

Psycho-Social-Environmental Factors Associated with Work-Related Stress in Chilean Teachers in Rural and Urban areas

Factores psico-socio-ambientales asociados al estrés laboral en profesores chilenos del ámbito rural y urbano

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Summary

The aim of this study was to investigate the perceptions that teachers in urban and rural schools have of the psycho-social-environmental factors that trigger teacher work stress. Considering a phenomenological qualitative approach, with exploratory scope, a case study design is used with teachers from the locality of Collipulli, southern Chile, with a Discussion Group technique to collect data and content analysis, from which it can be inferred that teachers tend to perceive that environmental factors such as deficient leaderships, undetermined teaching roles, work overload, overcrowded classrooms, unmotivated students, and disconnection of parents from their educational role, would be the main threats to their mental health. The psychological resources, coping styles and context perception presented by the teachers in the study are discussed.

Keywords: Teacher work stress; Perception; Psychological factors; Social factors; Environmental factors.

Resumen

El objetivo de este estudio fue indagar acerca de las percepciones que tienen los profesores de colegios urbanos y rurales sobre los factores psico-socio-ambientales desencadenantes del estrés laboral docente. Considerando un enfoque cualitativo fenomenológico, con alcance exploratorio, se utiliza un diseño de estudio de casos con docentes de la localidad de Collipulli, sur de Chile, con técnica de Grupo de Discusión para recabar datos, y análisis de contenido de los mismos, del que se desprende que los profesores tienden a percibir que factores ambientales tales como liderazgos deficientes, roles docentes desconfigurados, agobio laboral, sumado a aulas sobrepobladas, alumnos desmotivados, y desvinculación de los padres de su rol educativo, serían las principales amenazas para su salud mental. Se discute sobre los recursos psicológicos, estilos de afrontamiento y percepción del contexto que presentan los profesores del estudio.

Palabras Clave: Estrés laboral docente; Percepción; Factores psicológicos; Factores sociales; Factores ambientales.

Introduction

The mental health of teachers is an issue of interest from various fields. Authorities, unions and researchers in various fields of knowledge have understood that the educator exercises a mentally demanding profession, a precedent recognized by the World Health Organization (WHO), from which it is established that teaching is one of the eight most stressful occupations, at the same level as being a doctor, paramedic or nurse (Bryce, 2001).

In Chile, a series of studies, mostly of a quantitative nature, have investigated the impact of working conditions on the health of teachers (Parra, 2005; Cornejo, 2008, 2009), the teacher's quality of life and its influence on student performance (Villaruel & Wooding, 2005), factors associated with the generation of stress in daily activity (Corvalán, 2005), and emotional aspects of the phenomenon in the so-called Burnout syndrome (Asún, Molina & Real, 2002; Darrigrande & Durán, 2012; Jiménez, Jara & Miranda, 2012).

In qualitative terms, studies confirm the existence of a "teacher uneasiness" linked to a series of social transformations that have occurred during the last decades, which have had a strong impact on urban and rural schools (Cornejo, 2008; Williamson, 2004). In this sense, research from this approach shows that the teacher's beliefs represent a guiding system that can explain a series of phenomena that occur in the educational sphere (Vera, Osses & Schiefelbein, 2012), as well as the emphasis on the environmental factor that is used in rural education (Díaz & Osses, 2013).

The WHO understands work stress as the "reaction that an individual may have to work demands and pressures that do not adjust to their knowledge and abilities, and that test their capacity to face the situation" (WHO, 2004, p.3). In this line, with respect to the phenomenon of stress, according to the study carried out by UNESCO in 2005, it would be the third most present symptomatology among educators (41.8%), after dysphonia (46.2%) and the irritable colon (44.3%) (Robalino & Körner, 2005).

In this regard, the explanatory models of the phenomenon, which have the greatest empirical and theoretical support in the field of teaching are Siegre's "effort-reward mismatch" and Karasek's "control-demand-social support" model (Cornejo, 2009). These models emphasize the importance of aspects such as "level of perceived labor demand", "degrees of reward", "control and autonomy", "social valuation", "social support" and "significance" of work (Karasek & Theorell, 1990).

With respect to the social factors associated with the phenomenon, the WHO recommends analyzing the structural and intergroup conditions that are potential generators of stress in teachers. (Napione, 2008; WHO, 2004). This implies factors such as low social recognition, lack of support networks, changes in the educational context, eventual paralysis of activities due to union protests, and the perception of insecurity that teachers may feel due to conflicts in the local community, derived from problems such as marginality, violence, drug consumption, or poverty (Robalino & Körner, 2005).

