



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

Novice English Language Teachers: managing stress at work.

Thesis submitted to obtain the degree in

Licenciatura en lenguas modernas

Presents

Julieta Viridiana Morán Huerta

Thesis Director

Sandra Juárez Pacheco



March, 2018

After reading the research made by:

Julieta Viridiana Morán Huerta

The members of the jury had considered that this research deserves to be accepted as completed and it accomplishes all the requirements to obtain the degree of

LICENCIADO EN LENGUAS MODERNAS

Sandra Juárez Pacheco

Juan Alberto Amador Cruz

Leonel Ojeda Ruiz

Acknowledgement

“If you want to go fast, go alone, if you want to go far go together”

African Proverb

I have taken effort in this project (God knows how hard it was). However, it would not have been possible without the kind support and help of my family and friends.

I would like to express my gratitude towards my parents for their guidance and encouragement in carrying out this project work and also in my life. I love you guys.

I also wish to express to Prof. Sandra Juárez Pacheco for her keen interest on me at every stage of my research. Her prompt inspirations, timely suggestions with kindness, enthusiasm and dynamism have enabled me to complete my thesis.

Dedication

For those who are in the midst of a change remember:

*“Change is hard at first,
Messy in the middle
And gorgeous at the end”*

Robin Sharman
(Personal communication, April 8, 2014)

For my dearest friend Schnitzel Carvajal and his word of support, love you red robot –
Rada,Rada

Index

Abstract	1
Chapter I	2
1.0 Introduction	3
1.1 Significance of the study	3
1.2 Purpose of the study	4
1.3 Context of the research	4
1.4 Background of the researcher	4
1.5 Research Questions	5
1.6 Conclusion	5
Chapter II: Literature review	6
2.0 Introduction	6
2.1 What is stress?	6
2.1.1 Stages at Stress	9
2.2 Problems Developed by Stress	10
2.2.1 Stress and Physical problems	11
2.2.2 Stress and Emotional problems	12
2.2.3 Stress and performance at work	16
2.2.3.1 Stress awareness at work	18
2.3 Theories or strategies to overcome stress	20
2.3.1 The Flight or Fight response	22
2.3.2 Tend and befriend response	23
2.3.3 Cognitive therapies	25
2.3.3.1 Stress Inoculation Therapy (SIT)	26
2.3.3.2 Hardiness training	30
Chapter III: Research Methodology	34
3.0 Introduction	34
3.1 Research methodology	34
3.2 The context	35
3.3 The subjects	36

3.4 Description of the overall research design	36
3.5 Instrument	38
3.6 Data collection	39
3.7 Data analysis	39
3.8 Conclusion	40
Chapter IV: Results	41
4.0 Introduction	41
4.1 Obtained Results	41
4.2 Answer to Research Questions	43
4.2.1 4.2.1 RQ1: According to the participants' experiences, which factors are less stressful and which are more stressful in the classroom?	43
4.3.2 RQ2: According to English Novice Teachers what would be some suggestions to manage stress while teaching?	46
Chapter V: Conclusion	48
5.0 Introduction	48
5.1 Findings	48
5.2 Limitation of the study	49
5.3 Further Research	49
5.4 Conclusion	50
References	51
APPENDIX A	59

Abstract

The stress is the body's way of responding to any kind of demand caused by good and bad experiences. As a teacher, good and bad experience in teaching performance can be caused by factors inside the classroom such as students, parents, and learning environment.

The present paper intends to determine which factor causes less or more stress in the classroom and if there is a way to overcome the stress caused by them in order to make the English teaching profession easier specifically as a novice teacher in working in the field.

The information in this document was provided through the collaboration of 6 undergraduate students from the Facultad de Lenguas at BUAP in the major of English Language Teaching (LEI). The survey created for this research consists of two main parts: an open question section and a rate numerical scale along with open items which was applied to 6 novices English Teachers 3 females and 3 males. The equal number of participants from each gender had the main purpose to get a wider and different point of view about stress in the classroom according to their own experiences in their first year teaching.

This information is based on the novice English teachers' first experiences inside the classroom dealing with different stressful factors such as bosses, students, parents, curriculum, etc. provide useful information in order to help other novice teachers who are going through the same circumstances.

CHAPTER I

INTRODUCTION

1.0 Introduction

This is the first chapter of a research based on stress effects on novice teachers developed at the Benemérita Universidad Autónoma de Puebla (BUAP). In this introduction, it is explained briefly every important part which will be better explained in further chapters. To start, after this introduction of the research, it is presented the purpose of the study followed by an introduction about the participants and the place where this research was developed. In the fourth subsection of this chapter, it is presented the background of the researcher where are explained the reasons to perform this particular investigation. Finally, it is enlisted three research questions which will be better explained in the chapter based only on methodology.

Teachers are seen as the main characters inside the classroom. According to the author of this research, the ones who lead and control every single detail about the pupil's education, behavior, and performance are the professors; in addition, teachers are the ones in whom parents, bosses and society put all the responsibility if the goals of the school's program are not achieved on time. As a matter of fact, teacher's' role is underestimated and misunderstood because they are seen as people who are paid to teach to others to finish a program or to get a degree, nevertheless, being a teacher is more than that. For instance, Jain (2013) claims that "a teacher is an individual who shares his/her knowledge and gives education to students" (p.80). In other words, thanks to this misconception of what a teacher

is and their role inside a classroom, based on this research's author experience, this research establishes that novice teachers suffer during the first years of working, as a consequence most of them drop out of teaching even when they love their job due to the lack of experience, low salary and affected self-esteem that an experience like this can create on them.

Regards to the very first experience that a novice teacher can have at the time of giving classes, this research aims to look for some strategies to overcome the stress caused by the bad experiences lived by them while performing their role within a class

1.1 Significance of the study

This research aims to create awareness about stress in the English teaching profession, find out the effects that stress can have on novice English teachers' performance, its causes and consequences while giving a class. Furthermore, it might help novice English teachers to perform better classes with a better feeling with themselves through suggestion and strategies provided by other novice teacher who already overcome stressful situation in the classroom. In order to understand how stress affects novice teacher, we need to have a clear idea what stress means. Dunham (1984) describes it as "a process of behavioral, emotional, mental, and physical reaction caused by prolonged, increasing or new pressures which are significantly greater than coping resources" (p.3). In other words, This lack of knowledge in managing stressful circumstances caused by the work environment, relationship with others (students, coworkers, bosses, etc.) and workload causes emotional, mental and physical damage and hence bad experiences about the teaching profession.

1.2 Purpose of the study

The main purpose of this research is to find out how stress affects the performance of a Novice teacher during the first 5 month of teaching and some strategies to cope with it .Consequently, it will be mentioned how much the stress influences novice teachers to quit teaching. According to Kyriacou (2001) “teaching has been listed among the high stress professions, with as many as one-quarter of teachers reporting that teaching is a very stressful job” (p.27). Considering what Kyriacou (2001) mentioned, it is important to make novice teachers aware of stress, which factors caused it and the consequences on themselves since, for this author of the research, being a teacher is more than just teaching a subject.

1.3 Context of the research

This research is focused on undergraduate students from LEI, all of them are in their first year of teaching experience in public and private schools. This research is conducted with a group of 6 novice English teachers. They aimed to go through some of their professional experiences in order to answer the provided instrument which was a questionnaire. It will help to identify main factors that cause stress. The research context will be better described in chapter three.

