' experience in total both, women and men.

Relationship between type of contract, number and gender of the teachers

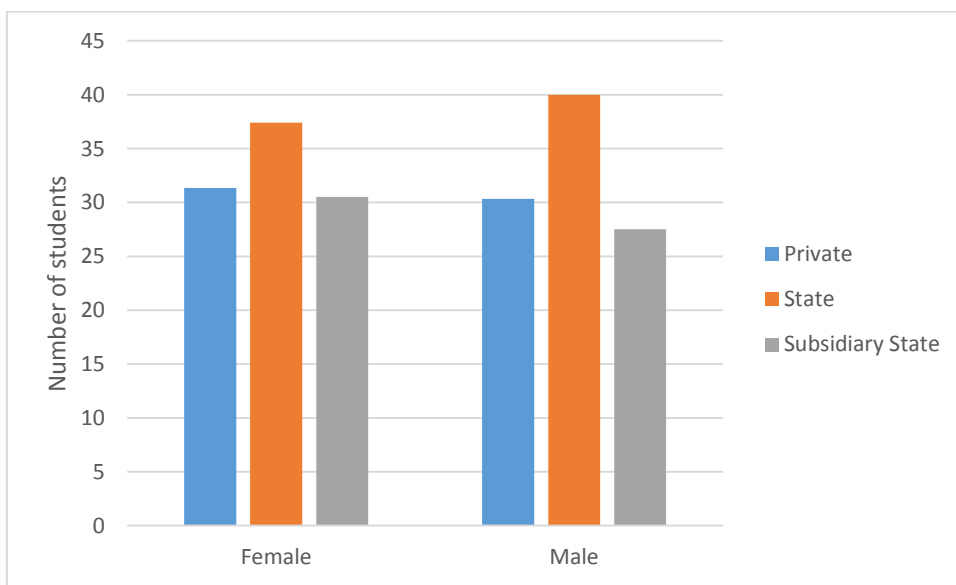


(See results in appendixes)

**Graph 6** the relationship between type of contract, number and gender of the teachers.

Graph 6 represents the performance of 18 Chilean English teachers of high school level. It shows that first of all women are at the top of the list because 9 to 18 of them have permanent term contract, moreover, only 4 men have permanent term contract; on the other hand only 3 English teacher women are given fixed term contract unlike men who 1 to 18 assumed to have fixed term contract. Finally, according to the analysis of the interview just one teacher of English claims to be doing replacement in her school.

Relationship between type of school, gender of the teacher and number of students per class.



(See results in appendixes)

**Graph 7** Relationship between type of school, gender of the teacher and number of students per class.

Graph 7 represents the information of 18 Chilean English teachers of highschool level. This graph shows that teachers of **state schools** have the highest number of students per class (about 35-40 students), being mostly male. Moreover **subsidized state school** teachers have the lowest number of students per class (about 25-30 students per grade), being mostly women, unlike teachers at municipal schools where the male gender predominates.

Finally, **private school** teachers have around 30-35 students per class, being mostly (as in subsidized state school female).

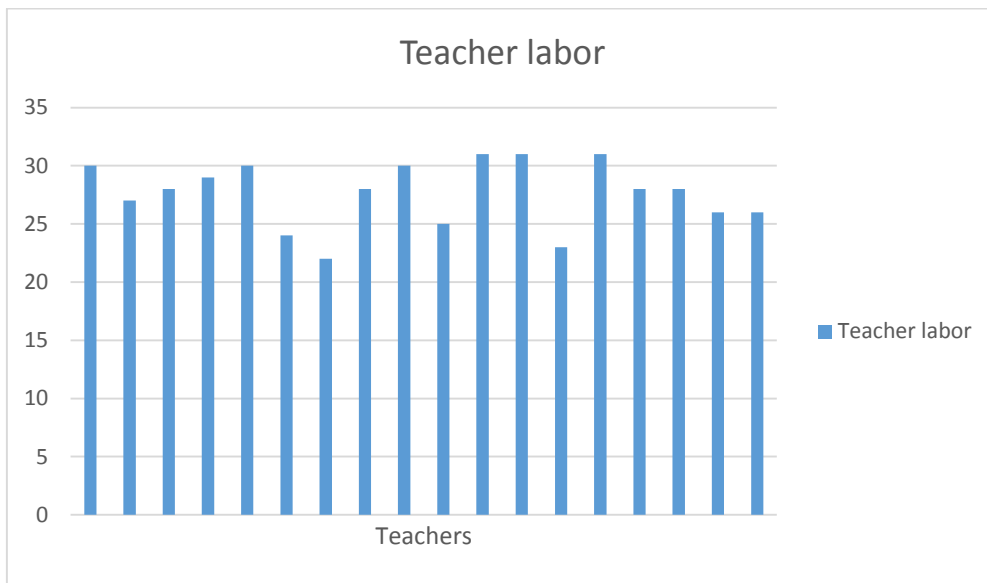
#### **4.3 Results obtained of the survey**

The survey called **OST** ( occupational Stress Test ),was applied to 18 Chilean English teacher ,chosen randomly, who performed their teaching from 7th to 4 th of high school at private, state subsidized and states schools at the Metropolitan region, specifically from; Las Condes , Providencia , Puente alto , Renca , San Bernardo y San Miguel.

The survey **OST** is an instrument which helped to measure the degree of stress that teachers of English might be having during their teaching profession. The survey is composed of a total of 35 questions related to 5 indicator, which make allusion to the teaching profession. The indicators of the survey are divided into the following indicators ; Personal skills (questions 4,6,9,18,21,23,24), Teacher labor (questions 1,3,5,7,14,16,26) ,Social skills (questions 2,19,22,31,32,34,35), Work terms (questions 8,10,11,20,25,36,37), Work environment (questions 12,13,15,27,28,30,33).

To determine the occupational stress level of English teachers, the survey was divided into five indicators (named in the previous paragraph) which have at the same time 7 questions each (with a total of 35 questions), each question has a criteria and values assigned; always (5) Often (4), sometimes (3) rarely (2) and never (1), thus determining the highest stress levels of teachers in English, teachers have to accumulate a total of 35 points. To determine the highest levels of stress in teachers was created a scale to 70 percent, where teachers who exceed or equal the percentage show increasing tendency to occupational stress and teachers who have a percentage lower than 70 percent, do not show increasing tendency to occupational stress.