In fact, the 2005 UNESCO study reports that teaching in subsidized and municipal schools in Chile is highly vulnerable because teachers lack time to rest, adequate infrastructure, and appropriate security measures, among other organizational characteristics (Parra, 2005). Along with these "chronic social stressors" (Sandín, 2003), it seems necessary to consider a series of situations linked to the role played, but also to the social context in which it is exercised.

In this logic, teachers' work stress has also been influenced by environmental factors, referring to situations that occur within the organization and that directly or indirectly affect teaching performance (Asún, Molina & Real, 2002). In this regard, it is pointed out the overload of work, behavioral difficulties of the students, low motivation of these, work climate, excess of students in the classroom, low economic remuneration, bad working conditions, temporary pressures and changes in curriculum demands (Corvalán, 2005).

Likewise, the literature reports a series of psychological factors, such as self-perception of effectiveness, level of autonomy, coping strategies, personal expectations, interpersonal relationships and the social significance of teaching, whose decline is identified as one of the 20 causes of work stress among educators (Napione, 2008).

On the other hand, factors linked to the geographical context in which the teacher exercises his profession must be considered. For example, the rural environment has geographical, climatic and spatial qualities, together with very particular cultural codes. Studies show that the role of the rural teacher is not limited to the physical space of the school, nor to the mental space of the teacher-student relationship, but extends to that of a professional who is conceived at the service of the community, striving to reconcile the school curriculum with the set of beliefs and cultural understandings of his environment (Vera, Osses & Schiefelbein, 2012).

In this sense, the Araucanía region in southern Chile not only has an urban and rural character, but also appears as a territory with diffuse cultural boundaries, where the countryside and the city are dynamically intertwined, nurtured and confused (Williamson, 2004), and where schools and teachers must respond to the demands of educational programs in a social context of vertiginous environmental and sociocultural changes (Díaz & Osses, 2013). Particularly in the locality of Collipulli, studies reveal an increase in medical licenses among teachers, with the consequent pedagogical repercussion that this implies (Municipality of Collipulli, 2012), hence it

emerges as a context with particularly suitable characteristics to try to answer the question that drives this research: what are the perceptions that teachers of urban and rural schools have in relation to the factors that trigger teacher work stress?

In this context, and considering that perceptions influence one's own performance, and since the teacher is one of the main protagonists of the educational process, the present work set out to investigate the perceptions that teachers in urban and rural schools in the locality of Collipulli have about the psycho-social-environmental factors associated with work stress. For this study, perception is conceptualized as the process through which sensory experience is interpreted and signified according to certain cultural, social and historical influences that guide the way social groups appropriate the environment (Vargas, 1994).

From this perspective, this research aims to make a contribution to the field of psychology and education by contributing to the knowledge of a problem that concerns society as a whole, since the quality of teaching is related, among other aspects, to the personal and professional characteristics of the teacher and to the way in which he or she faces and conducts the pedagogical process (Vera, Osses & Schiefelbein, 2012).

Method

The methodology of the study was based on the phenomenological qualitative approach, following the Husserian logic of investigating the discourse, experiences, attitudes, beliefs, thoughts, reflections and symbolic and significant interactions of the teachers. The exploratory scope of the study made possible a familiarization with a phenomenon that, although it has been studied, it was necessary to carry out an inductive approach that emphasizes the way in which the teacher interprets the main factors that influence the teacher's work stress, but approaching them in their contexts in a holistic and as natural way as possible (Taylor & Bogdan, 1987). In this sense, the study presents a design that assumes the logic of the case study (Stake, 1999) trying to understand the subjective meanings made by the participants, with respect to the phenomenon studied.

As a data collection technique, the Discussion Group was used, which consists of gathering a group of participants and arousing a carefully planned conversation on a subject, to obtain collective reflective processes (Krueger, 1988). The participants of the study were selected through an intentional non-probability sampling, with the criterion of type-cases, since it was necessary to guarantee the best possible quality and wealth of information. To this end, the selected teachers were invited to participate voluntarily by means of a letter explaining the objectives and asking them, in addition, to read and sign an informed consent form.