1.4 Background of the researcher

Day (1999) claims that “teachers are the school's greatest asset. They stand at the interface of the transmission of knowledge, skills and values” (p.2). However in my personal experience, being a teacher, during my first year of experience, was not appreciated as a great asset, at least either by my students or my boss. During my first year of experience as a teacher, I found out that the lack of preparation and knowledge about how to deal with

students, parents, besides the curriculum were the mainspring that made me feel stressed and made me reevaluate my profession. As previously mentioned, the stress that many factors within the teaching experience can cause somebody to quit this beautiful profession. In this research, I aimed to find a way to help novice English teachers to make easier their first year of working as an English language teacher.

1.5 Research Questions

This investigation sets the following question:

- ❖ According to the participants' experiences, which factors are less stressful and which are more stressful in the classroom?
- ❖ According to English Novice Teachers what would be some suggestions to manage stress while teaching?

1.6 Conclusion

In this first chapter, there were set advances of the research such as what stress is and its significance on novice teachers. Besides, a brief introduction of the research context was established. In the next chapter, some important literacy based on stress causes and possible problems is explained.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

It is believed that teaching may bring good and bad experiences with it, for instance “personal satisfaction, but it also brings stress, with demands from administrators, colleagues, students, and parents compounded by work overload, student misbehavior, and a lack of recognition for accomplishments” (Greenglass & Burke, 2003, p.213). In other words, being a teacher is more than prepare a lesson, material and give a class for a determined number of students. Teaching is more a complex activity than some people would believe.

In this chapter, it is intended to find out the effects caused by stress in 6 novice teachers from the language Faculty at BUAP in the major of English Language Teaching (LEI). It is intended to provide novice English teachers with knowledge to cope with the stress caused by classroom management and school environment (parents, coworker, curriculum, bosses, school facilities and material) as previously established. Besides, this literature review will provide some information about the effects caused by stress in novice teachers’ health, emotions and performance while working.

2.1 What is stress?

For this research it is important to spell out that stress is defined, according to *English Oxford Living Dictionary* website (2018), as “a state of mental or emotional strain or tension resulting from adverse or demanding circumstances” (para. 3). In other words, it is believed

that the stress can be caused by an exposition in a difficult situation or environment. It causes damage in the way how people develop activities feel or think.

In 1936, the term “Stress” was consolidated by Hans Selye who was a professor and director of the *Institute of Experimental Medicine and Surgery at University of Montreal*. Selye (1973) claims that “Stress is the nonspecific response of the body to any demand made upon it” (p. 692). In other words, this means that the body can react to a stressful situation in different ways such as health problems, changes of mood, problems in the performance at work, burnout or in the last straw nervous breakdown.

In order to be clearer, it is appropriate to define what burnout and breakdown are for some experts (Mattingly & Sharp, 1981, 1983; Lambert, 1994; Hall-Flavin, 2017) within this field. On the one hand, burnout is defined by Mattingly & Sharp (1981, 1983) in Lambert (1994) as:

“a form of psychological or physical exhaustion that occurs frequently in human service occupations (social welfare, nursing, police work, education). It is complex and highly personalized phenomenon which can be manifested in a variety of ways from the “simple” such as fatigue or lethargy to more complicated symptoms involving various physiological and psychological signs such as migraine, digestive disorders and even depression” (p.7).

In other words, burnout is the result of chronic stress which causes deficiency in the psychological and physical problems creating havoc in the professional performance. On the other hand, nervous breakdown is defined as “stressful situation in which they're temporarily unable to function normally in day-to-day life. It's commonly understood to occur when life's demands become physically and emotionally overwhelming” (Hall-Flavin, in Mayo Foundation for Medical Education and Research, 2017, par.1). In other words, stress caused

by the everyday activities has as a result: the decrease in the performance of a person until it is not possible for him/her to continue doing those activities.

In Figure 2.1, it is clear to observe that stress has a main role in the problems of our health (physically) and also emotions (psychologically) caused by pressure and the demand such as bad experiences, relationships and environment. In addition, Zautra (2003) claims that “Stress plays the spoiler in our emotional lives. Each stressful experience reminds us that our world is not altogether stable and that, no matter how well we fortify our defenses, the unexpected, even the unthinkable, can happen” (p.35).

That means that it does not matter how well a person is prepared for a situation, there would be factors that are impossible to control such as: time, people and the environment. In a further section of this literature review, it is explained briefly how stress affects our body, mind and performance in a deeper way, however, it is needed to establish, before, how stress works in the next subsection of stages at stress.

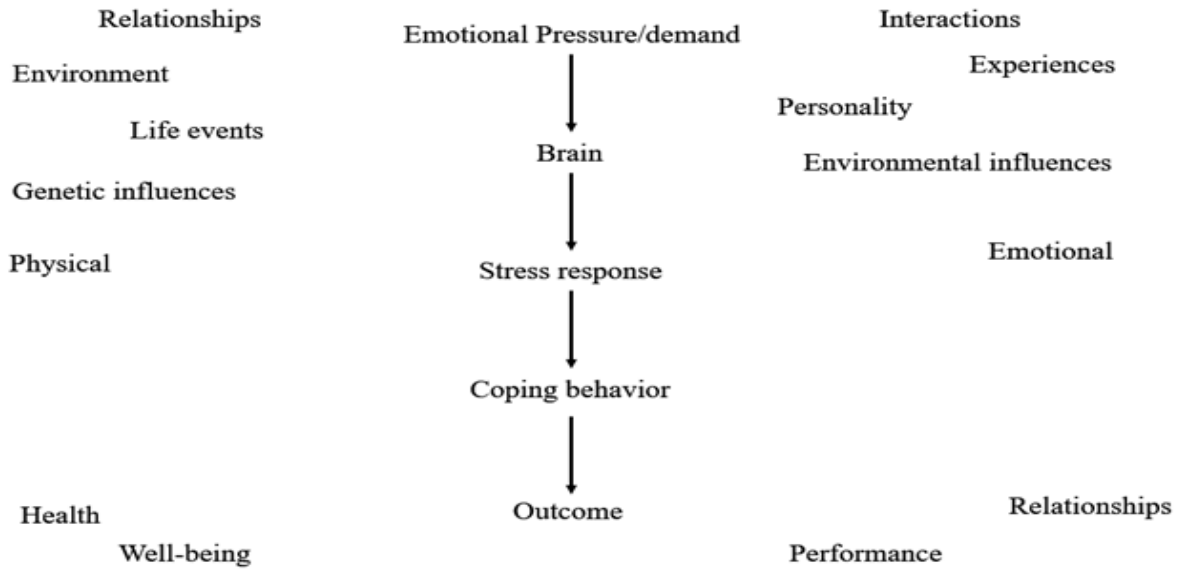


Figure 2.1 Taken from Gregson and Looker (1994, in Hardy, Carson & Nelson, 1998, p 27)

2.1.1 Stages at Stress

Selye (1979) said that “stress is present during the entire course of exposure to nonspecific demand, be it of short duration or prolonged over many years” (p.74). That means that any individual in any time of his or her life has to deal with the stress caused by the everyday activities. According to Griffin (2007) “Stress generally follows a cycle referred to as the General Adaptation Syndrome or GAS also known as Selye’s Syndrome” (p.272), that means that the stress triggers a particular response in a person (See Figure 2.2). Selye (1979) describes “this cycle in three phases: the alarm reaction, the stage of resistance and the stage of exhaustion” (p.74)

In other words, we can see in Figure 2.2 how stress can be divided in stages. According to



Figure 2.2 .Stress' stages. Taken from Griffin (2008, p.272)

Griffin's table (2007) "in the first stage *-alarm-* a person feels panic and alarm and the level of resistance the stress drops. The second stage *-resistance-* represents the effort to confront and control the stressful circumstance and if it is not enough the third stage is reached *-exhaustion-* where the person just gives up or quits" (p. 272).