Teacher labor



(See results in appendixes)

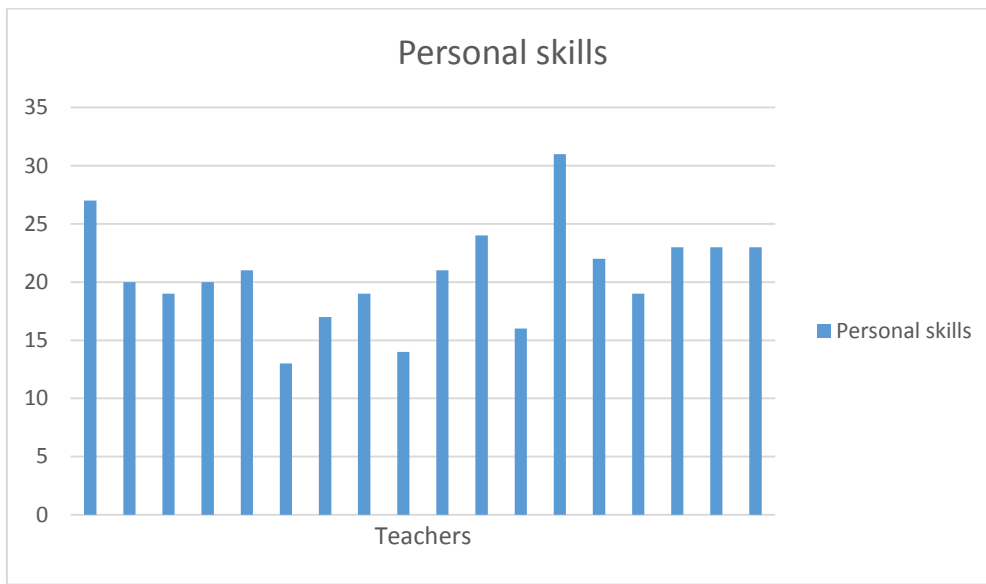
### **Graph 1** teacher labor

Graph 1 represents the performance of 18 Chilean English teachers of high school level. It shows the indicator number 1, called Teacher Labor, which contains the questions 1, 3,5,7,14,16 and 26. According to the graph 1 it can be say that; the 6 teachers of **state schools** , 4 teacher exceeds 70 percent , corresponding to 66 percent of the total population , which have a tendency to occupational stress also stands for these teachers to the subject number 1 which leads with 86 percent, showing the biggest tendency to occupational stress.

According to the 6 teachers of **subsidized states schools** , all of them exceeds 70 percent, therefore , all of them have a tendency to occupational stress for this indicator, also stands for these teachers to the subjects number 11 and 14,which lead with 89 percent , showing the biggest tendencies to occupational stress.

According to the 6 teacher of **private schools** , 5 teachers exceeds 70 percent, corresponding to 83 percent of the population that have a tendency to occupational stress for this indicator , also stands for these teachers to the subject 12 , which leads with 89 percents , showing the biggest tendency to occupational stress.

## Personal Skills



(See results in appendixes)

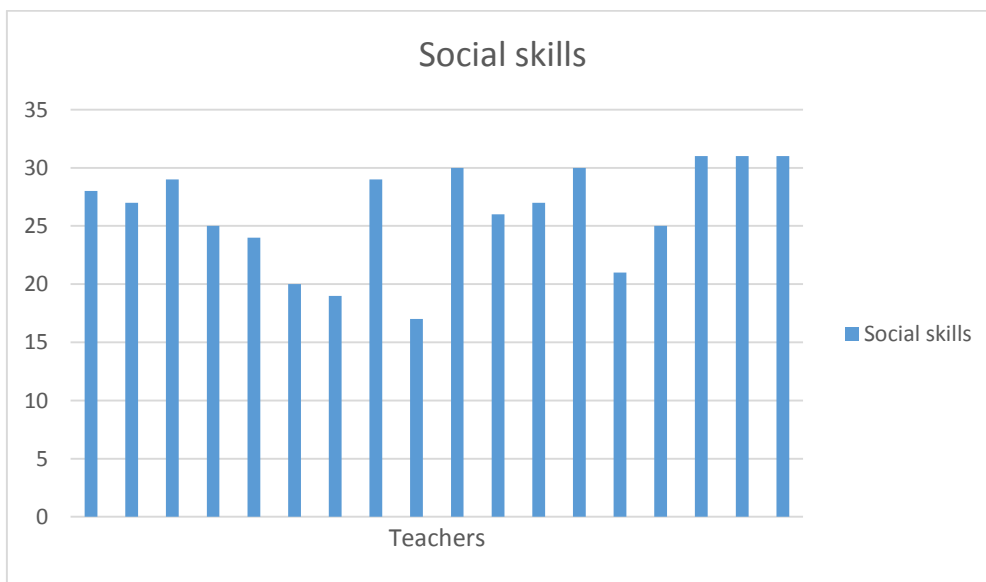
### **Graph 2** personal Skills

Graph 2 represents the performance of 18 Chilean English teachers of high school level. It shows the indicator number 2, called Personal Skills, which contains the questions 4, 5, 9,18,21,23 and 24. According to the graph 1 it can be say that; the 6 teachers of **state schools**, only 2 teachers exceeds 70 percent, corresponding to 33 percent of the population that have a tendency to occupational stress, also stands for these teachers to the subject number 14 which leads with 89 percent, showing the biggest tendency to occupational stress.

According to the 6 teachers of **subsidized states schools** , none of them exceeds 70 percent, therefore, all teachers would not have a tendency to occupational stress for this indicator, also stands for these teachers to the subject number 8, which leads with 54 percent , showing the biggest tendency to occupational stress.

According to the 6 teacher of **private schools** , none of them exceeds 70 percent, therefore, all teachers would not have a tendency to occupational stress for this indicator , also stands for these teachers to the subject 18 , which leads with 66 percents , showing the biggest tendency to occupational stress.