Two Discussion Groups were formed in the town of Collipulli, which met once with an average duration of 90 minutes, achieving the expected saturation of information. The first group was formed by 7 teachers from the rural context, 4 men and 3 women, with between 3 and 30 years of experience in Basic General Education and currently working in municipal schools. The second group was composed of 7 teachers of Basic General Education from the urban context; 3 men and 4 women, with between 3 and 30 years of professional experience and currently teaching in the locality.

Interpretation and data analysis

After the literal transcription of the information obtained, the data were interpreted and analyzed using the Content Analysis strategy, which allowed inferences to be formulated about the reasoning and visions of the teachers (Krippendorff, 1990). The analysis of the content of the teaching discourse was supported by the computer package Atlas.ti, obtaining two Hermeneutic Units (HU), from which 186 textual citations were identified, which were reduced, organizing

them into codes, which were transformed into categories, according to the previously established dimensions.

To ensure rigor in the phase of data interpretation (coding and categorization) and subsequent analysis, in the first instance, this was done separately by the researchers, to then contrast the codes and determine representativeness with the content analyzed and the objectives proposed, thus fulfilling the criteria of inter subjectivity (Krause, 1995) and triangulation by researchers (Denzin, 1989).

Results

According to what was expressed by the teachers, four general categories were established, on the basis of which the most outstanding results for each are detailed, which are analyzed below:

The concept of teacher work stress

In general, the teachers interviewed lack a structured concept of work-related stress. They even pose a certain difficulty in defining it, it is "very difficult to determine" (P2, MGD2)¹; "I didn't think it was going to happen to me, but last year I was diagnosed with it" (P1, HGD2). In the light of their approaches, teachers perceive work stress in three dimensions: somatic, emotional, and behavioral. Thus, they identify alterations in their moods, interpersonal relationships, work performance, their leadership and in behavioral aspects such as self-control: "... maybe a bad temper, we become intolerant, we have discussions among ourselves...". (P3, MGD2)²

In this logic, they affirm that stress manifests itself in alterations of their physiological and psychological functions. They describe suffering "stomach problems, colon, as a consequence of that (...) cholesterol, diabetes...". (P3, MGD1). They even recognize a marital incidence: "with my husband, inhibition of sexual appetite, not to say, I do not fulfill him as a couple" (P3, MGD1). In psychological terms, they refer to "depressions, insomnia, states of anguish" (P1, MGD1). They also recognize that "they take medications, they *pichicatean*² to be able to continue working" (P5, HGD1).

In fact, the concept of stress is associated with sensations that the work situation exceeds the teacher's possibilities of self-management: "Not wanting more war (...) to throw everything out" (P4, MGD2). It would be a phenomenon perceived as threatening that makes them "intolerant", which is manifested in "bad temper". Along these lines, they also define it as a "condition for not being able to perform as you would like" (P2, MGD2), as "something alien to your will that prevents you from moving forward, continue studying, improving yourself, leading" (P1, HGD2), a situation that reflects an increased demand in relation to its resources

When asked specifically about their concept of stress, a certain naturalization of the phenomenon is generally grasped: "I'm used to that rhythm, to this type of work" (P3, MGD1), which seems to indicate a feeling of learned hopelessness.

Work stress and personal psychological factors

In relation to personal characteristics and resources to face the reality they live, the difficulty perceived by teachers to adapt to new realities is highlighted, a problem that is directly related to stress: "It is difficult for us to adapt to change, and on top of that we are against time and I think that affects us" (P7, MGD2). In this context, teachers recognize that there are moments in which

¹ Cites are coded according to the description that is illustrated: (P2, MGD2), corresponds to Participant 2= P2; Female from Discussion Group 2 (urban teachers) = MGD2; thus, HGD1, for example, refers to a male belonging to Discussion group 1, from rural areas

² Self-provision of medication

they experience themselves surpassed by the context: "...I can no longer" (P3, MGD2). They also appreciate that they are losing support networks, that nobody contains them or listens to them: "...we would need (someone) to be able to assist us, to listen, to contain" (P3, MGD2).

In relation to coping styles, there is a certain impact on the individual psychological level, which manifests itself in increasing levels of anxiety, excessive implication and work demands: "Nervous, worried, then in my head I'm spinning... I'm like too fanatical, I worry a lot" (P3, MGD1). This conflictive psychological experience would have a direct repercussion in the family context of the teachers, who consider that they lack time for their families, harbouring feelings of guilt for it, generating conflict of roles, especially in women: "...the children are already older, they realize more (...) I try to do both things, but as I consider myself responsible I dedicate myself to my work" (P1, MGD1).

