Research Article

Psychosocial stress factors and welfare state in pedagogical practices in a Colombian educational context

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Abstract

This study determined the psychosocial stress factors and the welfare state of the teachers in the school context of a school in the city of Tuluá. It corresponds to a mixed study with descriptive scope. The results showed that, for teachers, the stress situations experienced acted as a modeler that encouraged them to take on challenges in the face of the commitments required of them in their teaching work.

Keywords: psychosocial stress, teacher welfare, work stressors

Introduction

The stress is a topic of interest that becomes more relevant in a globalized world which demands more and more, to the point of affecting the physical and mental health of individuals, which affects work and academic performance, in addition to affecting relationships interpersonal. Different approaches have contributed theories to understand stress, physiological and biochemical approaches explain the organic and hormonal responses produced by stressors, psychosocial approaches focus their efforts on understanding external factors (Naranjo, 2009).

Currently, approaches approach stress from a more integrative perspective since many variables converge and interact. One of them is the systemic approach in the person-environment relationship proposed by Mingote & Pérez (2003) in which they explain the importance of stress in the life process of people, this because stress is part of the daily life of the human being. Through this, people seek to regulate the individual welfare state and balance with the environment that surrounds them, developing new skills to adapt to the demands of new environments.

This means that individuals are not a passive victim of stress, and that their way of interpreting and dealing with events determines the magnitude of the experience (Naranjo, 2009).

From the foregoing, it can be stated that stress involves external and / or internal factors that generate an increase in the effort by the individual to maintain a state of balance within himself and in relation to his environment (Naranjo, 2009).

Educational Institutions are not far from the dynamics that currently prevail in the globalized world, since they structure a type of organization at the administrative, curricular and procedural levels, which mark the daily work of teaching work, demanding requirements that must be assumed and fully complied by the teacher and that can generate stress and alter the well-being of the teacher. Such commitments require a high level of mental effort insofar as they must make use of important cognitive processes in the analysis of situations inherent in their work. Furthermore, the teacher must interact with all the actors that participate in the teaching-learning process, which implies social

and emotional processes that in some cases affect the teacher (Enjuto, 2001; Ruay, 2010).

Studies proposed by Gutiérrez-Santander, Morán-Suárez & Sanz-Vázquez (2005); Jiménez & Ruiz (2004); Mañas, Franco & Justo (2011) show that teacher stress is considered a social phenomenon inasmuch as work demands in educational institutions have a greater or lesser impact on the mental and physical health of their workers, generating levels of stress or discomfort expressed in states of anxiety, depression, mental fatigue, which influence the social, family and professional role.

It is inevitable that within the teaching work a physical or psychological change will be experienced, a product of psychosocial factors which are shaped by its organization, the content of the task, satisfaction and the environment where one works, these factors can be gratifying or unpleasant generating stress levels and in some cases alter their well-being.

To address psychosocial factors at work Moreno & Báez (2010) they propose that one should start by identifying the risk and evaluating the possibility of its control and intervention.

In order to identify the risk, the sources that generate stress in teachers must be taken into account. To do this, Villanueva, Jiménez, García & Durán (2005) present two sources: the first is the conditions of the organization that policies and philosophy contemplate, these are reflected in the organizational environment and in workplace welfare policies. The second source is the working conditions which have a direct relationship with the freedom of teaching, the acceptance of its methodologies and the discretionary use of teaching procedures and interaction with the different actors in the educational community.

The previous approach is corroborated by what has been stated by Moreno & Báez (2010) who argue that stress is generated in the teacher when the organization conditions and working conditions become dysfunctional and generate responses of maladjustment and labor tension that they are detrimental to the coping skills of teachers.

Furthermore, it is important to take into account the meanings that teachers give to interaction processes in the social, cultural and organizational context that mark the work dynamics of teachers in

Educational Institutions to demonstrate the problems that arise in this educational context (Forero, 2010).

As a result of the above, this study investigated psychosocial stress factors and the welfare state of teachers at an Educational Institution in Tuluá. To achieve this objective, the level of job stress in teachers was identified, describing the situations valued by teachers as potential stressors in the job role and in the school context; in addition, the level of coping and the type of strategies used by teachers in stressful situations were interpreted and a proposal for an intervention to confront or prevent stress in the teachers of the Educational Institution under study was proposed.

