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**Working with Emotions:
Teachers' Work, Stress and Coping Strategies in Eastern Galilee**

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Working With Emotions: Teachers' Work, Stress and Coping Strategies in Eastern Galilee

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Abstract

This study seeks to examine the relationship between emotional labour, stress, and strategies for coping with stress among teachers from Israel's northern periphery. We use the term periphery as a socio-economic and geographic concept: the northern part refers to Eastern Galilee (including the towns of Tiberius, Kiryat Shmona, and Katzrin). Topics of conversation in the staff-room indicate pressure and stress to be characteristics that are immanent to the profession; teaching requires emotional work which takes a toll on teachers. This emotional work is usually only studied from one of two perspectives: professional or individual, and this study seeks to expand the observation perspective in order to examine the relationship between emotional labour, stress, and strategies for coping with stress. Managing emotions is clearly an essential aspect of teaching; however, due to the fact that it has not yet been identified as an integral element that affects the quality of teaching, there is a notable disconnect between teacher burnout and emotion studies. This article aims to synthesize the literature and bridge the gap. The research questions are concerned with the common causes and effects of stress for teachers and the various strategies used in coping with this stress. In order to establish the relationship between teaching as emotional labour and the causes and results of stress, the central questions of this study attempt to examine the relationship between levels of stress and emotions as a fundamental characteristic in teaching as emotional labour. The main findings show that teachers feel pressured by the fact that they invest the majority of their time, whether it be at school or at home, in fulfilling their work responsibilities. While the stress is due to factors outside of their control, the responses to this stress are within their control, and teachers find having 'good friends and family' as social support and a 'positive attitude' as a tool of thinking to be effective coping strategies. That is why teachers need to learn to smile the stress a way.

Keywords: stress; emotional labour; teachers; coping strategies.

Introduction

In Israel, the psychological processes that teachers experience in their first year are especially difficult and lead to a high level of attrition. While most studies in the field that analyses stress and burnout are quantitative, we chose to combine qualitative and quantitative methods in order to both identify and clarify the connection between the integration of elements of emotional work and stress and options for dealing with it. Our study is among teachers in Israel's northern periphery, Eastern Galilee

Studies on the relationship between emotional intelligence and emotional burnout began to appear at the beginning of this century (Budnik, 2003; Duran, Extremera & Rey, 2004; Chan, 2006). According to Ogbonna and Harris (2004) and Ybema and Smulders (2002):

teaching usually comprises face to face interaction with students. In order to teach well, teachers have to draw students' attention, they have to motivate their students and they have to ensure the orderly conduct of classes. Most of these teaching aspects require that teachers show certain emotions and suppress others. (Cited in Vlerick & Van de Ven, 2011, p. 3.).

Several studies suggest that managing emotions comes at a personal cost. Teachers themselves reported that the faking of emotions is stressful, and evidence was found of a link between emotional labour and emotional exhaustion (Ogbonna & Harris, 2004). Such findings are in line with the more general idea that emotional job demands can lead to burnout (Maslach, 1982).

Teaching involves working with a high emotional component, and therefore requires emotional capabilities (Hochschild, 1983). Emotional work is work in which the employee must express their feelings in order to be successful in their work. Employees in this type of work reported high levels of job erosion, and teaching is one of the professional groups that are high risk. Teachers regularly deal with situations involving emotions, and it is very important to develop and nurture their emotional abilities (Kremenitzer & Miller, 2008). Although emotions are integral to the work of the teacher and have an impact on behaviour and motivation, as well as having an effect on the efficiency of teaching, only a limited number of studies have been carried out in the field (Sutton & Wheatley, 2003). Developing and nurturing emotional intelligence among teachers in general, and especially among younger teachers, could be done using different tools that would increase the awareness of the components of emotional intelligence and allow teachers to be more aware of what is happening, both to themselves and to the children. Increased self-awareness among teachers would also help in imparting awareness and emotional intelligence to children (Kemnitzner & Miller, 2008). The teacher training framework is intended for training and fostering teaching skills, but the success of the teacher also depends on their abilities and sensitivity.

