

# “The Study on Stress of Teachers” (Case Study: Concerning Teachers of Primary Education)

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**Abstract**

During the global pandemic of COVID-19, quarantine by the national emergency commission of Mongolia lasted until August 2021. Because of such an emergency, Mongolia has begun to pay more attention to its education sector. From September 01, 2021, classes had been transferred to e-learning and classroom training. In the last 2 years, the education sector has lagged, and the workload of teachers has increased. In this regard, the study was conducted to analyze the stress levels of primary school teachers, to determine the workload, and to identify the stressors. A total of 678 urban and rural teachers were surveyed.

**Keywords:** Stress, Stress Level, Cause, Influencing Factors

**1. Introduction**

Scientist has determined that 80% of over 400 diseases in the world are caused by stress [26.50]. Stress which means “voltage” is the term used to describe physical, physiological, and mental stress. In other words, humans respond to external stimuli in a concrete way. It was first identified by Swedish scientist and doctor H. Selye in 1956 [21.3]. Many international and national scholars and researchers as Oscar Vogt (1900), Walter Cannon (1932), Edmund Jacobson (1938), Johannes Schultz (1953), Stewart Wolf/Harold Wolff (1953), George Engel (1955), Hans Selye (1956), A.T.W. Simeons (1961), Lawrence Le Shan (1966), Richard Lazarus (1966).

Robert Keith Wallace (1970), Carl Simonton (1975), Herbert Benson (1975), Anita De Longis (1982), V. K. Vilyunas (1973), B. I. Dodonov (1987), L. I. Kulikov (1997), D. Lindsley (1960), A. A. Leontiev (1982), J. Reikovskiy (1979), B. Byambasuren (2007), D. Vanchigsuren (2006), B. Tuya (2001), O. Myagmar (2006), D. Erdenechuluun (2009), L. Urantsetseg (2004), G. Sarantuya (2005), T. Gantsetseg (2010) studied stress, stress response, psychological assistance and service in view of health and emotion, and included in their works. Tomas Holmes and Richard Reich studied stress and life change, factors causing the stress, and disease dependence on it. According to the American psychological association, for professionals who need to be in public regularly tendency to be stressed is high. [64.08]

1. Actors, TV anchors, politicians, show and business stars
  2. Artists, painters, writers, journalists, and film directors
  3. Teachers
- Appearance, behavior, workload, and overwhelming curiosity of fans all contribute to stress.

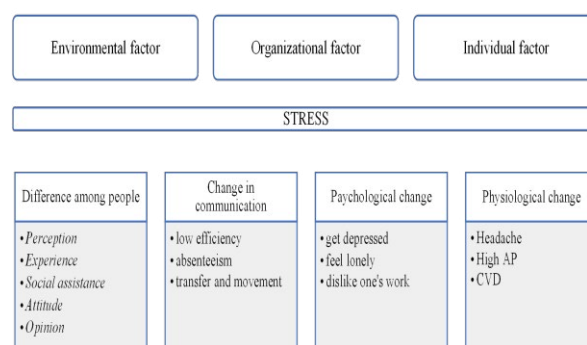
The Ministry of Education and Science of Japan organized the conference to protect the minds and health of teachers, the key focus was a discussion concerning the results of the research on the stressors for teachers [66.5]. It is as follows:

- Instruction for students – 68%
- Official work – 64%
- Lesson – 62%
- Character of work – 60%
- Communication with parents – 57%

**2. Main Part**

Recently, there has illicitly increased stress because of the overload of the workplace and dissatisfaction with the work. Besides, the more the responsibility is for the people, the more they are to be stressed. [Scheme 1]

Scheme 1: Stress model



The organization itself and the individual character of the people working in the organization is the main cause of the stress within the organization.

### 3. Concerning Organization

- Inappropriate management
- Non-executable schedule
- Daily burden, insufficiency of professional instruction
- Lack of professional independence
- Unpleasant atmosphere of colleagues, frustration, conflict, and dispute
- Lack of appraisal and working environment

### 4. Concerning Individuals

- Mess in between work and home
- High appraisal of one's own professional ability
- Much ambition
- Ineptitude for appropriate persuasion
- Lack of personal assistance

Labor psychologists have determined that there is a high risk for people to have psychological disorders and to get physiological diseases if they have been long working in a stressful situation and such a situation persists. A real danger existing in a stressed situation is people get used to the stress no matter whether they want it or not and begin to ignore it, consequently, they have been inept to remedy the situation acting as a stressor. [8.5]

### 5. Method to Gather and Process Data

1. Questionnaire method
2. Taylor test to determine anxiety. Уг тест нь сэтгэл түгших эмгэгийн хүнд болон хөнгөний зэргийг тогтоох ач холбогдолтой сорил юм. Сорил нь нийт 50 асуулгатай.
3. Mathematical and statistical methods to process research result.