For instance, a person can live an *Alarm* stage when he or she is prepared to deal with a stressful event; later this person reach the *Resistance* stage which is when a person is ready to deal with the situation, and finally, this person reaches the *Exhaustion* stage which is when the person's effort reach a negative result because of the lack of ability dealing with stress.

2.2 Problems Developed by Stress

In the previous part of this literature review, it has been explained briefly how stress affects our body, mind and performance. This part of Chapter 2 aims to describe in a deeper way how stress has a strong impact on somebody's physical and emotional health. Furthermore,

stress not only affects someone's daily life but it can even affect someone's daily performance at work as well. In order to provide the reader with a deeper explanation of these problems caused by stress, the following subsections are presented.

2.2.1 Stress and Physical problems

The constant exposition of stress may have many different effects in our body. According to Anderson (1998) "an extreme amount of stress can have health consequences and adversely affect the immune, cardiovascular, neuroendocrine and central nervous systems"(p.563). This means that stress affects the way our body works: heart, brain, muscles, nerves, and so on. In order to understand more clearly the effects of the stress on the health of a person, the APA (The American Psychological Association, 2017) explains that:

"With sudden onset stress, the muscles tense up all at once, and then release their tension when the stress passes chronic stress causes the muscles in the body to be in a more or less constant state of guardedness. When muscles are taut and tense for long periods of time, this may trigger other reactions of the body and even promote stress-related disorders. For example, both tension-type headache and migraine headache are associated with chronic muscle tension in the area of the shoulders, neck and head." (para.2)

In simple words, stress creates damage in the performance of the body until it is completely painful for a person to move, breathe and live. It also causes the production of hormones such as adrenaline and cortisone. Talbott (2007) adds that "when the brain perceives a stressful event, it responds by stimulating endocrine glands throughout the body to release hormones, including both adrenaline and cortisol" (p.31) but the constant production of those hormones cause problems on how someone's body works. Additionally, Talbott (2007) explains that "the long-term exposure to cortisone and adrenaline leads to memory

problems, weight gain, depression, cardiovascular problems and increased infections” (p.23).

2.2.2 Stress and Emotional Problems

According to Cox (1978) ”to experience stress is not usually or simply reported in terms of being stressed, but is often described when associated to emotions such as anger, anxiety, depression, fear, grief, guilt, jealousy and shame” (p. 27). In other words, being under stress origins different problems in our mood and the way we express, behave and feel. The Mental Health Foundation (2018) explains that:

“When you are stressed you may experience many different feelings, including anxiety, irritability or low self-esteem, which can lead to becoming withdrawn, indecisive and tearful. You may experience periods of constant worry, racing thoughts, or repeatedly go over the same things in your head. Some people experience changes in their behavior. They may lose their temper more easily, act irrationally or become more verbally or physically aggressive” (p.6)

In other words, stress affects the way people feel and how people express emotions, it can cause struggle in the relationship that people have with family, friends and coworkers until it is almost beyond bearing.

In short, the following Figure 2.3 illustrates how stress can affect not only physically but emotionally a person. Furthermore, the description provided by the figure will provide the reader with a better understanding of the effects of suffering stress in anybody’s life.

In the first column see Figure 2.3, a normal person who is apparently relaxed is presented. Most of the physical and emotional functions seem normal. The body’s principal functions like heart rate and blood pressure are stable; this causes that the person feel calm and

relaxed. Also lungs, stomach and bowels do not present any alteration in their functions. In addition, sexual organs and bladder are stable. The person does not show any kind of malfunction in his body and mind. In other words, without any stressful situation the principal functions of a person's body are not altered and are reflected in mood, body and mind functions.

In the second column of the same figure, there appears a person who is in the very first state of a stressed situation. It seems that this is a person in the first stage of a moderate amount of pressure. There are some symptoms that cannot be perceived at the first glance, however, it affects the normal body's functions internally. To be specific, this person seems serious but he is not altered or angry yet.

Effects of Stress on Bodily Functions





		Normal (relaxed)		Under Pressure		Acute Pressure		Chronic Pressure (stress)
Brain		Blood supply normal		Blood supply up		Thinks more clearly		Headaches and migraines, tremors and nervous tics
Mood		Happy		Serious		Increased concentration		Anxiety, loss of sense of humor
Saliva		Normal		Reduced		Reduced		Dry mouth, lump in throat
Muscles		Blood supply normal		Blood supply up		Improved performance		Muscular tension and pain
Heart		Normal heart rate and blood pressure		Increased heart rate and blood pressure		Improved performance		Hypertension and chest pain
Lungs		Normal respiration		Increase respiration rate		Improved performance		Coughs and asthma
Stomach		Normal blood supply and acid secretion		Reduced blood supply Increased acid secretion		Reduced blood supply reduces digestion		Ulcers due to heartburn and indigestion
Bowels		Normal		Reduced blood supply Increased bowel activity		Reduced blood supply reduces digestion		Abdominal pain and diarrhea
Bladder		Normal		Frequent urination		Frequent urination due to increased nervous stimulation		Frequent urination, prostatic symptoms
Sexual organs		(M) Normal (F) Normal periods, etc.		(M) Impotence (decreased blood supply) (F) Irregular periods		Decreased blood supply		(M) Impotence (F) Menstrual disorders
Skin		Healthy		Decreased blood supply, dry skin		Decreased blood supply		Dryness and rashes
Biochemistry		Normal: oxygen consumed, glucose and fats liberated		Oxygen consumption up, glucose and fat consumption up		Decreased blood supply		Dryness and rashes

Figure 2.3 Table taken from *Managing Workplace Stress* by Cartwright & Cooper (1997, p.9)

Additionally, some of the other changes presented in this stage are: rate beat increase and the blood pressure goes up. Along with this, the respiration rate increases and a reduction of the blood supply to the bowels and stomach is presented. In other words, the body is preparing itself in order to fight against the stressful situation or escape from it.

In the third column of Figure 2.3, it seems that the person is ready to fight against any stressful situation. The person's body has already suffered a lot of changes, specifically, the person thinks clearly and he is concentrated in order to find the suitable way to solve the situation that causes stress. Moreover, the production of saliva, blood supply and digestion decreases, the frequent urination increases caused by the agitation. In simple words, this person is now confronting or escaping from the lived stress situation. In this stage of stress, it causes important and visible changes not only in mood but also in the principal functions of the body.

Finally, the fourth column of this stress stages shown in Figure 2.3 demonstrates that the person's body, mind and behavior suffered considerable changes caused by extended and interrupted periods of time under stress.

The person looks angry and irritable, he does not have sense of humor. In this point, negative feelings and thoughts may cause social withdrawal. As Griffin (2007) explains "people who are having difficulties with stress in their jobs are more likely to call in sick or to leave the organization" (p. 238). In other words, an uninterrupted period of time under stress causes personality disorders, low work performance and problems with the person's surrounding.