Psychosocial stress and teacher well-being

The concept of stress was approached from the systemic approach in the person-environment relationship, from the theories proposed by Mingote & Pérez (2003). These authors explain the importance that stress has in the life process of people, this because stress is part of the daily life of the human being. Through this, people seek to regulate the individual welfare state and balance with the environment that surrounds them, developing new skills to adapt to the demands of new environments. Individual well-being consists of maintaining adequate meaningful relationships, seeking security of provision and having subsistence guarantees, among others.

Stress can be assessed by following three consecutive stages: first, levels of resistance are generated to adopt and / or adapt everything new in your work context based on your individual perception; second, that resistance and its neglect will provoke physiological reactions of different types known as "symptoms"; third, these reactions are going to provoke an imbalance in the entire organic system of the individual and before them, he takes actions that seek to balance his condition and achieve his well-being (Barraza, 2012).

When dealing with stress analysis, it is necessary to be clear about social stressors Sandín (2003) raises three types:

1) An acute life event, which occurs in a short period of time that causes an unusual effort in the individual, 2) Role stress or chronic stress, given as a response of the organism to certain constant demands that require adjustments for long periods of time and 3) Everyday setbacks, which require small daily readjustments caused by the person's interaction with their environment. (p. 141)

In this study, stressful situations are grouped within social stressors, these stressful situations vary according to contexts and environments; as well as the responses that are generated in the individual in a greater or lesser degree of incidence.

Consequently, the role social stressors and the repetitive (chronic) minor events stressors are experienced by the teacher when he must fulfill the functions of the position in accordance with the functions of his work team, in this interaction dynamics, various situations arise that are connoted as uncomfortable or adaptive because they are routine and permanent in nature (Sandín, 2003).

Likewise, according to Pearlin 1989, cited in Sandín (2003) there are "stressors due to role overload, interpersonal conflicts, conflicts between roles, due to role captivity, due to role restructuring and chronic environmental stressors" (pp. 147–148). According to Moreno & Báez (2010) are part of the dynamics of work that the teacher experiences daily, in some cases becoming dysfunctional situations that force the teacher to generate adaptation strategies to achieve adequate coping, otherwise it triggers psychosocial stress.

With the above approaches, it is shown that there is a close but inverse relationship between psychosocial stress and the coping strategies that the teacher generates, which will not be effective if the levels of psychosocial stress are increasing or if the teacher does not have adequate strategies to face them (Lázarus, 1986 quoted in Gracia & Barraza, 2014).

Taking up the theoretical postulates of Lazarus & Folkman, 1986 cited in Cuevas-Torres & García-Ramos (2012), it is stated that human beings use two types of coping to control stress: one oriented towards the problem or the task and the other oriented towards emotion.

In relation to problem-oriented or problem-oriented coping, cognitive changes can be mobilized to automate decision-making in the face of changing situations present in the job role, developing positive leadership in those who practice it (Cornejo, 2012). Regarding emotion-oriented coping, the aim is to maintain emotional control in the face of stressful events, this is the most appropriate alternative to minimize stress levels. Therefore, it is convenient to pay attention to emotional control, to the causes of the event / problem that causes it; when this occurs, the well-being of the teacher remains more stable (Cuevas-Torres & García-Ramos 2012).

Methodology

The research corresponds to a mixed sequential study with a predominance of the qualitative approach and descriptive scope; regarding the quantitative, a non-experimental design was used, and the qualitative, a microethnography. To achieve the information systematization process, the Atlas.ti program and descriptive statistics were used.

Subjects

In this study, a sample of 43 teachers (7 men and 36 women) who belonged to the preschool, primary and secondary schools of an Educational Institution of the municipality of Tuluá in Valle del Cauca, Colombia was taken. The data was collected in the second semester of the year 2018 at regular times when exercising the teaching profession, under the authorization of the directors and teaching staff.