In short, teachers tend to evaluate their psychological-emotional resources as scarce, recognizing that they feel dissatisfaction, frustration, under emotional support and low sense of control of the situation. They tend not to feel fulfilled personally, nor at work and to see themselves with few tools to face the situations that overwhelm them. Thus they explain their relative difficulty to adapt to new situations, and the cause of the appearance of a varied psychological symptomatology, where they emphasize anxiety, tension, about labor implication, conflict of roles and hopelessness, all of which has repercussions in the family environment.

Work stress and social factors

On the social factors, two dimensions appear perceived as gravitating at the time of explaining the experience of the phenomenon of stress. One corresponds to the social dimension with a cultural and political facet, and the other is the cultural-generational dimension, referring to a vision of the historical process.

Indeed, teachers perceive themselves immersed in a socio-culturally poor reality, which they observe in a particular way in the low motivation for the study presented by the students, who would not value education as an instrument of social mobility: "It is not an expectation that allows them to improve or change their life situation in the future" (P1, MGD1). This context would affect the teaching work, since they consider that they must make exhausting efforts so that the students are motivated and learn.

In addition to the above, there is a marked critical vision of the current culture that would focus fundamentally on rights and not on duties: "Today it is understood that we all have rights, but no one places greater emphasis on duties, on obligations... and the rights of the teacher are not there" (P5, HGD1). This is a contradictory reality that has a direct impact on their work, since "education has lost, let's say, the valuable role it had for many decades" (P2, HGD1).

In terms of the support provided by families to students, especially teachers in urban contexts, they consider that although the new generations are accompanied by parents with better academic level, nevertheless, these parents would not be accompanying the academic process of their children: "Before, the teachers summoned a meeting and all the proxies arrived" (P4, MGD2); "there was more concern, more support in the homes" (P1, HGD2); "there was more concern, more support in the homes" (P1, HGD2).

According to teachers, today's youth is a social reality with serious problems. In particular, teachers in urban schools perceive that they are young people invaded by pornography, drugs, alcoholism, prostitution and delinquency. A generation that qualifies as disrespectful towards teachers, an attitude that would be nurtured by the parents themselves. Faced with this reality, teachers feel undervalued: "We have them here behaving like delinquents (...) children who sell

marijuana, children who have gone to the bathroom to smoke marijuana, girls who are in 6th or 7th grade who are pregnant" (P3, MGD2).

They also have a negative perception of the socio-political context, particularly linked to the educational world. In this sense, they consider themselves part of a guild that has been severely punished throughout history: "We have the famous retirement that nobody wants to have (...) They want to leave because they are exhausted, but they don't want to leave because later they won't have the money to survive" (P6, HGD2). In this line, the situation of social violence is mentioned, which is strongly perceived in rural teachers, for whom this context makes them uneasy and insecure, especially because of the abuse of power and institutional violence that translates into permanent harassment: "Carabineros are constantly harassing and this with weapons, controlling...". (P5, HGD1).

With regard to the cultural-generational dimension, a dichotomous view of history appears. They perceive a reality center on the rights of children, but where the rights of teachers are not respected and where values have been lost. From this point of view, they value positively and with longing a past that was better for them. They criticize the present times, incarnated in the new generations: "It's not like before (...) to a child one says, I'm going to give you a 1... give me three 1s, if you want, when could we do that before?". (P1, HGD2), they relate with certain unease.

In this line, the teachers' discourse is marked by this nostalgic vision of the past: "There was a lot of respect, the teacher was really an authority" (P6, HGD2). In addition, they perceive that the purchasing power of teachers before was greater, while, in terms of time load, the modality prior to the Full School Day allowed them to develop a healthier life: "...we finished at two o'clock in the afternoon, and already at three o'clock we were free (...) there was no pressure that there is now" (P1, MGD1). In this sense, the coexistence of the educational communities would not take place as before, where supposedly, closer, cohesive and warm relationships prevailed: "We were embracing all day long, we loved each other" (P4, MGD2).

In short, teachers coexist with a socio-cultural reality that does not suit them, where neither students nor guardians recognize the importance of education and where, in addition, young people are invaded and permeated by the social problems of these times. The socio-political context appears to be oppressive and especially violent in rural areas.