In addition the person also suffer continual headaches, migraines and episodes of anxiety. The normal function of the body now are altered and malfunctioned on the main organs, for example the heart. As an example in words of the APA (2017)

“Chronic stress, or a constant stress experienced over a prolonged period of time, can contribute to long-term problems for heart and blood vessels. The consistent and ongoing increase in heart rate, and the elevated levels of stress hormones and of blood pressure, can take a toll on the body. This long-term ongoing stress can increase the risk for hypertension, heart attack or stroke” (para. 10).

Explained in a more simple way, someone that suffers long and unstoppable periods of time under stress could develop malfunction in the principal organs such as the heart which may have irreversible consequences in a person's health such as hypertension, chest pain, even heart attack, endangering the person's life.

2.2.3 Stress and performance at work

Through this research it has been found out that stress is linked to every aspect of our lives, even work. According to The Advisory, Conciliation and Arbitration Service (The ACAS, 2018), “most employees need a certain amount of challenge and pressure in their work – it keeps them motivated and gives them a sense of ambition” (p.10). In addition to this statement, McNamara (2000) claims that “stress helps to perform well at school or in our job” (p.115). Conversely, McNamara (2000) also explains that “although some stress is healthy and makes feel challenged, it is important to realize that there is an optimum level of stress” (ibid). This means that a certain amount of stress may help a person to perform properly at work but only if the level of stress is tolerable. For example, an English Language Teacher (ELT) under a tolerable level of stress can achieve the objectives set in the school program, create material for a specific purpose and compete with other

coworkers. In addition, stress can help people to achieve any responsibilities that a job gives along during its performance.

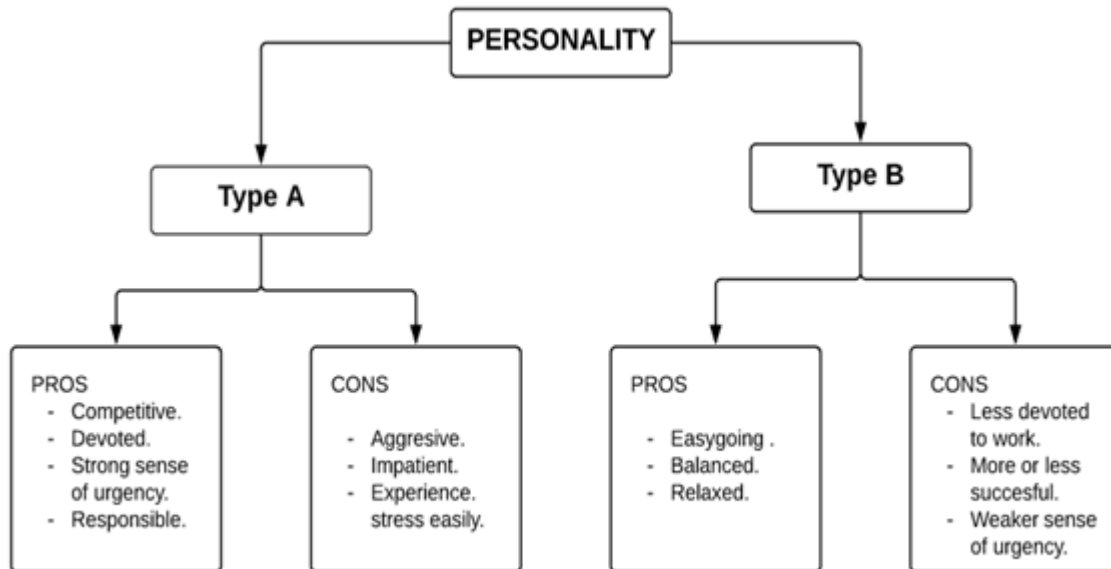
Moreover, it is important to realize that there exist healthy and unhealthy levels of stress. For instance, Hamlett (2017) establishes that “workplace stress derives from many sources. It can be a demanding boss, annoying co-workers, rebellious students, angry customers, hazardous conditions, long commutes and a never-ending workload” (Chron. Hearst Newspaper, part 1). In other words, stress at work cannot be caused only by working but also it can be caused by other factors that surround workers such as people, deadlines and assignments.

To be clearer about the topic of *stress at work* it is important to mention that the personality of a person and the way how a person deals with difficulties determines if stress may be an advantage or a disadvantage. Griffin & Van Fleet (2013) classified “the personality of a person in two types: *Type A* and *Type B*” (p.3).

Duran (2010) describes the Type A personality as “Prone to feeling of urgency and impatience; aggressive in behavior; strong achievement orientation; high level of competitiveness; multi-tasking tendencies; prone to hide true emotions; and perfectionist but low self-esteem” (p. 390). On the other hand, Duran also mentions that the Type B personality is “Patient and relaxed; moderately ambitious; accommodating attitude; take it-easy policy; mild-mannered; free of hostility and aggression; free of any compulsion to meet deadlines” (p. 390).

According with this information depending on what kind of personality a person has, it would depend how stress is used in favor or against someone. In figure 2.4 we can see the pros and cons that each type poses as an example:

Figure 2.4 Created from the information in *Management Skills: Assessment and Development* by Griffin & Van Fleet (2013, p.63)



The *Type A person* is a responsible person who does not let a thing in other hands and who has a strong sense of duty because this type of person experiences stress more frequently along with other problems caused by it. For example, if they cannot achieve their goals or projects properly and on time. Furthermore, the good and calm nature from *Type B person* makes them less likely to suffer stress neither some of the physical or psychological problems caused by it. For example, they develop good relationships with others.

2.2.3.1 Stress awareness at work

Stranks (2005) explains “that many factors influence the human system and performance can degrade as a result of wide range of stressor, as in some cases the system breaks down”

(p.3), better explained, in order to cope with stress and deal with the negative effects it is important to be aware of what causes stress at work.

Table 2.5 Taken from *Stress at work* (Stranks, 2005, p.3)

The more common occupational stressors	
New work patterns	Increased competition
New technology	Longer hours
Promotion	Redundancy
Relocation	Early retirement
Deregulation	Acquisition
Downsizing	Merger
Job design	Manning levels
Boredom	Insecurity
Noise	Lighting
Temperature	Atmosphere/ventilation

Table 2.5 enlists the more common occupational stressors at work; for instance, stressors such as new technology, noise, longer hours of work, increased competition, merger and ventilation are written down in this table in order to provide the reader with possible factors within the work environment that can cause stress at workplace.

According to Matzke (2017) “developing an understanding of factor involved in stress and burnout can be very useful in successfully maintaining balance and perspective”. Also Matzke (2017) suggests that “one step is learning to identify what pushes your stress buttons” (p.7); this means that it is important to recognize the factors that trigger stress in order to find out a way to take control of the situation and look for the most suitable solution for the problem.