### 6. Research Result

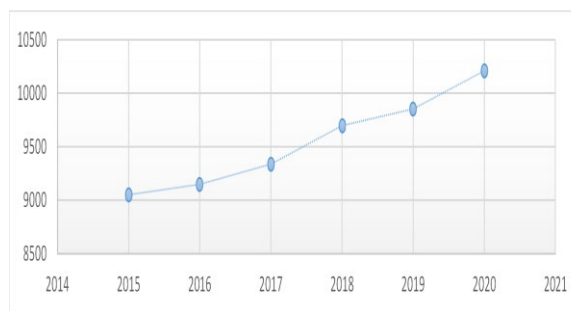
It is noticeable that the number of primary school students increases annually, thus increasing the demand for primary school teachers. (Consolidated Fund of statistical data 2020). Below is shown:

Table 1: Number of primary school students. Comparison of last 6 years

	2015	2016	2017	2018	2019	2020
Total	535,055	551,953	572,752	593,150	640,449	680,837
Female	269,384	277,047	286,014	295,558	319,912	339,681
Male	271,687	288,345	309,355	327,019	342,634	356,904

The number in the above table is based on the number of children born between 2015-2020 (according to the information by the National statistics office of Mongolia).

Graph 1: Number of primary school teachers. Comparison of last 6 years

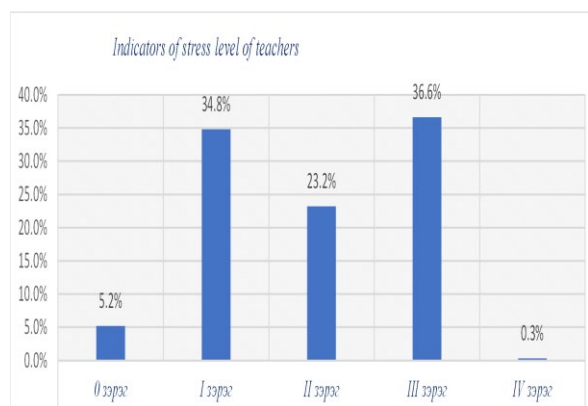


Because of the increase in the number of annual births, the demand for primary school teachers increases by 4.81% on average. Therefore, we have done research to determine stress levels and to identify stressors for primary school teachers.

39 male and 639 female teachers from urban and rural areas were surveyed and it shows that the focus should be on the increase in the number of male teachers when implementing teacher training policy. On the other hand, although a woman interacts with children in a gentle and cordial way, a man works with them in his own way considering the children's future. The stress level was determined by the Taylor test and from all the surveyed, 5.2% is without stress, and 94.8% are stressed. If classifying:

- 34.8% - 1<sup>st</sup> degree
- 23.2% - 2<sup>nd</sup> degree
- 36.6% - 3<sup>rd</sup> degree
- 0,3% - 4<sup>th</sup> degree (Graph 2)

Graph 2: result of the research on teachers' stress



If summarizing the results, most of the teachers are stressed, especially those having II and III degree of stress accounting for 59.8%. Below is the table showing the correlation between research results and employment years.

Table 2: results of comparison of stress degree with employment years

Employment years	Degree of stress					Total
	0 degree	I degree	II degree	III degree	IV degree	
1-5	1-1%	45-27%	41-25%	78-47%	0	165
6-13	20-11%	56-31%	34-19%	69-39%	0	179
14-18	4-6%	14-20%	13-19%	38-55%	0	69
19-25	7-5%	65-45%	40-27%	32-22%	2-1%	146
More than 26	3-3%	56-47%	29-24%	31-26%	0	119
Total	35-5%	236-35%	157-23%	248-36%	2-1%	678

Concerning teachers working less than 18 years, III degree of stress prevail. However, for teachers working more than 19 years, the degree of stress is low or inversely correlated. In other words, it is, maybe, related to the life and work experience of teachers. The result of the survey in urban and rural areas is compared.