Instrument

The ED-6 scale was prepared by Gutiérrez-Santander et al. (2005) and is composed of 77 items, which are grouped a priori into six (6) dimensions: anxiety, depression, maladaptive beliefs, pressures, demotivation and poor coping.

The statistical exercise that the author carried out for this scale covers the analysis of factors of each of the questions, using the principal components technique, the reliability of the scale was obtained using the alpha coefficient to study the internal consistency of the scale in its set and the different factors. Furthermore, the author of the scale made a discrimination index for each question and, finally, they performed bivariate correlations (Pearson) between the different factors of the scale (Gutiérrez-Santander et al., 2005).

To determine stress levels, the direct scores of the six (6) dimensions were taken from this ED-6 scale to identify the level of "teaching stress" and the direct score of the "poor coping" dimension (Gutiérrez-Santander et al., 2005).

Likewise, the SISCO inventory was applied from which 21 questions were taken that allowed describing the situations valued by the teacher as potential stressors within the job role and the school context (Barraza, 2012).

The validity criteria of the SISCO inventory were built taking into account three procedures in a sequential way: "the theory, the empirical criterion key and the factor analysis" (Barraza, 2012, p. 19). On the other hand, the author mentions that to investigate or evaluate personality there are three central concepts that must be taken into account: traits, types and status; for the construction of this inventory the characteristics and the state were taken. Understanding as traits "any distinguishable, relatively durable form in which one individual varies from another" (Barraza, 2012, p. 19); and to status as "the transitory exhibition of some personality trait" (Barraza, 2012, p. 20).

In the instrumental study of this SISCO inventory, the empirical criterion key p> 25% was taken, for the evidence of validity and reliability exploratory factor analysis procedures were used.

To interpret the level of coping and the type of strategies used by teachers in stressful situations, qualitative instruments were applied, semi-structured interviews were conducted with six teachers from each campus, for a total of 12, and a group was conducted focal for each site, made up of 10 teachers, for a total of 20 teachers in the focus group.

In addition, 17 questions were taken from the SISCO inventory to define the type of coping strategies used by teachers in situations valued as potential stressors. All of the above allowed defining the welfare state of teachers.

Results

Table 1 shows that 62.5% of preschool and primary teachers had a very low level of stress, while 36.8% of high school teachers had a normal level of stress, it is noteworthy that none of secondary school teachers presented high levels of stress, unlike preschool and primary school teachers.

Table 2 presents the results of the SISCO inventory that made it possible to assess stressful situations in the job role and in the school context of teachers at the preschool and primary school. Within the job role, 58.3% of teachers considered that "accumulation of work" was sometimes "potentially stressful"; however, regarding the organization of festivities, it was considered by the 37.5% of the teachers "sometimes and almost always" respectively as a stressful situation. However, in the school context, 45.8% of teachers considered that "sometimes" "class interruptions" were potentially stressful situations.

Table 3 presents the results of the SISCO inventory that made it possible to assess stressful situations in the job role and in the school context of teachers at the secondary school. It can be seen that in the job role 31.6% of secondary school teachers perceived "administrative work" as "stressful" sometimes. Likewise, "accumulation and work overload" with 52.6% respectively were almost always perceived as potentially stressful situations. It is noteworthy that in the school context, teachers did not perceive potentially stressful situations.

Table 4 presents the results of the SISCO inventory that made it possible to evaluate the coping strategies used by teachers at the preschool and primary school, where it is observed how the coping strategy "trying to control myself" was used by 50% of teachers "almost always"; in addition, 41.7% of the teachers "tried to solve the problem" "always" as a coping strategy.

Table 5 presents the results of the SISCO inventory that allowed evaluating the coping strategies used by teachers at the secondary school. It can be seen that within the coping strategies "giving me encouragement" was used "almost always" by 47.4% of teachers. It is noteworthy that of the 100% of teachers who responded to the use of the strategy "try to solve the problem" 15.8% "always" used it.

Table 1. Teaching job stress level- ED-6 Scale.