Introducing awareness among teachers of components of emotional intelligence helps to develop these skills (Cherniss, 2000).

Insights into organizational theory emphasize the importance of emotional labour in a professional context. In addition to developing playing techniques, teachers are asked to integrate the balance between emotions and professional indifference. Bolton and Boyd (2003) showed that the original concept of emotional labour needs consideration in the integration of emotions and public sector work. This is an essential part of the development of our understanding of emotional involvement at work among teachers because it is linked to the changes involved in expanding the role of teachers. It follows that managing emotions is essential, and due to the fact that it has not yet been identified as one of the integral elements that affect the quality of teaching, there is a notable disconnect between teacher burnout studies and teacher emotion studies. This article therefore aims to synthesize and bridge the literature on teacher burnout and the challenging emotions involved in teaching.

Theoretical Background

In this study, the focus is on the link between emotional work in teaching and the feeling of stress among teachers. The three key dimensions of this response to stress are: 'an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment' (Maslach et al. 2001). These facts are in contrast with the hypothesis that a teacher's career usually starts with enthusiasm and a sense of idealism. After several years, the profession of teacher becomes a very stressful occupation, and many teachers suffer from physical and emotional health problems (Kyriacou, 2001). These problems negatively affect their capacity to teach and their ability to function in the school environment (Travers & Cooper, 1996). Aremu and Akpochofo (2007) pointed out that, without real commitment from teachers, schools cannot achieve their goals. Furthermore, a stressed teacher is a person that would have difficulty dealing with the multitude of tasks required for the heterogeneous classroom instruction of thirty students. Bearing all of this in mind, it is worthwhile to study the subject of work-related stress among teachers in order to find ways that can reduce the negative effects on students, classrooms, schools, and the teachers themselves.

It is important to look at the issue of stress and its causes, and our intention is to also focus on understanding the complex hardships faced by teachers beyond the professional context. The different causes and effects of stress must be examined in order to understand the phenomenon of teacher stress; in addition, teachers' coping strategies must be examined in order to see which ones work best. We have thus chosen to carry out a study to investigate the micro issue of emotional labour first-hand using the specific instance of stress among teachers in Northern Israel as a case study.

Work Stress of Teachers

Work stress can be understood as the harmful physical and emotional effects that can be observed when requirements of the job do not match the capabilities, resources, or needs of the worker. In situations such as these, stress can result in health problems (Rehman, 2008). Specifically, teacher stress is defined as the experience of negative and unpleasant emotions such as anxiety, depression, or rage; emotions that are as a consequence of certain aspects of their work (Kyriacou, 2001).

There are several sources of work stress for teachers. Various studies examine the following sources of work stress in teachers' emotional labour: a heavy workload and time pressure, education reforms, external school reviews, the pursuit of higher education, and the managing of the learning and behavior of students (Chan, Chen, & Chong, 2010). In addition, certain studies also report a lack of administrative and parental support and overloaded classrooms as sources of teacher stress (Richards, 2012). As a result of this work stress, there can be a significant drop in teachers' ability to function properly, along with a resultant decrease in work performance.

Effects of Work Stress on Teachers

Work stress on teachers can seriously affect their health, as well as have a negative impact on students and the learning environment. It is also suggested that teachers' stress problems could lead to higher teaching costs for schools (Chan, Chen, & Chong, 2010). There is a relationship between stress among teachers and absenteeism, turnover, and early retirement; and this in turn has a negative effect on the school climate and results in poor academic and student behaviour outcomes (Kipps-Vaughan, 2013). In this way, teachers' work stress does not only affect teachers, but also students and the school as a whole.