Social skills



(See results in appendixes)



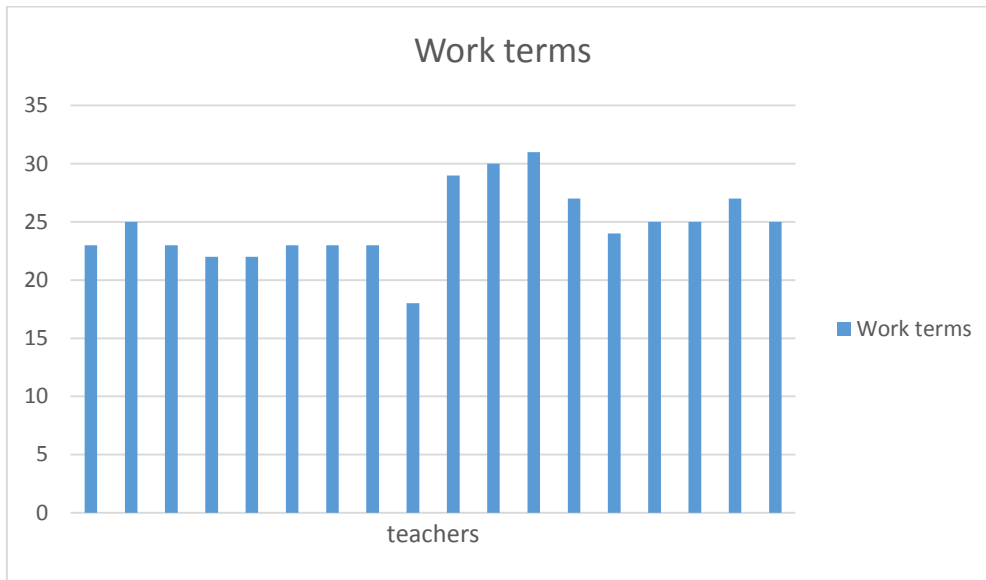
### **Graph 3 Social Skills**

Graph 3 represents the performance of 18 Chilean English teachers of high school level. It shows the indicator number 3, called Social Skills, which contains the questions 2, 19, 22,31,33,34 and 35. According to the graph 3 it can be say that; the 6 teachers of **state schools**, 5 teachers exceeds 70 percent, corresponding to 83 percent of the population that have a tendency to occupational stress, also stands for these teachers to the subject number 16 which leads with 89 percent, showing the biggest tendency to occupational stress.

According to the 6 teachers of **subsidized states schools** , 4 teacher exceeds 70, corresponding to 67 percent of the population that have a tendency to stress for this indicator, also stands for these teachers to the subject number 17,which leads with 89 percent , showing the biggest tendency to occupational stress.

According to the 6 teacher of **private schools** , 4 exceeds 70 percent, corresponding to 67 percent of the population that have a tendency for this indicator , also stands for these teachers to the subject 18 , which leads with 88 percents , showing the biggest tendency to occupational stress.

## Work terms



(See results in appendixes)

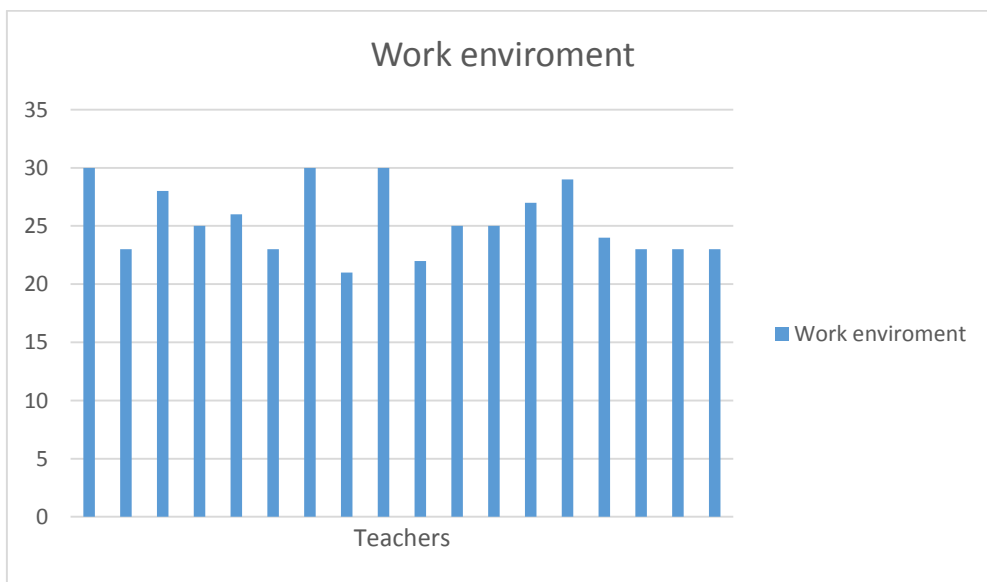
### **Graph 4** Work terms

Graph 4 represents the performance of 18 Chilean English teachers of high school level. It shows the indicator number 4, called work terms, which contains the questions 8, 10, 11, 20, 25, 36 and 37. According to the graph 4 it can be say that; the 6 teachers of **state schools**, 3 teachers exceeds 70 percent, corresponding to 50 percent of the population that have a tendency to stress, also stands for these teachers to the subject number 10 which leads with 83 percent, showing the biggest tendency to occupational stress.

According to the 6 teachers of **subsidized states schools** , 3 teacher exceeds 70, corresponding to 50 percent of the population that has a tendency to stress for this indicator, also stands for these teachers to the subject number 11, which leads with 86 percent , showing the biggest tendency to occupational stress.

According to the 6 teacher of **private schools** , 3 exceeds 70 percent, corresponding to 50 percent of the population that has a tendency for this indicator , also stands for these teachers to the subject 12 , which leads with 89 percents , showing the biggest tendency to occupational stress.

Work environment



(See results in appendixes)

### **Graph 5** Work environmental

Graph 5 represents the performance of 18 Chilean English teachers of high school level. It shows the indicator number 5, called work terms, which contains the questions 12, 13, 15,27,28,30 and 33. According to the graph 5 it can be say that; the 6 teachers of **state schools**, 4 teachers exceeds 70 percent, corresponding to 66 percent of the population that have a tendency to stress, also stands for these teachers to the subjects number 1 and 7 which leads with 86 percent, showing the biggest tendency to occupational stress.

According to the 6 teachers of **subsidized states schools** , 3 teachers exceeds 70, corresponding to 50 percent of the population that has a tendency to stress for this indicator, also stands for these teachers to the subject number 14,which leads with 83 percent , showing the biggest tendency to occupational stress.