Table 3: indicators of comparison of Taylor test result in urban and rural areas

Location	Percentage	Degree of stress					Total
		0 degree	I degree	II degree	III degree	IV degree	
Rural area	Number	21	174	116	183	0	494
	Percentage	4.3	35.2	23.5	37.0	.0	100.0
	Total percentage	3.1	25.7	17.1	27.0	.0	72.9
Urban area	Number	14	62	41	65	2	184
	Percentage	7.6	33.7	22.3	35.3	1.1	100.0
	Нийт хувь	2.1	9.1	6.0	9.6	.3	27.1
Total	Number	35	236	157	248	2	678
	Percentage	5.2	34.8	23.2	36.6	.3	100.0
	Total percentage	5.2	34.8	23.2	36.6	.3	100.0

For teachers in urban areas, II and III degrees of stress account for 57.6%, and for teachers in rural areas, the above degrees account for 60.5%. From it, the degree of stress has no big difference for the teachers because of their professional specifics. In this, location plays no role. Simultaneously, correlations between indicators of the survey were studied.

Table 4: correlations between indicators of survey

Indicators	Correlation	Indicators by zones	Urban and rural areas	Employment years	Age
Zone	Correlation	1	.700**	-.160**	-.224**
	Sig. (2-tailed)		0	0	0
	N	678	678	678	678
Urban and rural areas	Correlation	.700**	1	-0.075	-.147**
	Sig. (2-tailed)	0		0.051	0
	N	678	678	678	678
Employment years	Correlation	-.160**	-0.075	1	.909**
	Sig. (2-tailed)	0	0.051		0
	N	678	678	678	678
Age	Correlation	-.224**	-.147**	.909**	1
	Sig. (2-tailed)	0	0	0	
	N	678	678	678	678

The stressful situation in urban and rural areas is  $r = (0,700)$  or directly correlated. Concerning employment years, stress is  $r = (-0,160)$  or inversely correlated. Teachers working less than 18 years are highly stressful, however, teachers working more than 18 years are less stressful. Considering the age,  $r = (-0,224)$  or inversely correlated, teachers up to 40 have much stress, and teachers above 40 have less stress. Stressors for the teachers are given below:

1. Personal life, influencing factors
  2. Professional aspect, influencing factors
  3. Changes in psychology and physiology when being stressful
  4. What methods do teachers have to get rid of stress
- I. Low household income, care of parents, employment simultaneously raising children, and a little understanding by family members concerning professional specifics of the teacher. (Table 5)

Table 5: stressors for teachers, influencing factors

Personal life cause	Responses		Average level
	N (choice number)	Percentage	
Family disagreement	143	13.3%	25.7%
Divorce	24	2.2%	4.3%
Loss of the beloved	64	5.9%	11.5%
Health issues of the beloved	158	14.6%	28.4%
Opinion disagreement	135	12.5%	24.3%
Inequality in education	100	9.3%	18.0%
Quarrel between husband and wife because of children	84	7.8%	15.1%
Insufficient money for living	285	26.4%	51.3%
Alcoholic husband or wife	42	3.9%	7.6%
Intervention to private matters by parents in -law	44	4.1%	7.9%
Total	1079	100.0%	194.1%

48% of teachers being surveyed responded that their stress is related to private life. It is due to the following:  
 - Heating -46,4%

- Tuition fee for their children - 40,4%
- Electricity 38,9%
- Food 24,3%
- Transport -24%

All the mentioned above is due to the current social and economic situation of the country and teacher's salary which is 755.000-900.000tugrug.

II. The key stressor is the unpleasant communication atmosphere concerned with the teacher's work. Responses of all the surveyed are the following:

Table 6: how often do you face the situation of frustration and anxiety at work?

Answer to choose		Number	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	118	17.4	17.4	17.4
	Often	406	59.9	59.9	84.1
	Sometimes	46	6.8	6.8	24.2
	No	108	15.9	15.9	100.0
	Total	678	100.0	100.0	

17,4% of all teachers being surveyed answered Yes, and 59,9% answered Often. Table 7 shows key stressors.

Table 7: key stressors

Key causes for being frustrated and anxious at work		Responses		Percentage of Cases
		N	Percentage	
STRESSORS	Much workload (working more than 8hours)	366	28.0%	57.5%
	School management	266	20.3%	41.8%
	Persistent control by parents	68	5.2%	10.7%
	Regular supervision and inspection	116	8.9%	18.2%
	Children's noise	246	18.8%	38.6%
	No preparation for the lesson	59	4.5%	9.3%
	Level of children's knowledge lower than that of class	118	9.0%	18.5%
	Weak development and formation of children	70	5.3%	11%
Total	1309	100.0%	205.5%	

From the above table, workload accounts for 57.5%, communication, approach, and method by the management - 41,8%, and children's noise - 38.6%. Below is given table 8 shows how stress influences on person's health and behavior.