2.3 Theories or strategies to overcome stress

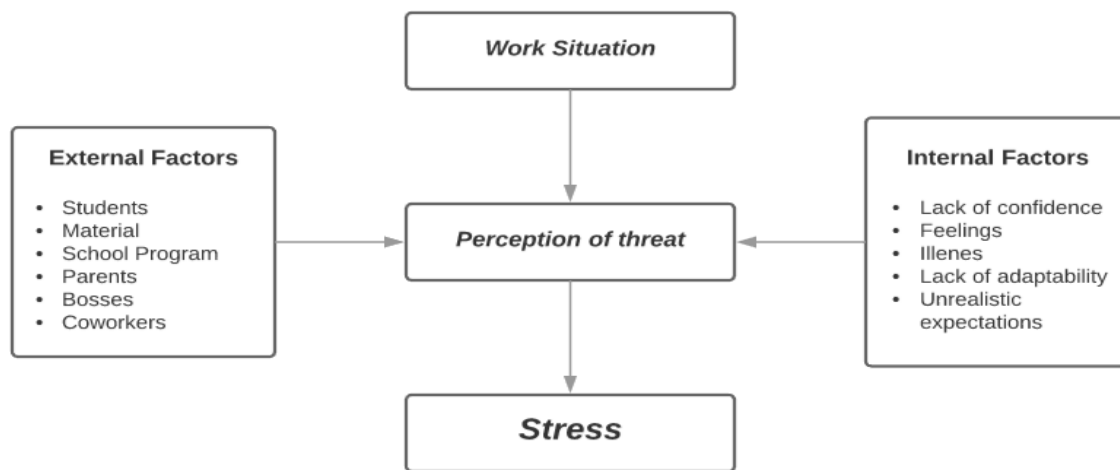
As we have learned through this research stress can be helpful to achieve our goals or adapt to new situations. However, Center for Disease Control and Prevention (CDC, 2017, para.1) explains that "the beneficial aspects of stress diminish when it is severe enough to overwhelm a person's ability to take care of themselves and family". That means that if we do not find a way to cope with or control the level of stress in the everyday life it would be difficult to manage the situation.

In order to cope with stress, there exist different strategies that Novice English Language Teacher can use to reduce the impact that it has on their body, mind and behavior. The CDS (2017) says that "using healthy ways to cope and getting the right care and support can put problems in perspective and help stressful feelings and symptoms" (para.1).

The first step to deal with stress is to recognize what causes stress. Kyriacou (2000) explains that "it is important to recognize our own main characteristics of response to stress, consequently, this can act as useful and early warning signal for a person that is suffering the effects of stress and needs to deal with it" (p.5). Moreover, that is not only important to find out what makes someone feel stress but also the way we react depending on our mood to the situation that caused somebody's stress.

In addition Kyriacou (2000) also observes "that research on stress over the years indicates that the main factor that triggers stress in an individual is that they perceive some aspects of their situation as threatening" (p.9). To be clearer, some situations are stressful for some teachers and for others are not. It depends on people's perspective and adaptability.

Figure 2.6 Adapted from *Stress-busting for Teacher* (Kyriacou, .2000, p.9)



In Figure 2.6, it is presented a concept map that represents how a work situation can be performed. There exist external and internal factors that can affect the perception of threat during a work situation. Subsequently, stress can be developed or acquired through the development of the work situation if this internal and external factors were negative.

Figure 2.6 shows the development of stress in the workplace. The first box shows *the work situation*, for instance any particular situation at the workplace that causes stress because of different factors. The second box shows *The Perception of threat*, in this section the person is aware of how stressful a situation can be and if it is possible to overcome or escape from it. In addition we can see some external and internal factors such as: lack of confidence and adaptation to the environment, parents and students' relationship, unrealistic expectation about the new job, etc. In the last box caused by those internal and external factors, the stress is presented to know how a person is facing and/or overcoming it.

2.3.1 The Flight or Fight response

In order to understand what is the way how our body and mind work under stress, it is important to mention the theory of *the Flight or Fight Response*. According to McNamara(2000) “much of the way that our body responds to stress can be attributed to the fact that we have inherited a way of responding to stress through evolution called the flight or fight response” (p.115). This means that each one of us have the innate ability to cope with stress in different ways like fight and overcome a difficult or stressful situation or just escape from it in order to protect ourselves.

Fink (2016) explains that “the flight or fight response was a term coined by Cannon to describe the activation of an organism when exposed to conspecific or a predator” (p.34) Also Fink (2016) “claims that the flight or fight response presents a special challenge to maintenance of homeostasis in animals and humans” (ibid). In other words, the flight or fight response is the way a person gets by a threat and overcomes that situation; beside this it helps to maintain stable conditions in the basic functions of the body necessary for survival. The following Table 2.7 illustrates how the flight or fight response can look at a stress situation:

When the body acts under stress, it is the *Flight or Fight* response how the body reacts. In this stage, it is clear that the body prepares itself to avoid or face any danger to keep its equilibrium.

Then, in the *Secondary* stage, the body is ready to act to overcome situations that can cause stress. Besides there exists an increase of supplies such as sugar and fats in order to have enough energy to deal with the threat. Finally, the last response from the body is *Exhaustion*.

It is when the energy supplies are already used up and the problem is solved. However if this last step is avoided, the cycle keeps repeating itself causing serious damage in a person's body.

Figure 2.7 Taken from *Stress at work*. (Stranks, 2005, p.9)

The response	What happens	The effect
Flight or fight	Red alert, body and brain prepare for action; extra energy released	Response to danger, meet it and return equilibrium
Secondary	Fats, sugars and corticosteroids released for more energy	Unless extra fats etc. used up, then third stage moved into
Exhaustion	Energy stores used up	Serious illness leading to death

2.3.2 Tend and befriend response

Besides The Flight and Fight response, a person under a stressful situation can use another way to act or deal with it such as *The Tend and Befriend response*. The Tend and Befriend response, in Forsyth's (2009) words, is "an interpersonal response to stressful events characterized by increased nurturing, protective, and supportive behavior (tending) and by seeking out connection to other people (befriending)" (p.62). This means that a person who reacts in this way tends to protect others instead of escaping from or fighting the threat that causes stress in order to survive.

According to Hall & Oglesby (2002), this way of acting is not present in all the people. They (2002) explain "that tend and befriend behavior would become hard-wired into females through natural selection favoring conservation of what works best" (p.80). Along with this, Lehrer, Woolfolk & Sime (2007) said that "The Tend and befriend response

putatively derives from females attachment and caregiving propensities” (p.8). This means that to protect or comfort others in a difficult situation, it is more common to do it by depending on the gender. In this case, females tends to protect more. In order to support this idea Taylor *et al.* (2000) point out:

“that women's responses to stress are characterized by patterns that involve caring for offspring under stressful circumstances, joining social groups to reduce vulnerability, and contributing to the development of social groupings, especially those involving female networks, for the exchange of resources and responsibilities” (p. 421-422)

This means that females and males may act in different ways according to the threat that they are facing, dealing and overcoming. Seaward (2006) explains that “generally speaking, men are prone to act more hostile while women have a proclivity to be more nurturing” (p.6).

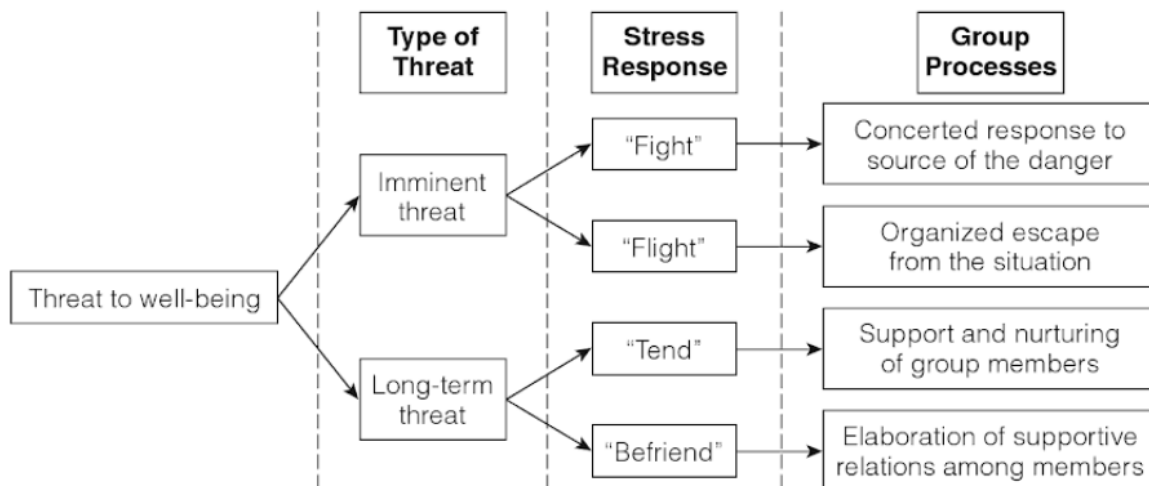


Figure 2.8 Taken from Group Dynamics (Forsyth, D. R. 2009.p.102).