According to the 6 teacher of **private schools** , 3 exceeds 70 percent, corresponding to 50 percent of the population that has a tendency for this indicator, also stands for these teachers to the subject 9 , which leads with 86 percent , showing the biggest tendency to occupational stress.

## **V Conclusions**

## V Conclusions

In This chapter we intended to show the results obtained from the application of (OST) instruments and subsequent analysis of these; it is relevant to mention the importance of validation or refutation of our hypotheses presented in Chapter 2; likewise, other important points which are closely related to occupational stress in English teachers immersed in different educational contexts will be discussed. The main objective of our research was: “To determine if EFL teachers teaching at high school level students in Santiago, show different levels of occupational stress, depending on the context they belong to (state, semi-private or private school)”.

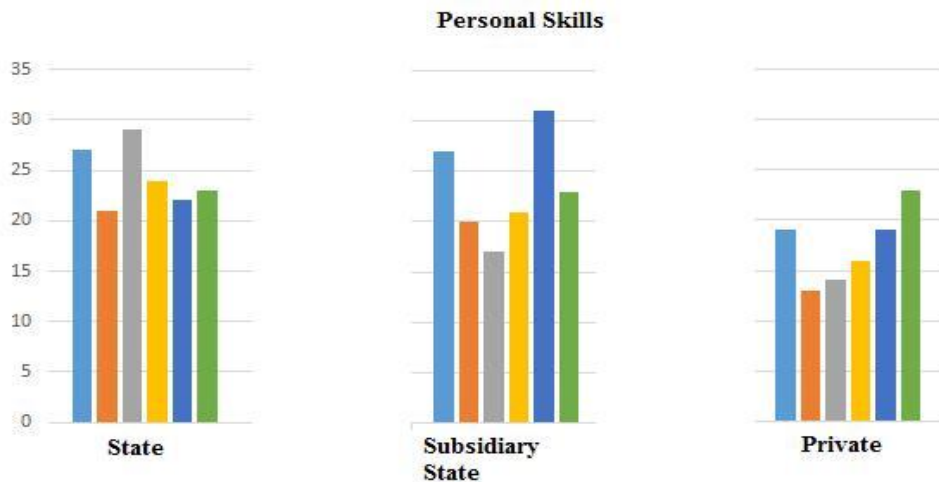
To accomplish this objective; eighteen Chilean teacher of English of High school level were chosen at random to answer a survey which was to determine the degree of stress in these teachers, this survey was divided in five indicators with a total of 7 questions by indicator which refer to our research’s variables, including; 1. - Personal Skill; 2.- Social skill; 3 teacher labor; 4.- working environment; 5.- Work term. Each question had a criteria and an assigned value; always (5), often (4); sometimes (3), rarely (2) and never (1).

To determine the highest stress levels of teachers in English; teachers have to accumulate a total of 35 points. To determine the highest levels of stress in teachers was created a scale to 70 percent, where teachers who exceed or equal the percentage show increasing tendency

to occupational stress and teachers who have a percentage lower than 70 percent, do not show increasing tendency to occupational stress.

According to the result of obtained from the analysis the conclusion are as follows:

**Personal skills** realizes that situations that the teacher can handle such as content management in English which is displayed in questions that teachers cannot deal satisfactorily, unforeseen situations that do not fit the teacher's schedules and which generate great anxiety by them, and finally control group in class because we must remember that in general these are 25 or over.

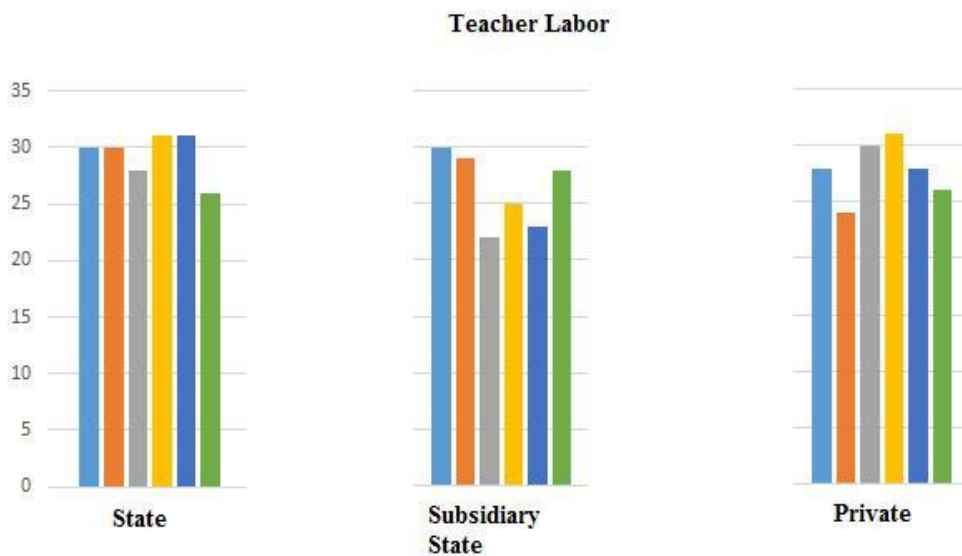


### Graph 13

18 teachers were surveyed and the following conclusions were: those who lead this list are the teachers immersed in state schools, since 33% of them have a tendency to occupational stress, in which one of them exceeded the percentage set by far to determine the degree of stress, with 89% of total subjects surveyed in this indicator. Moreover teachers working in private and semi-private schools do not exceed the 70% concluding that there tend to stress about the *personal skill* variable.

The second indicator is the **teacher labor** which refers to the responsibilities as a teacher, teaching content to students with low motivation, assessment of students doing teaching work methods that meet the contemporary needs of students, time for class preparation and professional vocation.



