

An analysis of Latin American Scientific Production on Teacher Stress (2010 - 2018)

Análisis de la producción científica latinoamericana sobre estrés docente (2010 – 2018)

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Summary

The purpose of this research was to evaluate the scientific production on teacher stress. It is a cross-sectional descriptive study of articles published in journals indexed in the SciELO collection between 2010 and 2018. An estimate of publications per year, journals, institutional affiliations and publication topics was analyzed. It was found that between the aforementioned years, 60 articles on the subject have been published, out of which the years of greatest production fluctuate between 2014 and 2018. The main journals that published articles on this topic are: Research News in Education, Uninorte Health Magazine and the Magazine of Medical Sciences of Pinar del Río in Cuba. In addition, Brazil, Colombia and Cuba have the institutional affiliations with the highest number of published articles. We can conclude that teacher stress as a research variable has been studied gradually in Latin American countries; however, it is necessary to continue strengthening these studies in other databases.

Keywords: Scientific Production; Latin America, SciELO Collection; Teaching Stress.

Resumen

La presente investigación tuvo como objetivo evaluar la producción científica sobre estrés docente. Es un estudio descriptivo transversal de los artículos publicados en revistas indizadas en la colección SciELO entre los años 2010 y 2018. Se analizó estimación de publicaciones por año, revistas, afiliaciones institucionales y temáticas de publicación. Se encontró que entre los años mencionados se han publicado 60 artículos sobre la temática, de los cuales los años de mayor producción fluctúan entre 2014 a 2018, las principales revistas de publicación sobre este tópico son: Actualidades Investigativas en Educación, Revista Salud Uninorte y Revista de Ciencias Médicas de Pinar del Río; además Brasil, Colombia y Cuba son las afiliaciones a instituciones de estos países con mayor cantidad de artículos publicados. Podemos concluir que el estrés docente como variable de investigación viene siendo estudiado de a poco en países latinoamericanos; sin embargo, es necesario seguir fortaleciendo estos estudios en demás bases de datos.

Palabras clave: Producción científica, Latinoamérica, Colección SciELO; Estrés docente.

Introduction

Work is considered as an individual and collective activity of the human being which requires certain characteristics such as time, effort, compensations (Acosta & Burgullos, 2014; Reynaga-Estrada, Arévalo Vázquez, Verdesoto Gáelas, Jiménez Ortega, Preciado Serrano, & Morales Acosta, 2016). Therefore, work involves a series of cognitive, physiological and biological conditions that aim at the provision of a service or the production of a product, with a social utility: the satisfaction of a personal need or that of others. (Neffa, 2003).

Work-related stress is defined as emotional, physiological, cognitive, and behavioral reactions to various features adverse to the organization's environment (Acosta & Burgullos, 2014). Stress is considered a public health problem without distinction of age, sex or socioeconomic level, with repercussions in the basic functions of the organism (López & López, 2014). Studies carried out by the European Union suggest that work-related stress is the second most common health problem, affecting 28% of workforces; it accounts for 50% or 60% of lost work days (European Agency for Safety and Health at Work, 2002). Another important fact is mentioned by Navinés, Martín-Santos, Olivé, and Valdés, 2016 as they highlight that up to 40% of people over the age of 12 admit to having experienced stress at some point in their daily lives. Stress may become any response to non-specific conditions of the body (Selye, 1974; Muñoz, Rumie, Torres, & Villarroel, 2015). Stressful situations may arise as a result of various crucial events, among which employment problems, economic difficulties and health threats stand out (Navinés, Martín-Santos, Olivé, & Valdés, 2016). This implies that any person learns to

assimilate, manage and accept limitations, as also to live together facing risk situations (López-Cruz, Hernández-Castañón, Mendoza-Zamora, Villarreal-Ríos, & Gasca-Ramírez, 2016).

Teacher stress is seen as one of the topics that has attracted the attention and interest of many researchers in recent years; in fact, many studies have shown results that teachers are one of the most vulnerable groups to the development of work-related stress and burnout (Villardefrancos, Santiago, Castro, Ache & Otero-López, 2015). The search for a scientific literature has allowed us to determine the main implications of the possible focuses of action at a preventive and intervention level, which leads us to indicate that there are exogenous determinants of discomfort at work. The educational context and the new roles of the different educational agents make teachers feel frustrated when they realize they cannot solve all the problems that arise from demands that overcome their potentials. This reality generates important personal exhaustion, which can lead to chronic stress, emotional exhaustion and even to the burnout syndrome (Malander, 2016).

The scientific production of a variable focuses on the results of research and innovation and has become a common practice in disciplinary areas. Actually, its study has been intensified and systematized over the last two decades (Piedra-Salomón, & Martínez-Rodríguez, 2007). Scientific journals have become the main means of disseminating the results of research and social institutionalization of science in most fields of knowledge (Kreimer, 1998).

The objective of the present study was to describe the development of the Latin American scientific production on teaching stress in the SciELO collection. Its results will help to identify the strengths and limitations of this variable in the academic and research world.