There is also a dichotomous view of history; the longing for a better past, where there was respect, coexistence, unity, support and functional and supportive families, characteristics that they do not currently perceive, hence it is a cultural and generational change negatively valued by teachers in both contexts.

Labor stress and environmental factors

It is the category most mentioned in both contexts. It refers to aspects of educational organization; interpersonal relationships among members of the educational community, educational leadership, the teaching role, the workload of the task of teaching and that arising from administrative or bureaucratic demands.

In relation to leadership, they generally have a bad experience with school leaders. They perceive that there is an excess of leadership: "...we have bosses everywhere and everyone comes up with what they can think of to justify their salary... and everything falls to us" (P2, HGD2). Teachers perceive that the authorities tend to intimidate rather than exercise a positive leadership of the educational community; they feel fear to complain and arbitrariness in the adoption of measures, factors that would affect a bad work climate: "they take reprisals" (P5, HGD1).

Together with this, they feel fear and stress because of the teacher evaluation to which they are periodically subjected, because in their opinion, in practice, this would be a mechanism that would empower the authorities to disconnect them from their work sources: "...place a category as in a level of teachers, as good, bad, more or less, of course, then you can leave the system and it is going to be difficult to be hired..." (P2, HGD1).

With respect to the role they play, teachers perceive a role ambiguity that becomes demanding. They state that "the teacher has to do everything". In rural schools, this complaint occurs with particular insistence, probably, as they themselves refer to it, because they are small and understaffed: "We have to worry about everything, absolutely everything" (P1, MGD1); "...the teacher is practically the nanny of the children" (P5, HGD1); "...we really do everything³, even getting rid of the children's lice" (P3, MGD1).

Another aspect underlined by teachers is the overload of work. In this regard, they mention the institutional bureaucracy, which they describe as "terrible", because they perceive as excessive the administrative demand, the planning, the having to respond to the emergencies of the contexts and extra programmatic activities. Along these lines, the Full School Day, explicitly associated with teacher work stress, is mentioned: "we go on to have more than one role: as a nursery, of course, since shortly before 8 a.m., we started to have another role here in the school with the students" (P2, MGD2).

The excessive workload would have the consequence of not fulfilling their teaching tasks during the school day, so they have to work at home. "You are 24 hours a day thinking, dreaming, waking up at night. What will become of the children" (P2, MGD2). In rural areas, this perception is especially shared: "The teacher takes part of his life from school to home, but now more" (P2, HGD1). They also allude to a very reduced lunch hour and the lack of minutes of rest between classes: "One can be having lunch in five minutes, because one has to go out and see what is happening (with the students)" (P3, MGD1).

Teachers also perceive negatively interpersonal relationships in the work space, highlighting the loss of authority within the classroom, which manifests itself in a relational difficulty with students, trying to exercise their role. This situation is described as "very stressful", particularly by urban school teachers, who also demand a lack of autonomy in their performance: "I can do my job properly and I don't have to have so many people in the room" (P6, HGD2), alluding to the "irruption" of other support professionals in the classroom, such as psycho pedagogues and psychologists.

The leading role of the teacher in the educational process is also a problem, since they state that they are attributed the exclusive responsibility of the student not learning. In this regard, they declare that they are required to evaluate themselves, reinvent themselves, make entertaining classes: "...we are to blame: "the issue is that, you, colleague do not make an evaluation, that you colleague have not reinvented yourself, it is that you colleague is perhaps *fome*⁴ teach your classes. And who said that we had to be fun?" (P6, HGD2). To this they add the existence of overcrowded rooms of students and a too great generational distance between them and the students.

In general terms, teachers perceive a devaluation of their work. They feel that they are struggling to get the students through, but they do not find recognition. Hand in hand with a greater appreciation of the teaching role, there also arises a call for greater autonomy, a factor that takes hold in a negatively appreciated context, due to the lack of organizational feedback: "Who is listening to us? Who gives us feedback? There is no respect. They have no respect for us" (P4, MGD2).

³ It refers to the quantity and diversity of tasks and activities they should carry out

⁴ That is boring and does not motivate students

This feeling also arises in relation to the proxies, of those who do not perceive support. According to the teachers, it is they who are supplying the parents in the task of raising, establishing discipline, order, norms and values, which would not be practiced in the family. They appreciate that parents have disassociated themselves from the commitment to education and that, in addition, they skip the regular channels and even demand them with a certain "lightness": "If today you start fighting with a proxy, they will talk to the mayor and accuse you of violence, even if you are treated like a monkey" (P2, MGD2).