In figure 2.8, it is described a way of how a person could act under a stressful situation according to the Flight and Fight response and The Tend and Befriend response. According

to the Figure, when an imminent threat is presented, a person may fight against it or flight from it depending on the threat assessment.

On the other hand, when dealing with a long term threat, the common response is the Tend and Befriend response. It is performed in order to obtain or give support and nurture the people involved in order to deal with the stressful situation easily.

2.3.3 Cognitive therapies

In order to have a healthy and happy life, it is important to find a way to take the stress caused by the daily life activities out of life as Ballesteros & Whitlock (2009) explained: “although some stress is a natural and inevitable part of our lives, feeling burdened or unable to cope can be problematic and can seriously affect your mental and physical well-being” (p. 1). This means that without a strategy to overcome a stressful situation, the daily life routine became unbearable and impossible to deal with.

That is why this research is focused on finding accurate ways to cope with stress especially in the teaching profession given by the novice teachers of English language. According to Eysenck (2005), “Psychologist and Psychiatrists have developed huge psychological treatments for abnormal behaviors, some of which are designed especially for stress disorders” (p.176). This means that there exists a lot of resources in order to cope with stressful situations, for example *Cognitive Therapies*.

First of all, it is important to make clear what cognitive therapies are, according to the webpage of Dictionary.com (2018), it is “a form of therapy for depression in which the goal is to diminish symptoms by correcting distorted thinking based on negative self-perceptions

and expectations” (para.1), In easy words, the cognitive therapies are focused on changing positively how people live and work.

Moreover, Eysenck (2005) explains that “cognitive therapies are especially appropriate for dealing with stress. Their aim, in general, is to replace negative and irrational thoughts with positive and rational ones” (p.176). In other words, this kind of therapies are focused on changing the negative thoughts and how people judge, perceive and deal with their surroundings. In the following two subsections, this research would explain two Cognitive therapies: *Stress Inoculation Therapy* known as SIT and *Hardiness Training*.

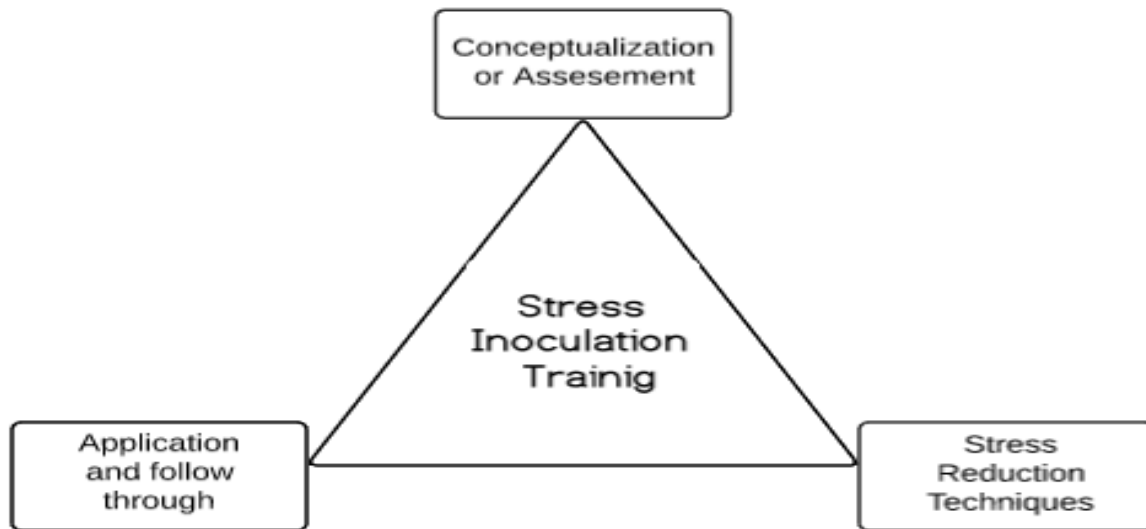
2.3.3.1 Stress Inoculation Therapy (SIT)

Stress Inoculation Therapy or SIT is a therapy created in order to cope with stress by introducing a person in a stressful and controlled, real or imaginary situation. Mills, Reiss & Dombeck (2008) claim that “this method intended to help patients prepare themselves in advance to handle stressful events successfully and with a minimum of upset” (para.1). In simple words, this method prepares a person to deal with future stressful situations in order to overcome them easily.

The word Inoculation in SIT, according to Mills et al.(2008), “ is based on the idea that a therapist is inoculating or preparing patients to become resistant to the effects of stressors in a manner similar to how a vaccination works to make patients resistant to the effects of particular diseases” (para.1). To be clearer, inoculation is giving to a person immunity against something that may cause harm in the future and talking about stress is to provide a person with enough knowledge or pieces of advice to deal with it.

According to Kashani, Kashani, Moghimian and Shakour (2015) “stress inoculation training (SIT) technique, suggested in 1985 by the Canadian psychologist Meichenbaum states that cognitive and behavioral methods alone cannot prepare individuals to cope with stress” (p. 360).

Figure 2.9 Adapted from *Enhancing performance under Stress*. (Robson & Manacapille, 2014, p7)



Regarding Figure 2.9, SIT is typically organized into three phases: (1) conceptualization or assessment, (2) stress reduction techniques, and (3) application and follow-through.

The first stage in SIT is the *conceptualization or assessment* about stress nature. Assessment, according to Cambridge university (2018), “is the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made” (para 1). This means that assessment is the ability to judge, understand the surrender in order to make the best decision.