Stress Coping Strategies of Teachers

Studies have found stress management activities used by teachers to include: sleeping, talking to neighbours and friends, self-relaxing and watching television, exercise, and sports (Chan, Chen, & Chong, 2010). Additional studies have found coping strategies to include: talking to good friends and family, the use of humor in challenging situations, a positive attitude, seeking times of solitude, and exercising (Richards, 2012). Strategies for coping with stress are clearly an important factor to consider when it comes to teacher stress. The question of control is also relevant: the conditions that lead to teachers' stress are often outside of the teachers' control (ibid.); for example, teachers have no control over the number of students placed in their classes. However, teachers do have the power to choose the coping strategies that suit them best, and to take advantage of the experience and suggestions of other teachers who are also managing work stress (ibid.). We can assume gender to be a factor in the perception of work stress. However, while some studies

reveal a gender difference in the perception of stress factors, and report that female teachers experience more stress than their male counterparts (Mantei, 1998; Ravichandran & Rajendran, 2007), others do not find gender to be a factor in the level of perceived stress (Chan, Chen, & Chong, 2010). The current research examines the teaching profession as one that is characterised by emotional labour for all genders.

Research Design

The purpose of the current research is to examine the relationship between emotional labour, work stress, and strategies for coping with stress among teachers in Israel's northern periphery.

Research Questions

1. Is there a connection between emotional labour, work stress, and strategies for coping with stress among teachers in Eastern Galilee?
2. What are the common causes and effects of stress according to teachers' reports?
3. What are the strategies for coping with stress according to these teachers?

Research Methods

This is a research based on a relevant theoretical base and the quantitative research results from a questionnaire.

In order to examine the research questions and address the aforementioned hypotheses, we carried out the following: a number of statistical tests in addition, we cited significant statements by those same teachers based on their responses in the open section of the questionnaire where they were invited to include notes and make additions.

The statistical approach adopted in relation to the subject of the study attempts to demonstrate statistical significance. Therefore, in a population of 100 subjects we need to identify the power of the test (itself) of the 82% significance.

The research population is made up of 100 teachers from Eastern Galilee, including the towns of Tiberias, Kiryat Shmona, and Katzrin. This area is our main interest as it surrounds our college, and some of the teachers will pursue professional development courses or study at Ohalo Academic College in the near future. As such, targeting this specific area is significant for us in the academic sense of understanding additional layers, drawing conclusions, and gaining insights to help us design and formulate training processes for future teachers.

The focus of the data collected is on three components: the sources of teacher stress, the consequences of this stress, and the most often used stress management techniques of teachers.

Research Procedure

Using Google Drive, an online questionnaire was sent to teachers from six different elementary schools in the eastern galilee. Out of this population, 100 teachers completed and returned the questionnaire. The averages were calculated for each school based on the five-point response scale. These were put in order from the highest to lowest average with the aim of formulating a view of the most relevant or important issues relating to teachers' stress. The survey was distributed to ten schools in Eastern Galilee (about 300 teachers), of which 100 responded anonymously.

Research Tools

The questionnaire used in this study is adapted from a survey used by Richards (2012) in her study on teacher stress. Questions from the Coping Scale for Adults (Fredenberg & Lewis, 2000) were used for the question about stress coping strategies. We added a section with personal socio-demographic questions to the questionnaire in order to characterize different variables and to get a clearer view of the situation in the north of the eastern Galilee. These issues are evaluated by means of a survey that was sent out to teachers in the north of Israel and its surrounding area. The teachers in these schools are mainly female and aged between 42 and 52, suggesting significant gender implications in examining the results and findings. The findings illustrate the main sources of stress, the consequences of work stress, and stress management techniques of female teachers in this area.

Results

The current research is focused on three components of teacher stress: sources of stress, the consequences of this stress, and the most common stress management techniques. A survey was distributed to teachers in order to gather information on these issues. The first part of the questionnaire attempts to clarify the following: socio-demographics, age, seniority in teaching, gender, religious associations, and age of students. The findings demonstrate that there is a connection between these variables and both the feelings of stress and the degree of emotional engagement with the work in relation to the community and its socio-economic status.