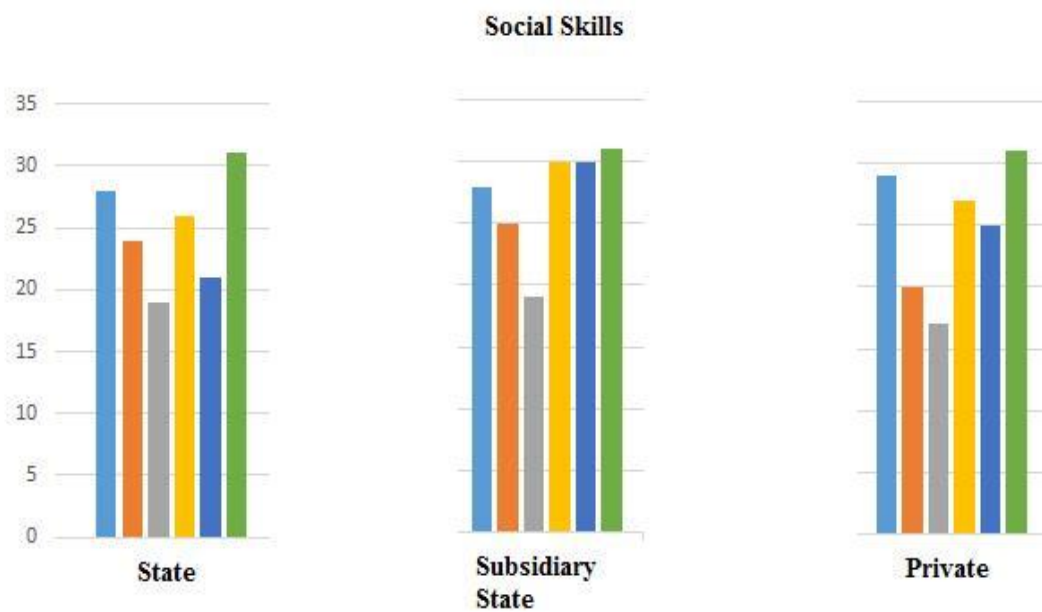


**Graph 14**

According to what was mentioned above we can conclude that teachers immersed in a semi-private context, all of them have a tendency to occupational stress, also highlights two subjects who lead the list with 89%, respectively; however this result does not indicate that teachers working in private and semi-private schools don not present tendency to occupational stress since 4 teachers from state schools exceed 70% obtaining 66% indicating high levels of anxiety as 83% of teachers working in private schools. So we can infer that the questions expressed in this indicator are the sum of high occupational stress.

The third indicator is **social skill**, which refers to the social skills of teachers as to the emotional demands of learners, to psychological-emotional condition by educators in performing exhausting work, e.g.: additional work performed at home, stress as

instrumental in teaching content factor, social relationship with my peer group or the educational community, higher academic assessment, inappropriate situations regarding the treatment was professor such as bullying. Therefore, analysis of results regarding this indicator is:

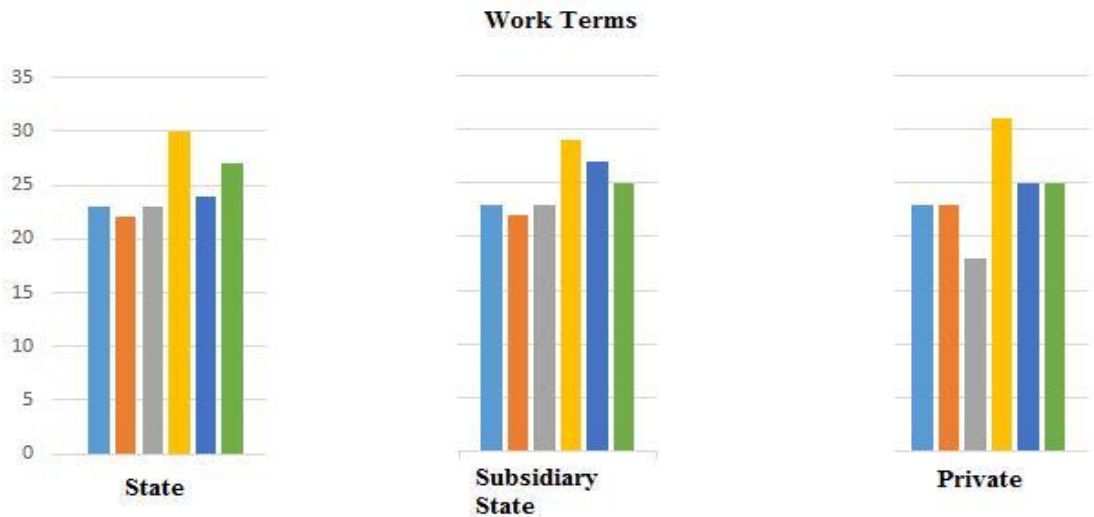


**Graph 15**

Those who teach in state schools with 83% of the total, accordingly, more than 50% of those surveyed reveal a tendency to occupational stress with respect to this indicator; highlighting one of the subjects exceeds occupational stress' percentage of more than 89%; on the other hand teachers working in semi-private and private schools have a 67% of total,

that is exceed 70%; Thus in the three contexts for this indicator supposed to be decisive in the physical exhaustion - Psychological by educators.

The fourth indicator is **work term**, and it refers to contractual terms. Work term is closely related to the legal basis of employers with employees; therefore this indicator sets the degree of employee satisfaction in terms of salary, opportunities for promotion in this same work, the option to decide how to do the job without intervention or supervision of another.

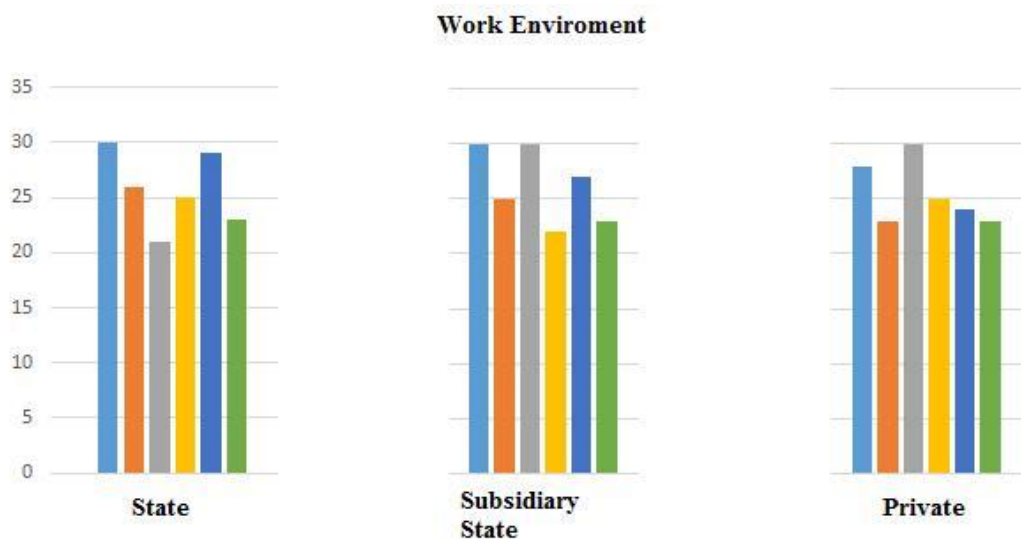


**Graph 16**

From the analysis of results it is concluded that the three contexts in which 18 teacher were involved do not know their contractual conditions with 50% of the total, and that is why the half have a tendency to have occupational stressed about this indicator; it is noteworthy

that one of the subjects belonging to a private context leads the list with 89% of the 70% percentage established to determine the degree of stress on teachers.