Table8: results of study on body symptoms when the person is stressful

No	Number of teachers	Symptoms	Responses		Судлуулагч ийн дундаж түвшин
			N (in number)	Percentage	
Physiological change	667	Feeling of sickness	179	12.9%	26.5%
		Headache	527	37.9%	78.0%
		Poor physical activity	211	15.2%	31.2%
		Heartache	161	11.6%	23.8%
		Stomachache	28	2.0%	4.1%
		Insomnia	284	20.4%	42.0%
Psychological change	668	Sadness	148	12.7%	22.2%
		Depression	138	11.8%	20.7%
		Loss of emotional balance	168	14.4%	25.1%
		Fear and anxiety	181	15.5%	27.1%
		Poor self-control	62	5.3%	9.3%
		Frustration	472	40.4%	70.7%
Behavioral change	674	Ease towards cry	277	25.5%	41.1%
		Ease towards frustration	425	39.1%	63.1%
		Much anger	357	32.8%	53.0%
		Much alcohol	12	1.1%	1.8%
		More than 5 cigarettes	17	1.6%	2.5%
Total	2009 teachers			100%	98.8%

From the above, the responses have high percentage as headache accounts for 78%, insomnia – 42%, anxiety - 70,7%, frustration – 63,1%, and anger – 53,0%. Therefore, to protect teachers' health, it is highly required to reduce negative factors influencing social as well as psychic health.

The study on the methods of teachers to get rid of stress reached the following results.

Table 9: stress-relieving method of teachers

result of study on identifying what method teachers use to relieve from stress		Responses		
		N	Percentage	Percentage of Cases
Stress method	Self-relaxing	283	16.6%	41.9%
	Silencing	146	8.6%	21.6%
	Being alone	154	9.0%	22.8%
	Focusing on the other matter	185	10.9%	27.4%
	Singing	61	3.6%	9.0%
	Sharing one's opinion with others	291	17.1%	43.0%
	Listening to the music and song	177	10.4%	26.2%
	Entertainment	42	2.5%	6.2%
	Going for a walk	128	7.5%	18.9%
	Reading	83	4.9%	12.3%
	Watching TV	138	8.1%	20.4%
	Drinking alcohol	8	.5%	1.2%
	Smoking	8	.5%	1.2%
	Total	1704	100.0%	252.1%

Concerning 676 teachers being surveyed, their responses are the following:

- 43% - sharing their opinions with others
- 41,9% - self-relaxing
- 27.4% - focusing on the other matter
- 26,2% - listening to music.

That teachers use very few methods to get rid of stress is insufficient. The following conclusion has been made based on the above results.

## 7. Conclusion

1. 58, 9% of all teachers being surveyed are stressed. In this multivariant stress response correlation, the stress level in urban and rural areas is  $r = (0,700)$  or directly correlated, and stress is concerned with employment years -  $r = (-0.160)$  or inversely correlated. Teachers working less than 18 years are more stressed, and teachers working more than 19 years are less stressed.

2. Although differences between urban and rural areas are big, professional specifics of primary school teachers, social environment, social needs, and pressing problems are discussed at the same level, thus no significant differences were observed in this result.

3. Teacher's salary is an external factor influencing the consideration that it is not estimated for making up full household income, thus not sufficient for living.

4. The result of the research proves that there are many reasons such as frustration, workload, unpleasant atmosphere of management and colleagues, and too much noise which cause stress in the psychology of primary school teachers.

5. Teachers have a limited number of methods to relieve stress. Therefore, it is highly required to develop a methodology of stress relief very suitable for primary school teachers.

6. If we don't pay attention to physical, psychological, and behavioral symptoms caused by stress, then it can negatively affect the health, behavior, and educational activities of teachers.

## Recommendation

Based on the research results, we are proposing the following recommendations:

• **At the level of government policy:** nearly 40-50 students are in primary classes. If focusing on working with every student to develop his ability, then it is very important to ensure the workload balance of the teacher. In other words, it is highly required to implement definite policies and projects by precisely studying the workload of primary school teachers. Besides, the preparation of training materials by hand annually increases the workload of teachers. Therefore, it is important to provide primary school teachers with training supplies, equipment, and

other necessary materials in a unified manner based on monthly and quarterly estimations.

• **At the level of organization policy:** improvement of labor conditions, a hall with physical training equipment, and a relaxing room to get rid of tiredness are the measures to prevent stress. There can be many as Program development for supporting employees' health (policy planning for full medical examination), management method and approach, assistance towards communication among colleagues, and resolution of conflicts.

• **At an individual level:** Every teacher should ask the following questions from yourself:

- a. What is my goal?
- b. What is the reason for working at this school?

If every teacher learns to precisely plan his work, and appropriately schedule his time, then he can reduce stress, and improve his work efficiency. People don't know that having a positive attitude is the best way to prevent stress and because of this, they can't get rid of their negative habit and thought.

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