Of 100 respondents, 75 are women and 20 are men: five did not answer this part. Most of the respondents teach at an elementary school, and more than half are aged between 41 and 50; this is the average age of an Israeli teacher according to the CBS.

Table 1. Distribution of Demographic Variables

<u>Gender</u>		
Male	20	20.0
Female	75	75.0
N/A	5	5.0
	N	%
<u>Grade levels</u>		
Kindergarten – 5 th Grade	46	46.0
Kindergarten – 5 th Grade, 6 th – 8 th Grades	7	7.0
Kindergarten – 5 th Grade, 6 th – 8 th Grades, 9 th – 12 th Grades	3	3.0
6 th – 8 th Grades	14	14.0
6 th – 8 th Grades, 9 th – 12 th Grades	14	14.0
9 th – 12 th Grades	14	14.0
N/A	2	2.0
<u>Age</u>		
Under 30	13	13.0
31-40	18	18.0
41-50	30	30.0
Over 50	37	37.0
N/A	2	2.0
<u>Seniority</u>		
1-5 years	20	20.0
6-10 years	9	9.0
11 years and more	69	69.0
N/A	2	2.0
<u>Socio-economic status of school</u>		
High	23	23.0
Average	56	56.0
Low	20	20.0
N/A	1	1.0
<u>Religious affiliation</u>		
Religious	27	27.0
Secular	54	54.0
Traditional	15	15.0
<u>Ethnic origin</u>		
Ashkenazi	42	42.0
Sephardic	35	35.0
Former Soviet Union	6	6.0
Mixed origin	11	11.0
<u>Type of school</u>		
State	64	64.0
State religious	30	30.0

Sources of Work Stress for Teachers

The sources of stress for teachers in Northern Israel and the surrounding areas are represented in Table 2 below. The average in the table is based on the five point response scale. The averages range from the highest to the lowest average grade in order to get an impression of the most important and relevant

factors that cause stress for teachers. In the survey, the statements about sources of stress were divided into five sub-sections: time management, work related, professional stress, discipline, and motivation.

Table 2. *Top Five Sources of Stress Among Teachers*

Eastern galilee teachers	M
I feel over-committed at work, with too many duties and responsibilities. I often take work home.	4.55
I have little time to relax.	3.33
The testing and pacing pressure is stressful for me.	3.08
My class size is too large.	3.07
Teaching needy students without enough support is stressful.	2.96

From the facts represented in Table 2, it can be understood that teachers in Northern Israel and the surrounding area feel pressured by the fact that they invest the majority of their time, whether it be at school or at home, in properly fulfilling their work responsibilities. The second and third mentioned stress factors show that these teachers feel that teaching students with study and behavioural problems, without the necessary support, causes them a lot of stress. Overall, they seem to invest so much time and effort in their jobs that they have trouble finding time for leisure. It was surprising to see that the professional stress factors scored rather low, which would imply that teachers feel free to share their opinions. On the other hand, when reading the comments teachers added at the end of the survey, it is clear that teachers feel that the school management does not take their views into account when making decisions. For example one of the teachers reported that: ‘the executive management makes decisions related to my work without consulting me’, while another mentioned that: ‘each additional task that is imposed on me and that is not written in the annual planning creates additional pressure on the existing tasks’. However, most comments related to the feeling of stress caused by an overload of tasks and disruptive students. One teacher wrote that:

there is a lot of pressure: the pressure of diagnostic tests, requests to write programs, tests of the beginning of the year, the pressure of finishing the study materials, midterm tests, final tests, standardized tests, collecting money or various purposes, lots of paper work, ceremonies and events, crowded classes containing students with a variety of difficulties.

Additionally: ‘in each class there are several students that disrupt the lessons and don't allow me to conduct the lesson properly’. It was both interesting and important to note that certain teachers found it important to mention stress factors not directly connected to work situations. For example: ‘stress can only be created when it concerns the health and lives of my close relatives’, and ‘the health condition of my own children is another cause of

stress'. The teacher is not only a teacher at work, she or he is also a person with a home front to worry about.