The fifth and final indicator is **work environment** which refers to the degree of satisfaction by the support and peer review, the level of competitiveness at work, teaching method according to the beliefs of teachers versus the set was nominated for community, relationship of cordiality and respect with the boss; in summary, work environment establishes harmonious relations with the educational community.



**Graph 17**

According to the analysis results, we emphasize that the teachers surveyed immersed in state context are those with greater tendency to stress for this indicator with 66%, 6

teachers surveyed more than half are occupational stressed by "work environment", otherwise both teachers working in private and semi-private schools only 50% of these have a tendency to work stress by this indicator.

Concerning to what is stated above, we can add that our **working hypothesis** "*EFL teachers working on semi-private and private schools present a lower level of stress than those working on state schools*" has been confirmed given by the five indicators exposed as teachers working in public schools lead the list, surpassing the percentage immersed in private and semi-private schools teachers.

According to the age result , teachers who work in state schools are the oldest, noting that these teachers exceed 35 years of age, in contrast to teachers from private and semi-private schools which do not border that number.

These conclusions are evident in the hours of classroom learning, state school teachers are again who lead the list with 35-40 hours per week in class, in contrast to semi-private school teachers who are between 25-35 hours of classroom learning as teachers in private schools, which stand out teachers with 25 hours of classes and teachers with 40 hours of classes, which do not exceed the number of state school teachers. The same controversial phenomenon occurs with students by grade and type of school as state school teachers leading number where it is evident that in its generality these teachers are between 40 -45 students per course, in contrast of semi-private and private school teachers which border

**VI Suggestions**

## 5.1 Suggestions

Since becoming a teacher is a difficult achievement, many people see teachers just explaining the contents, qualifying their students, speak about values and moral issues, but the work behind all those issues and more are not well known, for that reason, as student finishing the stage of five years of study we want to share some things related to the experience that we have lived in the recent years doing our professional practicum, and what we consider that could be included in the university preventing the future teacher to become a better professional with knowledge related to the mission about to be a teacher in the future. We hope that this information could improve the decision to become a teacher and stand out the vocation that someone must have to start this journey.

### Suggestion I

Day by day, teachers, in spite of the context in which they work are facing a number of responsibilities among which stand out, such as working long hours in the classroom, many students per room, extensive hours spent planning, hours that must be performed mostly in their homes and insufficient income, which is not reflected in the work that brings teaching profession, being that teaching should be a work valued by society, because they work with human capital, the teaching profession means not only teach a specific subject, otherwise it means to be people you teach both values and academic knowledge and prepare them for the workplace.

Work stress in teachers brings a series of challenges, to overcome these stressors, begin from the moment that the teaching profession, vocation, own choice and lifestyle is chosen. Many of the stressors of the teaching profession are not experienced if not from the time when teachers start their professional life.

We have a suggestion that emphasizes both institutions and students entering the teaching career to learn more about it here, to know about what and to learn about what to be a teacher really means and all the responsibilities that it entails. Many students entering the career and then complete their career do not handle relevant information that refers to the contractual terms of professional education, such as: what the types of contracts for teachers, what are a labor contract (type of workday, remuneration, etc.), what is the duty and right of education professionals, when are an employment contract finishes or, entities governing contract compliance among other points, which evidence the little information teachers handle regarding this topic. When teachers were asked about their working conditions, the vast majority of them were unaware of their contractual terms, it is for that reason that the entities qualified to train teachers should guide students to enter to the career and teach about contractual terms for a teacher.

This suggestion does not just help future professionals to become more informed and educated beings regarding their profession, besides, helps overcome stress barriers between them. Long working hours, unfair salaries, no ownership for teachers on contract, under national low income basic and historical debts, generated on teachers significant levels of



stress, which with an education based on the information could decrease the gap between failure, defection to second or third year of career and above all, could answer the question; Why are not teachers working as a teacher? Or, why are teachers studying another career?

### **Suggestion II**

In order to the new generations who are going to study English at our university UCSH, we want to inform in relation to the pedagogical labor which considers aspects such as remuneration, control over a diverse group of subjects which not all have facilities or desire to learn a new language, in addition, many students do not handle all their own language for that reason the acquisition of a second language is difficult; on the other hand, it is important to mention that the university as an institution for professional education must teach about classroom domain not only in content also in the use of strategies that will capture the students attention, in order to catch their sympathy or like for the subject because all learning process should not be apprehended by fear because we pretend as a teacher to promote personal reflections and all students will get the real interesting of the subject, otherwise it is a waste of time pretending to teach specific contents if students show that degree of motivation was enriching in knowledge is concerned.

Most of us who have completed our process of university education, during the course of this year we have been involved in a number of challenges such as the domain of specific contents, classroom management, lesson plans, strategies and methodologies that contribute

to teach properly ; so it is critical that the university takes real responsibility about these aspects so that in the future students who are undergoing the process of practice I and II have the necessary resources in order to face the workforce in an optimal manner. The comprehensive training will involve aspects such as voice import that is working on breathing and tone of voice that allows us to be heard without vocal damage because in general courses exceed 35 students per class, it is for that reason why is generated great physical and psychological strain on teachers who ignore vocal techniques; the voice is the biological resource which works, for that reason we must be conscious and care towards good health.

We have to mention that the strained voice becomes noise, therefore, it confuses with the voices of students; it is for this reason that we suggest future generations of teachers that they should take training courses about speech domain, posture and body language. If you are shy and afraid of speaking in front of considerable number of people, think twice in become a teacher because we are daily exposed to the scrutiny of leaders and students.