Methodology

A cross-sectional descriptive study was conducted; it consisted in the search, deduction and analysis of Latin American scientific publications focusing on teacher stress during the period 2010-2018. The information search was carried out in the SciELO collection. The title, abstract and keywords were looked up using search terms and adding a filter for the period under study. The 60 publications that were retrieved constituted the sample for the results of this study.

Results

With respect to the number of publications per year, a growth is observed, with a steady rate of 4 to 5 articles per year. Besides, there is evidence of growth in publications between the years 2014 and 2018, see figure 1.

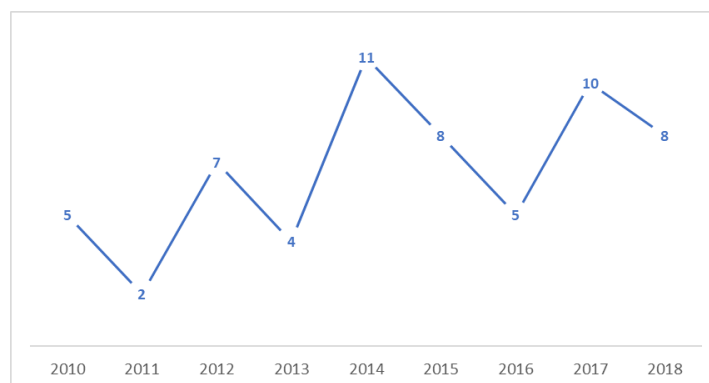


Figure 1. An estimate of publications per year.

The articles analyzed were published in 47 journals. Table 1 shows the journals where the articles have been published with reference to the teaching stress variable. It is identified that 15% of publications correspond to three journals with 3 articles published each, while 61.7% involve individual publications in different journals (see table 1).

Tabla 1.

Journals where scientific articles on teacher stress are published.

	f	%	H IndexSJR
Actualidades Investigativas en Educación	3	5.0	ND
Revista Salud Uninorte	3	5.0	9
Revista de Ciencias Médicas de Pinar del Río	3	5.0	ND
Ciencia & trabajo	2	3.3	ND
Educação e Pesquisa	2	3.3	13
Formación universitaria	2	3.3	10
MEDISAN	2	3.3	ND
Psicología Escolar e Educacional	2	3.3	6
Revista de Investigación Psicológica	2	3.3	ND
Universidad y Salud	2	3.3	ND
Other journals with a single publication on teacher stress	37	61.7	

In 60 of the articles, it was possible to identify authors with affiliation to Latin American institutions; Brazil stands out as the country with authorship mostly on teacher stress, followed by Colombia and Cuba (see table 2).

Table 2.

Affiliation to Latin American institutions that have published articles on teacher stress.

	f	%
Brasil	15	25.0
Colombia	13	21.7
Cuba	8	13.3
Mexico	6	10.0
Chile	5	8.3

Peru	4	6.7
Costa Rica	3	5.0
Bolivia	2	3.3
Uruguay	2	3.3
Venezuela	2	3.3

According to the thematic areas of the journals included in the SciELO collection, the presence of teaching stress publications stands out in journals with topics of health sciences, followed by humanities and applied social sciences (see figure 2).

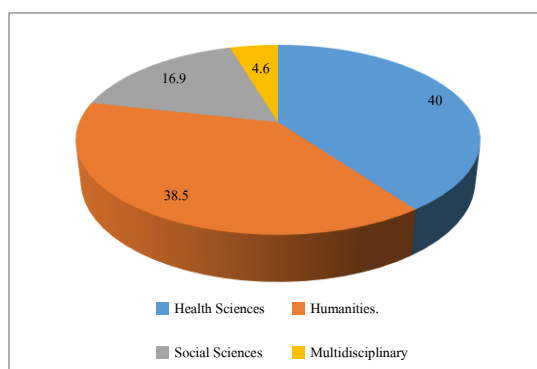


Figure 2. Topics of journals with greater incidence in publications on teacher stress

Discussion

The analysis of Latin American production on teacher stress has increased in recent years, thus turning into a reference in the field of education. Results such as publications in health sciences and humanities journals lead us to mention the present interest in this subject (Martínez, 2015). In addition, advances in production lead to greater visibility of stress and its repercussion in the workplace, specifically on teachers. Therefore, there is a growing need to continue providing resources to lessen the effects, whether you labeled as cause and / or consequences of this variable.

Bearing in mind the participation of teachers in the educational environment, it is suggested that institutions develop prevention and intervention programs in order to increase job satisfaction and the acquisition of skills that allow these educational agents to be trained on how to face the teaching, and thus prevent the development of stress (Quass, 2006; Cantón&Téllez, 2016).

It is important to mention that scientific progress in the subject of teacher stress and the Latin American involvement in this area keeps playing a central role in the field of health and social sciences; however, analyses of the production of this variable are still very limited as there is no general analysis that implies the pertinence of the causes and their effects. Interest in the journals where research is published is a relevant point in the knowledge of the state of a discipline, and the studies in thematic journals prove it. (Urquidi& Rodríguez, 2011). Despite the importance of this type of study, no bibliometric study on teacher stress has been found, so this paper may be a starting point for new research.

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