		Very low	Low	Normal	Moderate	High
Educative level	Preschool and primary	62.5%	20.8%	4.2%	4.2%	8.3%
	Secondary school	31.6%	21.1%	36.8%	10.5%	
Total		48.8%	20.9%	18.6%	7.0%	4.7%

Source: The authors

Table 2. Potentially stressful situations for preschool and primary teachers

		Frequency level stressful situations			
		Never	Sometimes	Almost always	Always
Laboral role	Work accumulation	12.5%	58.3%	20.8%	8.3%
	Organization of festivities	12.5%	37.5%	37.5%	12.5%
School context	Class interruptions	20.8%	45.8%	25.0%	8.3%

Source: The authors

Table 3. Potentially stressful situations for secondary school teachers

		Frequency level stressful situations			
		Never	Sometimes	Almost always	Always
Laboral role	Administrative job	26.3%	31.6%	21.1%	21.1%
	Work overload	21.1%	5.3%	52.6%	21.1%
	Work accumulation	21.1%	21.1%	52.6%	5.3%

Source: The authors

Table 4. Coping strategies of teachers at the preschool and primary school

		Frequency level stressful situations			
		Never	Sometimes	Almost always	Always
Strategies to face the problem	Thinking in a positive way	4.2%	25.0%	33.3%	37.5%
	Try to sort out the problem	4.2%	20.8%	33.3%	41.7%
	Cheer myself up	8.3%	33.3%	25.0%	33.3%
	Try to control myself	4.2%	25.0%	50.0%	20.8%

Source: The authors

Table 5. Coping strategies of secondary school teachers

		Frequency level stressful situations			
		Never	Sometimes	Almost always	Always
Strategies to face the problem	Thinking in a positive way	21.1%	5.3%	36.8%	36.8%
	Try to sort out the problem	21.1%	21.1%	42.1%	15.8%
	Cheer myself up	26.3%	10.5%	47.4%	15.8%
	Try to control myself	26.3%	15.8%	42.1%	15.8%

Source: The authors

However, the application of qualitative instruments allowed describing the situations that represented potential stressors in the job role and in the school context, requiring the application of interviews and a focus group to know first-hand the information from the experiences that teachers experienced in your daily work. Through these information collection techniques, five stressful situations were mainly identified, of which four in the job role (work accumulation, work overload, organization of festivities and administrative work) and one in the school context (class interruptions) that it was identified only in preschool and primary:

In the first instance, it was the constant accumulation of work due to the assignment of functions that require a different schedule than the agreed-upon working day, to strictly comply with them (interview 1); the teachers mention that the assigned work hours are very long and they have little time to fulfill all the commitments (interview 2). Subject 1: "What I mean, I have 28 hours a week and there are colleagues who have 36, I think that up to 40 or so hours, which is excessive, but the contract is only part-time", Subject 2: "is frequent here In school, there is a lot of work that cannot be done during working hours, it must be done in free time, at home to qualify, fill out forms or prepare classes, in short, there are many activities that are carried out then, that stresses him out. "

A second stressful situation identified was the overload of work, since the work schedule designed at the beginning of the school year undergoes constant changes during the school year, generating the addition of extracurricular activities such as: committee meetings at night, personalized meetings with parents to attend to situations of disciplinary order of the students; plan reinforcement schedules for low-achieving students outside of work hours; attend external invitations with students during the academic day; replace jobs due to teachers' absence from the working day (focus group 1); noncompliance with the delivery of work material is also frequent to direct students within the classroom, causing delay in study topics (interview 3).

Third, the stressful situations generated by the organization of festivities, contained in institutional projects that are strictly adhered to and developed during each school year, such as the activities for the business exhibition, the literary-mathematical festival and the sports-cultural week, which demand a high level of commitment from teachers for their planning, organization and execution. (Focus group 2 and 3) Subject 2: "The cultural and sports week creates stress for teachers because it is part of the project that contains it, it is a very broad activity, it requires many hours to organize it." Subject 3: "The business sample is the one that generates the most stress because we have to work with parents and students who sometimes do not show commitment and punctuality in the tasks assigned to carry out this event."