Results of the Work Stress of Teachers

Table 3. Top Five Manifestations of Stress Among Teachers

Manifestations of Stress	M
I feel physically exhausted much of the time.	2.69
I am not as idealistic and enthusiastic about teaching as I once was.	2.45
I feel overwhelmed with what is expected of me as a teacher and have doubts about my ability to make a difference in students' lives.	2.41
Job stress has negatively affected personal relationships in my life.	1.98
I worry a lot about my job security.	1.88

An examination of Table 3 shows that the factors most mentioned by teachers to be as a result of their stress relate to their health. According to teachers' comments, these included: physical exhaustion, sleeping problems, headaches, stomach aches, and high blood pressure. The second most commonly mentioned negative effect was on their personal relationships. Work stress is not restricted to within the bounds of school; it also affects teachers' personal relationships and their lives after school time. It is interesting to note that the factor mentioned last was irritation and impatience with students, which makes it appear that teachers themselves are the first to be affected by the stress, followed by their personal environment; students are last in line to suffer from the work stress experienced by teachers. This could suggest that, if teachers' work stress is dealt with in time, students will not experience the negative impact of the stress.

Stress Coping Strategies of Teachers

Table 4. Top Five Coping Strategies Among Teachers

Coping with Stress	M
I have good friends and family who are there for me.	4.38
I tend to have a positive attitude no matter what is going on.	4.25
I see stress as a problem to be solved, and I believe that I can succeed.	4.25
I make time to enjoy a hobby - even when I am busy with school.	4.04
I make a point of eating healthy food, getting adequate sleep, and maintaining a healthy weight.	3.18

As seen from the chart above, having 'good friends and family' as social support is the primary coping strategy. Having a 'positive attitude' as a tool of thinking 'no matter what is going on' is in second place as a coping strategy.

The mining of these answers according to teachers' reports would imply that a supportive social environment combined with positive thinking is the best way to cope with stress as a factor of teaching as emotional labour.

It was of interest to examine whether there are differences in the different stress factors (statements 1-16) among teachers in schools of low, average, or high socio-economic status. A statistical Analysis of Variance (ANOVA) was conducted for each of the statements. A table represents both the findings of all 16 statements for each socio-economic group and the results of the test:

Table 5. *Five Manners of Coping with Stress Vis-À-Vis Socio-Economic Status (Statements 27-40)*

No.	Statement	Socio-economic status		
		Low	Middle	High
1	I feel very committed to my work with its many Obligations and responsibilities. Generally, I take Work home with me.	4.60	4.59	4.39
2.	I have very little time to relax.	3.45	3.20	3.57
3.	I have a hard time balancing work and personal life.	3.10	2.91	2.96
4.	I don't have enough time to prepare lesson plans.	3.10	2.57	3.39
5.	The pace of work stresses me.	2.85	3.00	3.48
6.	Contact with the parents stresses me.	2.10	2.33	2.39
7.	My class is too large.	2.32	2.71	3.86
8.	I am stressed by not having enough help and Teaching students who need a lot of attention	3.11	3.06	3.09
9.	I feel a lack of control regarding school decisions that Affect my students and me.	2.32	2.84	3.04
10.	My personal opinions as a teacher are not considered Enough.	2.35	2.58	2.64
11.	I don't feel that my profession is perceived as worthy by people outside the field of education.	2.40	2.82	2.85
12.	The feeling that I am obligated to constantly give an account of what I do pressures me.	2.45	2.64	2.57
13.	Generally I feel alone and not confident to express my opinion in front of colleagues or supervisors.	1.95	1.98	1.96
14.	Discipline and behaviour problems in the classroom make me feel frustrated on a daily basis.	2.85	2.89	2.91
15.	Teaching unmotivated students causes me to feel stress.	2.75	2.96	2.68
16.	I feel that I don't receive the administrative support I need.	1.90	2.55	2.48

* p<0.05

** p<0.01

The results of Table 5 indicate that differences in schools with different socio-economic status exist regarding the time for preparing lesson plans (statement 4). Teachers in schools of high socio-economic status complain more about not having enough time to prepare lesson plans (mean of 3.39). Teachers from low socio-economic status schools also complain about not having enough time to prepare lesson plans, although to a lesser degree (mean of 3.10), whereas teachers in a middle socio-economic status school complain less about a lack of time to prepare lesson plans (a mean of only 2.57).