### **Suggestion III**

One of the suggestions that from the beginning of our investigation began its construction thanks to the compilation of information in our theoretical framework; it was about the importance that should be given to the concept of “**stress management**”. In a social context where much of the population suffer this pathology, it is strange that the university

having a high percent of teaching careers and knowing about the problematic derived from stress that the teacher suffers in his/her job's development, they are not able to implement a lecture "optional", "elective" or compulsory inserted in the curriculum about "**stress management**". We can be sure that a high rate of UCSH's students are daily living with a level of stress, and also all have heard the word stress and its "consequences". But, do they really know what stress is? Will they know the real short/ long-term that stress causes if is not treated on time? Do students know techniques of stress management to help them to handle and to deal with it?

In an investigation called *Reducing Teacher Stress* created by Michel R. Bertoch, Elwin C. Nielsen, R. Jeffrey Curley and Walter R. Borg at Utah State University, 30 teachers were randomly selected for their high levels of stress assigning to *treatment group* and *control group*. The research had the interest to evaluate and develop a prototype treatment focused on the factors causing stress on teachers, having the result that people who were selected to the *treatment group* showed lower levels of stress after treatment than *the control group* (other stressors were selected), with a significant reduction of stress compared with the level of stress prior to treatment. The treatment received by teachers in the *treatment group*

was to receive 12 sessions of no more than two hours including lectures, discussions, small group to share progress and problems, audiovisual presentations, written tests and homework. In the following paragraph the 12 sessions taken by *Reducing Teacher Stress* created by Michel R. Bertoch, Elwin C. Nielsen, R. Jeffrey Curley and Walter R. Borg at Utah State University will be shown:

Session 1: *Introduction*. Administrative details, program content and processes were covered. The clinicians managed the group-forming process while establishing norms of participation, respect and openness were told.

Session 2: *Concept of stress*. Stress, distress, eustress, type A and B personality characteristics, and other manifestations of stress were covered through lectures with clinicians or psychologists. Besides, stages, common causes, consequences, and symptoms of stress were presented.

Session 3: *Task-Based and Role-conflict stress*. Tasks of comparing the role of stress, participants had to define stressors with planning sheet and register their level of stress. Members analyzed the results in small group discussions.

Session 4: Assertiveness Life Style. The importance of assertiveness was discussed, along with confusions, myths, differentiation from aggression, and the relationship of assertiveness to self-confidence.

Session 5: Relaxation and Breathing. Breathing and relaxation processes were taught. A systematic process of relaxation of all muscles groups was practiced. Participants were encouraged to practice regularly until a "relaxation response" becomes automatic for them.

Session 6: Meditation. Meditation was taught as an alternative to achieve deeper level of relaxation and contact with the inner self.

Session 7: Nutrition. A nutritional assessment was discussed related to the daily diet of the participants. A lecture and discussion of the important nutritional habits, They Received in stress management, with personal commitment to make changes.

Session 8: Exercises. Mini-Relaxation and stretching were taught. besides, discussion groups for greater personal understanding of the needs of more exercises and methods that can be used against stress.

Session 9: *Holistic living, Mind and body*. The concept of mindfulness defined as an awareness of self and environment was discussed among the participants. The importance of balance in the life of each one was taught and emphasized.

Session 10: *Coping with Disappointment and Chemical Stressors*. The disappointment in the development of stress was discussed. Participants discussed ways to deal with disappointment and explored alternatives less stressful. Moreover, the endocrine system was described briefly to show how sympathomimetic agents such as caffeine and nicotine trigger an elevated baseline of activity. Agents that reduce this baseline of stress, such as alcohol, minor tranquilizers, barbiturates and narcotics were discussed.

Session 11: *Support System, Life stressors, and teacher stress*. The importance of having an adequate social support system, both at work and in one's personal life was discussed.

Session 12: *Understanding Situations, Letting go of resentments and where to from here*. The participants reviewed the experiences and learned from the previous sessions.

**(Adapted from:** *Reducing Teacher Stress* created by Michel R. Bertoch, Elwin C. Nielsen, R. Jeffrey Curley and Walter R, Borg at Utah State University in 1988)

Taking the example of this innovative treatment which closely fits what a lecture is in its sessions and also greatly reducing stress levels of participants; we suggest to the university UCSH to make a plan (elective course, optional or common plan) to continue the sessions mention above for knowledge and understanding of stress and its management so that the future professional will face a work life full of challenges have in their hands an optimal tool to cope with the optimum conditions.

Finally, having given our suggestions as UCSH's students, we want to remember that the university is autonomous about its decisions respectively the lectures it imparts, but we will be pleased if someday our university wants to implement some lecture about our suggestions.

## **VII References**



Alberto Orlandini. 2012. El estrés qué es y cómo evitarlo. Mexico. Fondo de cultura económica.

<http://books.google.cl/books?id=d8KuiJAOXIC&printsec=frontcover&dq=psicologia+estres+libros&hl=es419&sa=X&ei=Abg4VM3cCYjwgsj44GoAw&ved=0CDQQ6AEwAw#v=onepage&q=psicologia%20estres%20libros&f=false>

Akpochafo, G. O., 2012, Perceived sources of occupational stress among primary school teachers in delta state of Nigeria. Consulted October, 18<sup>th</sup>, 2014.

<http://web.b.ebscohost.com/ehost/detail/detail?sid=1cd8e93b-43ef-44a4-b658-dd810992cc35%40sessionmgr111&vid=0&hid=107&bdata=Jmxhbmc9ZXMmc210ZT1laG9zdC1saXZl#db=ehh&AN=77564396>

Cheryl J. Travers (1996). El estrés de los profesores: La presión en la actividad docente, Argentina. Palidos Iberica. S.A.

<http://books.google.cl/books?id=a7bhr27JIIMC&printsec=frontcover&dq=estres&hl=es-419&sa=X&ei=OsE4VIXWHM6QgwTNtoD4Aw&ved=0CBoQ6AEwADgU#v=onepage&q=estres&f=false>

Dirección del trabajo gobierno de Chile, consulted October, 15th, 2014.

<http://www.dt.gob.cl/1601/w3-channel.html>

Dirección del trabajo gobierno de Chile, Estatuto Docente, consulted October, 16th, 2014.

<http://www.dt.gob.cl/consultas/1613/w3-propertyvalue-22081.html>

ESRI. (2001). Job satisfaction and occupational stress among primary school teachers and school principals in Ireland, consulted October, 23th, 2014.