Fourth, administrative work was considered a stressful situation, since they are in charge of several courses with a high number of students per classroom, involving the revision of individual and group work in a considerable number; likewise, the control and filing of administrative documents such as: attendance lists; minutes of new curricular, academic or disciplinary news; the management of the rating tables with due registration in the institutional evaluation system; followed by the elaboration of the weekly area plans with the consequent elaboration of institutional tests for each course they address and the requirements of the Ministry of Education (interview 4 and focus group 4 and 5). Subject 4: "the average number of students is greater than 30, therefore this work must be very precise because students are valued in different areas of knowledge."

Finally, the fifth stressful situation evidenced was the one related to class interruptions experienced only by preschool and primary school teachers. In this regard, the teachers agreed in affirming that the location of the school in a commercial and industrial area is a focus of constant interruptions due to the frequent traffic of vehicles and people (interview 5). Likewise, they affirm that the traditional architecture and infrastructure of the school does not have adequate spaces for the use of the educational community, presenting frequent noise leaks to the classrooms from the corridors, playgrounds, air fans and dynamics. Typical of students and teachers in the school environment (interview 10). On the other hand, they report that the heat conditions in the classrooms and poor natural ventilation constitute frequent sources of interruption (interview 6). Subject 5: "With class interruptions I see many shortcomings due to the location of the classroom, I am in a room where classes are interrupted by the noise from the patio, from the street, from the next room; then I have to endure frequent interruptions at the hearing level." Subject 6: "It is very uncomfortable to endure the heat, the rehearsal of the cheerleading group in sports activities, the sound of the fans, the children's parties that are requested for some students."

Intervention proposal

The strategies of this intervention proposal involve the accompaniment of all the personnel belonging to the different areas of the school such as: managers, administrators, human development (psychologists) and teaching staff, in order to integrate organizational climate management processes. From the theoretical review it is found that the stressful situations described by the teachers require a review of the organizational climate of the school to generate mechanisms that mobilize change.

First phase: According to the theory, it is necessary to carry out an attention protocol and to review in the first instance the organizational culture, being that it is shaped by the behaviors that its members habitually practice inside or outside organizations (educational institutions, in this case the school object of this study), influencing in a significant way in the labor coexistence; likewise, it is established that these behaviors are influenced by facilitating or impeding elements perceived and / or shared individually or collectively in the physical, social environment, in organizational behavior and in the characteristics of its members (Rivera, 2000). To comply with the first element related to organizational culture, the information that rests on the investigative process is taken, which shows the experiences experienced by teachers in relation to the work activity they carry out, information obtained with the collection instruments.

Taking into account the protocol for the analysis of the organizational culture, it is relevant to review four (4) variables (physical environment, social environment, organizational behavior and characteristics of the members). Firstly, in the physical environment, the results reveal that there are impeding elements in the design and distribution of the school's physical spaces, as well as in the noise, heat and noise pollution conditions experienced by teachers. Likewise, in the social environment, stressful situations are observed in the internal communication procedures or resources of the school's organizational structure. At the same time, in organizational behavior, there are obstacles to work conditions, task performance (productivity), turnover processes and absenteeism. Finally, in the characteristics of the members, it is observed from the reports that there are obstacles in the labor dynamics that affect job satisfaction and its effects put the well-being of teachers at risk.

In order to have control of the intervention strategies implemented for the four variables of the organizational culture, the PHVA tool (plan, do, verify and act) designed by Walter Shewhart in 1920 must be used. Likewise, it is necessary to evaluate the progress or setbacks of the actions proposed in each variable, being necessary the DOFA descriptive analysis tool that allows marking the step by step of the project through a guide that includes the following cycles (weaknesses, opportunities, strengths and threats).

In the second phase of the intervention project, the design of a satisfaction survey is proposed to allow a deeper understanding of teachers' perception of the work they do and the stressful situations

generated in the school environment; in order to design strategies that respond to the needs expressed by them.

In the third phase, the aim is to design mini-projects that provide a solution to the greatest number of obstacle elements described in the variables of the organizational culture. On the other hand, it is necessary to reach agreements with the directors to improve the policies in the labor relations established in the school, such as the excess of working hours and the extra workloads assigned to teachers.