In the Analysis of Variance, it was determined that the differences were significant: $p < 0.05$, $F(2,96) = 3.713$. Additionally, differences in the opinions of teachers regarding classroom size were found (statement 7). Teachers in high socio-economic status schools complain more that classes are too large (a mean of 3.86) as opposed to teachers in middle socio-economic status schools (a mean of 2.71) or low socio-economic status schools (a mean of 2.32). In the Analysis of Variance, differences were determined to be significant: $p < 0.01$, $F(2,93) = 6.859$. No significant differences were found in the remaining statements among the teachers in schools of different socio-economic status.

Several studies suggest that teachers working in areas with high income levels and low unemployment rates have longer job tenure and higher probability of organisational (school) commitment at follow-up compared to teachers working in areas with a low income levels or high unemployment rates (Linnansaari-Rajalin et al, 2015). However, there is not such a clear relation between socio-economic background and stress and stress-coping strategies.

In their own Words: Teachers Describe Stress

Teachers talk about how the way they look at things, helps them to cope with teacher stress:

it all depends on your point of view. Think positively, be optimistic. I've learned from my own experience how to cope with stress and how to put everything in perspective. That means that I disconnect myself for a moment to look from the outside and see that the situation is not so bad. The more positively we think, things will find a way to work out in a way, even if it is not the way that was originally planned.

A teacher wrote: Last year I discovered that I was sick. I believe that the disease was due to stress. This year I stayed home to recuperate. Right now I'm really getting better in terms of my ability to enjoy my private life, and to not engage in work up to 21.00 / 22.00 most days.

Another teacher mentioned her extensive teaching experience as a factor in handling work stress: 'experience helps and provides different perspectives... One learns to look at difficult cases as part of the profession of being a teacher and doesn't consider it as a personal failure. Not taking things personally makes it easier to cope'. All teachers seemed to look for ways that suited them to cope with the stress at work.

Discussion

As seen above, teachers are prone to stress and have various stress coping strategies. The most important factor mentioned is the support of good friends and family, other teachers, and the school management. This gives strength to

teachers in times of stress. The factors that follow in importance are: a positive attitude, teachers' belief that problems can be solved, and humor. These three factors relate to teachers' self-efficacy; high levels of self-efficacy play an important role in the relationship of teacher stress and job performance. It seems to provide the teacher with the strength to face the challenges at work. After factors of support and self-efficacy, teachers mention self-care factors. These include taking care to have a healthy life-style and engaging in a hobby as stress coping strategies. This makes teachers feel good and also gives them strength. Sport and physical exercise were not specifically mentioned by teachers as being important stress coping strategies for them, although it is looked upon as a very important coping strategy in the struggle against stress. One can see examples of teachers' coping strategies in the comments made to the open question at the end of the survey. One teacher responded by saying: 'one of my coping strategies is the keeping of routines as much as possible'.

In the open section of the questionnaire, teachers were asked to write their comments. We saw comments primarily relating to suggestions for addressing and improving the issue of stress, such as conversations and staff meetings for ongoing updates, a support network within the school, an attentive ear to the struggles and difficulties of teachers, the support of the staff and management in an organized manner that facilitates conversation, sharing difficulties and more. These comments indicate the need for support from the organization/school and that it is not sufficient to assume that the teacher will raise independent, social, and familial resources. Rather, a clear need for an intra-organisational support system was raised which would be in congruence with the recognition of the difficulties, problems and needs of the teaching staff.