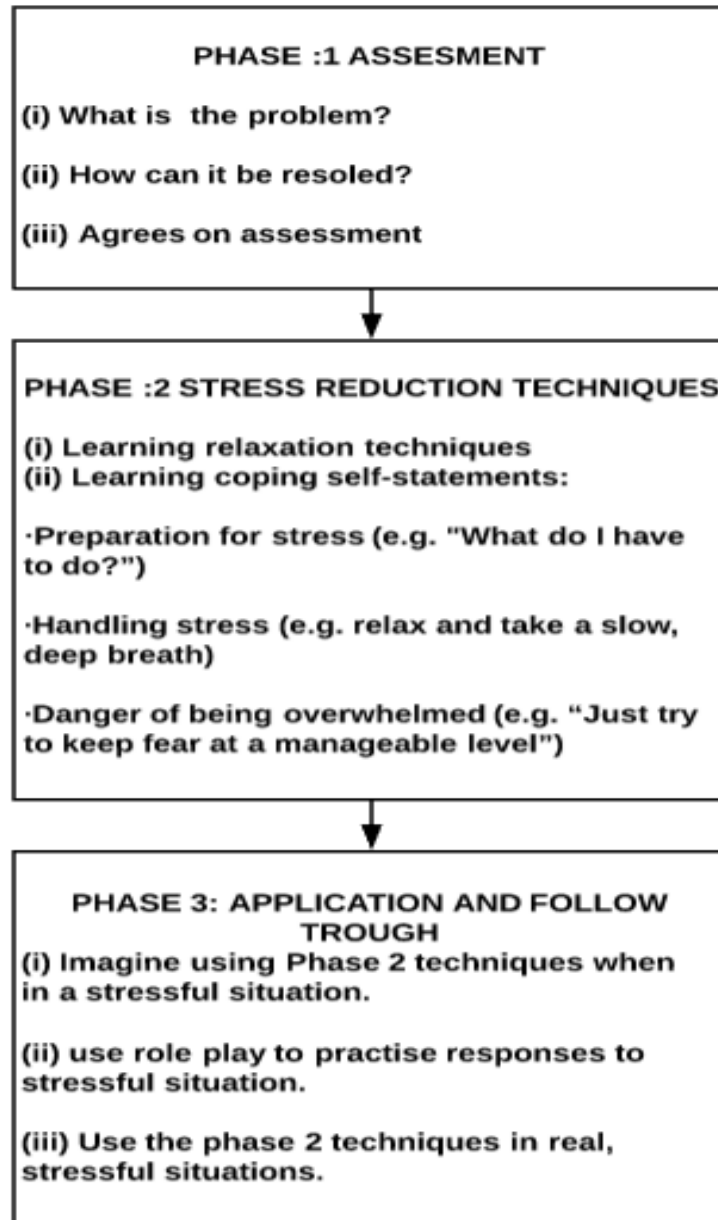
Robson & Manacapille (2014) also explain that “the goals of the first phase of SIT are to increase awareness of likely stressors, psychological and physical responses to stress, and the effects of the stress response on performance” (p.7). .In other words, SIT’s first stage aims to help a person to recognize when and why a situation is stressful. Additionally, Eysenck (2005) explains that in this stage “the therapist discusses the nature of the problem with the individual, and solicits the individual’s perception of how to eliminate it” (p.176). Thus, the person would be able to judge how to face and overcome the stressful situation (see figures 2.9).

The second stage of SIT, the stress is focused on the *stress reduction techniques* where an individual uses strategies to cope with stress. Eysenck (2005) explains that “the individual learns various techniques for reducing stress, such as relaxation and self-instruction, by using coping self-statements” (p.176). In other words, the person according with needs, strengths and vulnerabilities, learns and practices specific strategies that may help to overcome stressful situations.

The third and last stage is *The Application and follow through* stage which, according to Eysenck (2005), is when “the individual imagines using the stress reduction techniques learned in the second phase during difficult situations before using the techniques in real life situation” (p. 176). Additionally, with the help of some techniques of how decrease stress, a person is ready to deal with stressors whichever is imaginary or real. In addition, Robson & Manacapille (2014) claim that in this last phase “exposure these stressors allows individuals to practice and reinforce the skills learned during the second phase” (p.10). However Robson & Manacapille also claim that “in this phase, it is important to identify the full range of stressors that might be experienced” (ibid). In plain English this means that

event that during the use of this strategy which helps to over stress and its negatives effects. It is important not to exceed the person's limits and identified how much stress can be handle.

Figure 2.10 Taken from Psychology for AS Level (Eysenck Michael W., 2005, p.176)



2.3.3.2 Hardiness training

In order to be clearer about the hardiness training, it is necessary to know what *Hardiness* means. Maddi (2006) defines Hardiness as “a combination of attitudes that provides the courage and motivation to do the hard, strategic work of turning stressful circumstances from potential disasters into growth opportunities” (p.160). In other words, Hardiness is the attitude that each person has in order to face, handle and overcome a stressful situation without losing control or suffering any kind of damage.

The Hardiness training takes advantage of the person’s attitude in a stressful situation. For instance, Kobasa (1979) explains that “as a personality structure consisting of three main attitudes include Commitment, Control, and Challenge (3Cs)” (Kobasa, 1979 in Moazedian, Ahghar & Aref- Nazari, 2014, p.47). Eysenck (2005) supports the previous idea by explaining “that Kobasa (1986) suggested that hardiness could form the basis of a form of stress management program which consist of three techniques: Focusing, Reconstruction stress situation and compensation through self-improvement” (p. 177). In an easier interpretation, this means that in order to deal with a stressful situation a person needs to have or develop those three attitudes and also to follow the techniques already mentioned.

Regarding those three attitudes: Commitment, Control, and Challenge mentioned by Kobasa (1979, in Moazedian, Ahghar & Aref- Nazari, 2014) which are known also as *the 3C’s* a brief description would be provided as follows:

Commitment according to The Cambridge Dictionary website (2018) is “something that you must do or deal with that takes your time” (para.2). In The Hardiness training according to Maddi (2012) “ The Commitment attitude involves the belief that no matter how bad things

get, it is important to stay involved with whatever is happening, rather than sink into detachment and alienation”(p.8). This means that the commitment attitude is the way a person feels in a stressful situation, besides how this person deals with stress as it is a duty to find a solution and to solve it.

The second attitude that conform The 3 C’s of Hardiness is: *Control*. According to Maddi (2012) ”*commitment* helps you stay involved with what is going on around you, and *control* helps you try to turn it to your advantage”(p.7). Along with Maddi’s statement, Hasela, Abdolhoseini, & Ganji,(2011) say that “ those strong in control attitudes believe that through effort, they can more often than not influence what is going on around them rather than perceiving themselves as powerless in the face of circumstances”(p.1355). This means that for a person with strong control attitude, it would not be that difficult to face, solve and even draw on experience from a stressful situation.

Finally the *Challenge* attitude, in Maddi’s (2012) words, “helps you to realize that life is naturally stressful” (p.7). Additionally Hasela, Abdolhoseini, & Ganji (2011) explain that “Those strong in the challenge attitude believe that fulfillment is to be found not in easy comfort, security, and routine but rather in the continual growth in wisdom through what is learned from the negative and positive experiences of an active life” (p.1355). In a clearer explanation, the challenge attitude refers that through the experience people live good or bad stressful experiences, furthermore it can be easier to deal with new stressful situations in the future.

The 3 C's attitudes: Commitment, Control, and Challenge mentioned by Kobasa (1979) are the bases from The Hardiness training but in order to be applied properly, there exist three

techniques which are: Focusing, Reconstruction stress situation and compensation through self-improvement.

In the *Focusing technique* is when the “patients are taught to recognize the sign of stress” (Marshall, 2016). According to Flanagan(2008), “people are often unaware that they are stressed, so, in order to deal with stress, they should become more aware of the signs, such as tight muscles and increased heart rate, and then identify the sources of this stress” (p.107). In other words this part of the hardiness training is focus on recognizing if a person is under a stressful situation, its negative effects and what causes stress in order to deal with it.

Reconstruction stress situation or known as well as *Situational Reconstruction*. It “involves selecting stressful circumstances, and think about various ways. Specifically, imagine how the stressor could actually become worse, and also, how could become better” (Khoshaba and Maddi, 2004 in Maddi, 2012, p.32). Moreover, this technique is focused on imagining how many different ways a stressful situation can develop in a real-life scenario in order to find a way to deal with it.