<http://www.teachingcouncil.ie/fileupload/Research/Commisioned%20Research/Teacher%20satisfaction%20and%20stress.pdf>

Georgia H. et al. (2010), occupational stress in secondary education in Cyprus: causes, symptoms, consequences and stress management.

Hernández Sampieri et al. (2006). *Metodología de la investigación*. México: McGRAW-HILL Interamericana.

Jenni Adams. (1998). *Estrés un amigo de por vida*. Argentina. Kiar S.A.

<http://books.google.cl/books?id=sahFXNvBlnwC&pg=PA11&dq=estres&hl=es-419&sa=X&ei=BME4VLbvL5HygwSmpIGQBg&ved=0CDsQ6AEwBjgK#v=onepage&q=estres&f=false>

José M. Peiró (2001). *El stress laboral: una perspectiva individual y colectiva*. Valencia: INSHT.

Juan A. Moriana. (2004). Estrés y *burnout* en profesores. España. International Journal of Clinical and Health Psychology. Consulted October, 20th, 2014.

[http://www.aepc.es/ijchp/articulos\\_pdf/ijchp-126.pdf](http://www.aepc.es/ijchp/articulos_pdf/ijchp-126.pdf)

Karen J., Gonzalo L (2003). Los mejores colegios en Chile: Mito y Decepción. Consulted October, 10th, 2014.

[http://www.tesis.uchile.cl/tesis/uchile/2003/jara\\_k/html/index-frames.html](http://www.tesis.uchile.cl/tesis/uchile/2003/jara_k/html/index-frames.html)

Luis A. Oblitas. (2010). Psicología de la salud y calidad de vida. Mexico. Cengage editors. Consulted October, 15th, 2014.

[http://books.google.cl/books?id=LXR\\_dkV\\_XNcC&pg=PA241&dq=estres+psicologia+de+la+salud&hl=es419&sa=X&ei=WakxVLOzFcHJgwSD0oDgBQ&ved=0CCoQ6AEwAQ#v=onepage&q&f=false](http://books.google.cl/books?id=LXR_dkV_XNcC&pg=PA241&dq=estres+psicologia+de+la+salud&hl=es419&sa=X&ei=WakxVLOzFcHJgwSD0oDgBQ&ved=0CCoQ6AEwAQ#v=onepage&q&f=false)

M.A. Azacarate, (2007) Trastornos de estrés postraumático: daño cerebral secundario a la violencia: mobbing, violencia de género, acoso escolar. Mexico. Diaz de Santos.

María P. Matud , María A. García (2002). Estrés laboral y salud en el profesorado: un análisis diferencial en función del género y del tipo de enseñanza, España: International Journal of Clinical and Health Psychology.

Michael R. Bertoch. (1988). Reducing Teacher Stress, Washington.

Robert M. Klassen. ( 2010) Effects on Teachers' Self-Efficacy and Job Satisfaction:  
Teacher Gender, Years of Experience, and Job Stress. Journal of Educational Psychology.

### **Bibliography**

<http://subvenciones.mineduc.cl/seccion/documento/2D2002040416132811094.pdf>

Gobierno de Chile. , Ministerio del trabajo y previsión social. (2006). Nuevo código del  
trabajo y reglamentación específica por área.(ed.2006).Santiago.

## VIII Appendixes

Interview.

**These questions are to contextualize the investigation; this information is totally private you don't have to write your name.**

Comuna: San Miguel

Put an X for the kind school that you belong.

\_\_\_\_ private school/ \_\_\_\_ subsidiary-public school/ 1.-public School.

Gender

Male \_\_\_\_ female: 1 Age : 43

**Answer this question**

**Are you heading a grade?**

Yes , I am in charge of 3th grade of high school level , also I am coordinator of the humanistic area.

**How many hours do you spend in the classroom?**

I spent around 42 hours in the classroom.

**How many students do you have for grade approximately?**

45-46 students peer grade.

**How many hours do you have to plan?**

I spent around 1 hour (at home ) for planning ( 1 hour peer grade approximately)

**How many years have you been a teacher?**

I have been teacher of English for 16 years

**For how long is your contract employment?**

Although I have been teaching in this school for 8 years my contract remains fixed term, it must be renewed annually.

**Survey.**

<b>Question</b>	<b>Always (A)</b>	<b>Often (O)</b>	<b>Sometimes (S)</b>	<b>Rarely (R)</b>	<b>Never (N)</b>
I am clear about my responsibilities as a teacher.	X				
I think teacher's needs are as important as students' needs.	X				
I find it stressful to teach low motivated students.		X			
I feel stressed before going to the class.			X		
My student's evaluation of me is very important for me.	X				
I feel unable to control the class.	X				
I mainly teach English because I like teaching English.	X				
I have a choice in deciding how I do my job.	X				



My workload is manageable.	X				
I lack opportunities for promotion.	X				
I lack opportunities for staff development.	X				
I worry about my colleagues' evaluation of me.				X	
I am happy with the level of support I obtain from my colleagues.	X				
I have enough time to prepare for my classes.		X			
I have a good relationship with my boss.	X				
My level of responsibility as a teacher has increased during the last couple of years.	X				
There have been redundancies or job cuts in my institution which I find stressful.	X				
I find complains against me by students very stressful.			X		
I keep my work related problems to myself.				X	
I think my institution needs to organize some effective workshops in order to help reduce teacher's stress.			X		

I feel stressed when faced with unpredicted situations at class.				X	
I feel stressed when I can't make students understand a point.				X	
I feel stressed when students ask me something that I don't know.				X	
I feel I don't have enough knowledge of English (vocabulary, grammar, etc.).				X	
I find students' attitude and misunderstanding about English stressful.			X		
I find the teaching method I am required to adapt too demanding.			X		
I think communicative language teaching puts more responsibility on teachers.	X				
I find my teaching in contradiction with my beliefs about teaching.	X				
I generally find observations stressful.	X				
I think the status of English teachers has generally declined.		X			
I am sometimes subjected to unacceptable behaviors (e.g. bullying) at work.		X			
I do not have enough time to enable me to deal effectively with students' problems.				X	
The atmosphere among colleagues is too competitive.			X		
I do not feel happy about some extra work related to my class that I need to do at			X		

home.					
I feel stress is negatively affecting my teaching.			X		
I am satisfied with my salary.					X
I am clear about my contractual terms.				X	

\*the present questionnaire is anonymous and confidential.