The activities contained in the mini-projects stem from the theoretical review proposed by Cornejo (2012), who states that to prevent the sources of stress in teachers, an intervention is necessary with two strategies known as task-oriented management and management-oriented in emotion, with these two elements, stressful situations can be controlled by improving teachers' coping strategies:

The task-oriented management strategy allows mobilizing cognitive changes that automate decision-making in the face of changing situations present in the job role, developing positive leadership in those who practice it. This strategy is useful in the variable organizational behavior where workshops can be developed to help reduce the pressure perceived by teachers as they cannot meet job expectations. For this, joint work with managers is proposed, in an action plan with objectives aimed at prioritizing the activities contemplated in the work schedule with tools such as the time matrix, where tasks or activities can be ordered between urgent and important, not urgent and important, urgent and not important, not urgent and not important; In this way, a better response to daily demands will be achieved.

On the other hand, a series of training in time management techniques is proposed to reduce the negative effects that long working hours cause on teacher job satisfaction. Workshops can be implemented that allow delegating functions in an equitable manner, avoiding telephone interruptions when working in classrooms, training in skills to review and respond to the most relevant emails; avoid unscheduled visits when working on important things, delimit meetings by generating thematic cycles to reduce the number of teachers called

The second emotion management strategy seeks to reduce teachers' levels of stress or job dissatisfaction, strengthening emotional responses with self-controlled thoughts that facilitate positive adaptation to conditions in the school context (Cornejo, 2012). This strategy is useful in the variables presented by the physical and social environment of the school, where activities can be designed to potentiate the cognitive and behavioral efforts that teachers use innately to face internal and environmental demands. The purpose of the activities is to educate the teaching staff on the importance of this strategy for individual well-being, with the implementation of workshops that allow the appropriation and use of techniques for emotional control that develop skills and abilities in emotional intelligence, emphasizing themes related to the knowledge of basic emotions, the function of emotions, the proper management of intelligence and emotion, the management of intrapersonal and interpersonal intelligence, all of the above in order to prevent negative emotions.

Likewise, in this third phase, it is necessary to make all the staff aware of those obstacles that cannot be modified by their nature. However, you can become part of support networks with entities that promote occupational hazards to provide training to teachers and managers in the prevention of accidents at work and occupational diseases, improving the conditions of activity at work and identifying the professional risk agents. In addition, it is important to maintain a permanent relationship with health promoting entities to receive information on the benefits that workers and their families have by

being affiliated to a health system with the advantage of participating in physical health promotion and prevention programs and mental ones. Also, participate in programs to improve worker welfare developed by family compensation funds, involving teachers in recreation, sports, social tourism and continuing education programs on topics related to training in customer service, human and professional development, among others. Undoubtedly, linking to these entities will be of great help in this intervention process.

In addition, in this third phase strategies are proposed that contribute to improving the job satisfaction of the members of the organization, in this case the teachers of the school. It was proposed to implement two activities described as social support between teachers and group reception, to generate adaptive responses to the work environment. Therefore, the aim is to design activities that allow community to be created and generate affective bonds among teachers through workshops aimed at the externalization of affections, the structuring of rules for group work, such as: everyone's participation, sharing the time between all, to give opinions with arguments and to respect the different points of view; in order to balance workloads when it is required to cover an absence from work and to improve internal communication channels that facilitate a healthy coexistence. In the same way, it is necessary to train the school psychologists in topics related to the cycles of personnel selection and job profiles, in order to contribute to the correct assignment of functions according to the competences of the teacher candidates.

Discussion

Below, the results are analyzed from the five stressful situations identified in the development of the research:

Regarding the accumulation of work, it was observed that for the teachers of this educational institution, work schedules represent a stressful situation that implies a chronological pressure, generating high demands on time that contain the functions they perform, exceeding the agreed working hours in the employment contract; indeed, obstacles were found in working conditions and more specifically in the quality of work.