In short, among the environmental factors that influence teacher work stress, teachers recognize mainly elements of the organization; deficient leaderships, unconfigured teaching roles, and little space for autonomy. In addition, they experience an overwhelming workload due to administrative and bureaucratic tasks. Education policies would also have negatively affected the function and value of teachers, perceiving unfair treatment from educational institutions; feeling threatened and restricted in their right to express their opinions, to complain, and even to become ill.

In addition to the foregoing, there are factors that hinder pedagogical activity: overcrowded classrooms, unmotivated students, disengagement from parents in their role of upbringing and accompaniment, all of which adds up to the lack of values that has caused them to lose authority within the educational community and protagonism in the teaching-learning process.

Discussion

Although work-related stress is a phenomenon generated from a series of factors that are intertwined in a particular way in each subject, the opinions collected in this study show that the school organizational context is the most determining area of teachers' work-related stress.

In this respect, teachers in Collipulli perceive a series of environmental difficulties that hinder the development of their professional work. In this way, the teachers show a story made up of different aspects of working life itself, which makes them appear center, referred to and filtering reality exclusively from their experience at school, losing the perspective of other factors, equally gravitating, which could affect their fatigue and their potential capacity to face life's difficulties.

Teachers, in general, are seen within a bureaucratic administrative scaffolding that limits their autonomy, devalues them and undermines their role, since they are perceived as simple instructors or "child caretakers", without the identity or social status that the teacher of yesteryear had. In this sense, this research directly reflects the teacher discomfort to which other studies refer, alluding to the feeling generated by the loss of authority and significance of the teacher's role, as a result of a series of sociocultural and political transformations that have occurred in recent decades (Corvalán, 2005).

Special consideration merits the negative appreciation of teachers regarding the role of families, who would not fulfill their role as socializing agents; parents and guardians who do not assume their responsibilities in upbringing, do not cooperate with the school and even adopt an oppositional role vis-à-vis the teacher, antecedents that confirm the findings of UNESCO in the 2005 study, regarding that one of the most relevant indicators in the stress of educators is precisely the abandonment of the educating role of parents.

Teacher uneasiness also refers to the weight of the critical opinion installed in society that teachers are largely responsible for the general deficiencies of the education system. Moreover, this feeling becomes true nostalgia and tints the daily experience of the teacher, nurturing a

dichotomous view of history, according to which the past tense was positive and the present is critically impaired.

Given the deep malaise and nostalgia they harbor, it is possible to observe that teachers appreciate their problems with a certain self-absorption, subscribing to self-referential stories, showing themselves somewhat alien to the reality experienced by other social actors, and openly recognizing the need for psychological support and containment for their daily tasks. In that sense, this study provides evidence of Siegre's "misalignment-effort-reward" stress model by showing that teachers effectively relate an imbalance between the multiple fronts on which they strive and the rewards they get in return, both economic and labor and social.

In reference to the social context, although it is a factor that is mentioned with less force, Collipulli's teachers are perceived immersed in a social environment that is laborally adverse to them. There is a difference between the vision of teachers working in the urban context and that of those working in the rural context. The former identify in the school the presence of transversal problems that are specific to current society, while in the rural context educators feel, as a priority, the political tension derived from the Mapuche conflict (social stressor), over which they do not exercise control and against which they do not receive social support. Added to this is the perception of the ambiguity of the role of having to perform multiple tasks that promote labor dissatisfaction and hopelessness, and undermine their professional self-esteem.

After what has been explained, it is striking that in teachers in both contexts the influence of personal traits and resources in the phenomenon of stress does not appear with sufficient force. There is constant generational criticism of their role and loss of authority, but they do not directly allude to the need to develop interpersonal skills, stimulate their internal resources, styles and modes of attribution, as well as their empowerment with respect to their social role, which does not allow them to appreciate, for example, that interdisciplinary work has become a global trend. That is to say, the causality of stress is perceived under the logic of a locus of external control and with motivational features markedly exogenous, added a frank re-signification of the causal motives as beliefs and automatic thoughts.

In this sense, this study offers a contribution to the psychological discipline in general and to the educational field in particular, since it offers a qualitative view on a phenomenon generally illuminated under the quantitative prism, which indicates that the teachers -at least those of this study- feel that their tools are tools to teach young people of another era and that they had prepared themselves for a world different from the one that they are living now.

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