Conclusion

There is a discrepancy between the general perception that teaching is a very busy profession with high levels of stress and the reports of average-reasonable levels of stress reported by the majority of teachers participating in this study. This does not mean that the profession of teaching does not produce high levels of stress; however, new thinking may be required which sees teaching as a profession which relates to emotional work, and as such, that requires more emotional and social support as part of a broader professional approach.

The teachers that participated in this research feel that they are overloaded with duties and responsibilities at work, duties and responsibilities that spill over into their home life. Some have trouble balancing work and personal life. They teach large class groups that include several disruptive students, and with little support. As a result of these difficulties, they have problems conducting lessons as planned. The teachers' work stress factors affect their health, their direct environment, their performance at school, and ultimately also their students.

The goal of school is to improve students' academic achievement, and this goal cannot be achieved without healthy and motivated teachers. As such, work stress is an important issue to consider in order to address negative work stress so as to help teachers reach their full potential. It is an issue that should be handled at both a personal and organizational level. Schools should investigate ways to relieve stress for teachers, and they should also consider involving teachers in the decision making processes. At local level, schools should consider offering stress management courses that are suited to the specific needs of their teachers, and at government level, teachers must be taken into consideration when developing new educational programs: ultimately it is the teachers who do the actual work of guiding their students to their best possible achievements. It is to the benefit of all to further investigate ways of reducing teachers' work related stress, both at a personal and organisational level, in order to improve their health, their performance at school, and ultimately the education of their students.

Although emotional exhaustion is the main erosion component of emotions and regulation of teachers' emotional labour, the erosion process has not been studied in great detail, and few studies have been devoted to its aspects. One of the important conclusions we have reached with the analysis of questionnaires and verbal statements is that the main cause of stress is the workload placed on teachers. This leads to high stress levels, which in turn cause negative emotions. As the workload increases, stress levels rise, along with the level of negative emotions. As teachers feel more pressure to cope, they are less effective. While the workload is external and school principals have an impact on it, stress levels and feelings are internal, and only the teacher can testify to these. symptoms that indicate the approach of emotional exhaustion. Studies show that the erosion of teachers' emotional states also affects the intra-organizational relationships that exist between them, their colleagues, and the school administration. School reforms may help with this problem.

In jobs which are characterized as emotional in general, and educational in particular, it is very important to give proper attention to the issue of stress at the organisational level. This response must be systemic and holistic, moving beyond the level of the individual subject to the school wide level. It is important for there to be methods for treating stress among teachers, for example: counseling, a place for conversations and listening, emotional support, and providing the best tools for teachers to cope with the enormous pressure of their work. Such a framework could significantly ease the teachers' ability to cope with stress, improve their feelings, and strengthen and empower internal resources. This will be beneficial to all sides: teachers will feel that someone is listening and aware of their difficulties, and that they provide support and a space to air grievances and difficulties, and students will benefit from teachers with lower levels of stress and more positive emotions, along with the emotional capacity for higher quality teaching. Everyone will benefit and the education system will improve.

This study sought to open a window into the emotional triangle composed of emotional work, the stress it causes, and dealing with this stress. It is important to listen to the aspirations and unique needs of teachers in order to improve training, supports, and infrastructure of the system so as to enable a higher quality of teaching by reducing stress levels among teachers. We believe that, in light of the conclusions, it is important to expand the study of this field and its implications. It is clear that this is not the last word in this area. Teacher education affects the formation of society, and teachers under stress have trouble functioning. In addition, teachers who do not receive support and assistance within the system harbour negative feelings and have an even more difficult time coping with the work load and pressure. This creates a vicious circle which harms the teachers' abilities, weakens them, and causes an increase in tension. It is our job to continue to explore and make the necessary reforms in this important area. Ultimately, given that this is a profession which is crucial to the state and society in the modern era, we need to make teachers smile, and continue to smile as much as possible.

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