These results are similar to those found in the study proposed by Enjuto (2001), in which it is stated that the teacher must endure a rotation of positions or frequent changes in work schedules, on this point they maintain that:

The work schedules are rigid, imposed, with shared schedules in different centers or with schedules distributed in 2 shifts that produce fatigue and may conflict with the schedules of other family members. School stress causes domestic stress and vice versa. (Enjuto, 2001, p. 18)

The previous result can be corroborated, with the dialogue of the teachers who expressed a degree of nonconformity for having to give up the time that corresponds to the family, time to attend to work commitments. Another stressful situation that teachers identify within the educational context studied is related to work overload, as a result of the diversity of demands and the contradictory instructions given by changes in the schedule, attention to parents, reinforcement to students and committee meetings at times other than business hours.

The stressful situations of organization of festivities and administrative work generate accumulation and overload of work, resulting in low control over the tasks they perform, that is, that the responsibility in the fulfillment of the functions falls on the teacher because he is the one who must deal with the tension that this generates, a situation that is projected towards physical and emotional exhaustion, testing the resources that the teacher has to face the demands and the

work environment. These stressful situations and the control exercised by the teacher to mitigate them are taken from the demands-control model, proposed by (Karasek, 1979, cited in Cuevas-Torres & García-Ramos, 2012).

Another stressful situation identified by teachers is the physical or structural conditions in the preschool and primary headquarters of the Educational Institution, due to the location of classrooms and the distribution of spaces; when such conditions are deficient they generate, according to Enjunto (2001) "physical, mental fatigue and dissatisfaction" (p. 18) and become obstacles to the quality of work. The teachers at this campus must endure frequent interruptions of the hearing, lighting and visual distractors (due to the frequent passage of people through the classrooms); that make them experience changes in emotional states, which can affect their well-being, decrease job performance or cause psychosomatic disorders; In relation to dissatisfaction, it is stated that the "non-satisfaction of the motives or goals generates in the teacher low efficacy beliefs, frustration with unmet expectations and, consequently, motivational deficit" (Rudow 1999, cited in Silvero, 2007, p. 3).

Exposed the above and according to Fontana (1992), the stress level of teachers is increasing, for the simple reason of remaining in the same environments with a routine and permanent nature that requires them to maintain the same commitment to optimize their performance and assume increased responsibilities. This reality is not alien to the work experience of the teachers of the Educational Institution under study who bear labor demands that threaten personal abilities and skills, and that are a consequence of the imbalance between environmental conditions and labor conditions; these results corroborate the theory that the imbalance between these three factors (individual capacities, working and organizational conditions), which generate psychosocial risks such as stress. At the same time, if the results of the level of work stress in school teachers are taken, it can be verified that these levels oscillate on very low scales (Preschool and primary 62.5% and Secondary 31.6%), a situation that allows us to conclude that the existence of these stress levels does not exempt them from experiencing physical or psychological changes that gradually detract from their well-being.

After the aforementioned considerations, this research study investigated the well-being of the teacher, taking into account the coping strategies they use to mitigate stressful situations in the job role and in the school context. According to Avalos, Cavada, Pardo & Sotomayor (2010), it is important to take into account the way in which the teacher evaluates their work and environmental environment to generate adaptive responses, the process of which has a direct relationship with the identity of the teacher and integrates the knowledge that the teacher makes available to the teaching practice, belief system that allows you to take on a labor or social challenge, emotional regulation in favor of changing situations and the meanings that it develops to face positively the constant variations in the rhythm of work; in this sense, the educational environment or context becomes relevant in the adjudication of meaning, which depends on the level of importance that the demand and commitment have for the teacher.

Given the narrations of the teachers of the Educational Institution object of study, related to the challenges they assume in the face of the demands and the commitment they experience, it can be induced that these have an important relevance, being that it requires constant evaluation, emotional preparation and mental to be able to assume the challenges that are imposed.

The commitment of individuals to stressful situations follows a coping pattern that starts with the analysis of risk and with the implications for the well-being of the individual and even for their survival. Subsequently, the teacher performs an analysis of their own individual resources (personal and social) and their environment (economic and institutional), with which they could minimize the impact of stress and thus finally decide on an action strategy that turns out to be the most optimal to solve the stressful event or problem (Casado, 2002).

It is evident that this evaluation is carried out permanently in humans, in this way it is possible to classify a stressful situation within the categories of threat or challenge. This stressful situation by itself already constitutes a level of stress for the subject, since it forces him to think constantly about how to prepare to take on the challenge or the demand classified as "self-sustained evaluation or expectation of coping" (Casado, 2002, p. 5). In the results obtained by the teachers of the Educational Institution, it is corroborated that they elaborate adequate adaptation responses to the demands of the educational context and have been self-sustained for several years, a situation related to the trajectory that the teachers have been working for this Educational Institution, (ranges from 2 years to 17 years) that is, that coping strategies, such as (thinking positively, trying to control myself, encouraging myself and trying to solve the problem), turn out to be effective for the purposes they pursue teachers in the performance of their work.

Given the conditions that preceded and covered in the theory of Cornejo (2008), where it is argued that not all stress is negative and that, on some occasions, when faced with it, it does not cause harm to people, but on the contrary, it acts as a modulator between the demands of the environment or context and the emotional states of the worker. This type of stress generates a constant stimulus that drives to achieve the achievements set in the achievement of the proposed goals. It can be established that the teachers of the mentioned Educational Institution use coping strategies that have allowed them to reach levels of well-being in accordance with the circumstances; however, the risk of accumulating stress can generate states of exhaustion that triggers various somatizations or, in extreme cases, precipitate the burnout syndrome.

On the other hand, and taking into account the theory of the general adaptation syndrome proposed by Selye 1936, cited in Sandi, Venero & Cordero (2001) it was concluded that teachers in this school experience stressful situations that oscillate between alarm phase and resistance phase. In the first phase, an immediate and acute body reaction appears in the presence of a threat or danger; this phase is characterized by "an activation of the sympathetic-adrenomedullary system, with the consequent secretion of adrenaline and norepinephrine" (Sandi et al. 2001, p. 12). For its part, in the resistance phase, there is a threat or danger that persists, therefore, the organism supplies resources so that they do not run out; in this phase there are frequent headaches, muscle tension in the neck, back and chest, spasms, fatigue, gastrointestinal disorders such as diarrhea, indigestion, loss of sexual desire, alterations in the sleep pattern (insomnia, nightmares) (…) likewise, psychological symptoms such as: "irritability, concern about trivial matters, difficulty concentrating, changes in recent memory, difficulty coping, changes and variations in mood, feelings of failure, deficiency in decision-making appear, inability to set priorities, isolation "(William, 2004, pp. 35-36).

As a result of the above conditions, there is the possibility that at some point other teachers of the Educational Institution object of this

study have reached the exhaustion phase, a situation derived from the results that show two teachers on the high stress scale. However, the results at the time of data collection reveal that the first two stages: alarm and resistance phase, have been overcome in favor of the coping strategies used by most teachers.

Conclusions

For school teachers, the stress situations experienced represent a model that encourages them to take on challenges in front of the commitments that the work they carry out demands, according to the results obtained where stress levels can be seen on the very low scale and low in most respondents. However, the teachers showed a low ability to control the workload, which was stipulated in the employment contract established by the directives of the institution. This assignment of workload meant an overload on teachers, which led them to not comply with delivery deadlines, and with the area plan established for each one of them.

Within the stressful situations valued by the teachers, it was found that the excess of work was causing consequences in their work performance, causing states of frustration, due to the fact that the personal expectations planned for the position were not being met. Likewise, the teachers' work rhythm generated situations of role conflicts that affected the work-family relationship, a situation caused by the long working hours that teachers had to fulfill, in order to achieve the requirements of the position and the institution educational.

Likewise, the urgent deadlines for the completion and delivery of reports cause teachers to feel pressured by the diversity of demands presented with marked regularity, which predominates due to the lack of adequate administrative and directive planning in the established work schedule, during the school year.

Likewise, there are environmental and structural factors that interfere in the teaching-learning process at the preschool and primary school headquarters, generating disagreement, mental fatigue, frustration, among others, which, in turn, causes a change in the perception of how they identify with the position they occupy within society and the value they are given within it.

Finally, it is worth noting that the results show that the coping strategies used by the teachers of the Educational Institution are effective, and allow controlling stress and keeping it in a resistance phase, however, this situation does not guarantee your well-being, due to who are permanently exposed to demands that affect job satisfaction and personal integrity.

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