The last techniques from Hardiness training is *Compensatory Self-improvement*. In Britt & Jex’s (2015) words, Compensatory Self-improvement is “being able to accept situations that cannot be changed and focusing on improvement in areas that can be changed” (p.88). In other words, a person using this technique is focused on solving what can be solved and stops overthinking about those things cannot be managed. Moreover, Maddi (2012) claims “the overall view in this is that the best a person can ask is to be working on the stress that can be resolved, and accepting the others that were not workable” (p. 35). Thus, when a

person is in a stressful situation, he or she needs to use all the learnt techniques in order to face or accept that the situation may or may not be solved according to the knowledge already obtained through good or bad experiences.

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides information related to the research methodology used in this investigation. The first section of it describes what research is and what a qualitative method is. After, it is provided a description about the context where this research was carried out. In addition, specific information about the subjects of study such as gender, months of experience in ELT and age are presented. Furthermore, the description of the overall research design and the instrument are established. Finally, the data collection process and the data analysis is presented as well.

3.1 Research methodology

In order to start with the description of the research method used in this research, it is necessary to mention the meaning of the word *Research*. Khan (2008) explains that “Research is a sincere, comprehensive, intellectual searching for facts and their significance or inference with reference to the problem under study” (p.2). In other words, it is a meticulous search for information in order to know what causes a problem and how to solve it. Additionally in this pursuit for information in order to get enough knowledge for solving the problems that create inquisitiveness. Furthermore, according to Kothari (2004) “inquisitiveness is the mother of all knowledge and method, which man employs for obtaining the knowledge of whatever the unknown ,can be termed as research”(p.1).

In order to perform some research, it is necessary to use a method. A research method, according to Cambridge Dictionary website (2018), “is a particular way of studying something in order to discover new information about it or understand it better” (para.1). This means that, to get meaningful and useful information a correct method needs to be applied, thus it would be known more about what causes inquisitiveness. To be specific, this research used the qualitative method.

The qualitative method, in MacDonald & Headlam’s (2009) words, “attempts to gain an understanding of the underlying reason and motivations for actions and establish how people interpret their experiences and the world around them” (p.8). This means that the qualitative method helps to get information from a person through his/her experiences or personal point of view.

As a way to get the information necessary for this research the qualitative method was applied, furthermore, it was necessary to get information about the experiences, effects and strategies to cope with stress of the Novice teachers from the bachelor in English Language Teaching (Licenciatura en Enseñanza del Inglés, LEI) from BUAP, Puebla.

3.2 The context

The place where this research was developed is Puebla. It is one of the 31 states that form Mexico country. Vera-Manjarrez (2013) says that “in Mexico, Work-related Stress is a serious problem that is in constant growth” (p.3). Along with this Houtman, Jettinghof and Cedillo, (2007) from The WHO (World Health Organization) claim that “due to globalization and changes in the nature of work, people in developing countries have to deal with increasing work-related stress”(p.4). In other words, the constant changes in the

workplace and demands cause high levels of stress in countries which are through those changes caused by globalization like Mexico.

On the other hand, according Díaz-Palacios (2013 in SDpnoticias, 2013) who is a cardiovascular surgeon from Specialty Hospital “San José” from IMSS (Instituto Mexicano del Seguro Social) in Puebla claims ”that 80% of working people have work-related stress” (SDpnoticias, 2013, para.5). Specifically, the teaching profession is not out of this percentage. This research is focused on stress effects on novice English teachers from the Benemerita Universidad Autonoma de Puebla (BUAP).

3.3 The subjects

This investigation was realized through the cooperation of undergraduate students from the bachelor degree in English Language Teaching (Licenciatura en Enseñanza del Inglés, LEI) who are already working as teachers in a public or private educational institution in Puebla.

The subjects of this investigation were 6 novice teachers: 3 females and 3 males between 22 to 26 years old. All of them are in their first year of working experience as real teachers in the public and private sector. Those teachers were contacted inside the Facultad de Lenguas, BUAP.

3.4 Description of the overall research design

In order to start with the overall research design, the description of the participants’ selection process is presented. For this research, 3 females and 3 males novice teacher from the bachelor degree in English Language Teaching (Licenciatura en Enseñanza del Inglés, LEI) were selected. The main purpose of selecting 3 women and 3 men is having a wider and

different point of view about how stress affects teaching performance in the classroom from each gender perspective and suggestions of how to deal with it. In order to support this statement, Eysenck (2005) explains “women have smaller physiological reactions than men to some stressful situation. They tend to respond to stressful situation with a tend-and-befriend response, whereas men show a flight or fight response” (p.170). In other words, women and men have different judgements about how they act and overcome a stressful situation Thus, I aimed for a gender equality in this study.

As a second important point in the overall research was the application of a survey. It took around a month and a half to obtain the data because it was not easy to find students already graduated through their first year as English language teachers. In order to achieve this data collection, I asked face to face to some students from the Facultad de Lenguas, BUAP. I directly asked them if they were already teachers or even if they knew about a person with that main characteristic which was necessary for this research.

Once the participants were identified, the survey created for this research was given to them along with some guidance. The spoken guidance by the researcher was only given in order to make sure that the participants did not have any question about the instrument to answer it. Besides, this guidance was provided in order to be clear about some possible difficult parts for the participants since the survey (See Appendix A) is divided in two sections: first, an open question section, and second, a rate numerical scale along with open items section. In order to have more information about the instrument a better description will be provided in the further section of this chapter.

3.5 Instrument

The instrument was created in order to get enough information about stress. As previously mentioned, this survey (See Appendix A) was applied to 6 novice English Teacher's, 3 females and 3 males, from the Benemerita Universidad Autonoma de Puebla (BUAP) in order to get information about the stress effects in their performance and some strategies to cope with it. The survey that was created by the researcher has two main parts: an open question section and a rate numerical scale along with open items (See Appendix A).

The first part of the survey was an open question section consisting of 6 questions which were set in order to be answered according to the teachers' feelings and experiences inside the classroom. In this part of the survey (See Appendix A), the main topic is the way how stress affects their teaching performance during their first year of experience. According to Burns (2010) "open questions are ones where you are genuinely unaware of the possible replies and want to find out about the interviewee's behaviors or opinions" (p79). In other words, this particular instrument gives the opportunity to go deeply in the answers in order to understand a specific problem through first hand experiences.

The second part of the survey was a rate numerical scale section followed by an open question. This section mentions 5 main factors which can cause stress in the classroom. Even when there exist many different factors that create stress in the English teaching profession, only 5 were chosen: *Parents, Students, School environment, Curriculum and material, and Bosses.*

In this part of the instrument Novice teachers had to choose from those provided factors and score according to their personal experiences from 1 (less stressful) to 5 (most stressful),

furthermore, participants had to write one reason at least in the open items section that was added in order to know the reason for them to believe how the mentioned factor caused them stress (See appendix A).

3.6 Data collection

The instrument (See Appendix A) was given to participants from the Benemerita Universidad Autonoma de Puebla (BUAP) in a non-specific day. It was necessary to spend some hours and all of the participants were contacted face to face in the Facultad de Lenguas BUAP.

The 6 novice teachers read the instrument carefully and answered according to their experiences. They were encouraged to answer freely, furthermore, the participants were provided with enough time to give them the opportunity to respond thoughtfully.

In the rate numerical scale section, brief guidance was provided in order to be clearer about the object of that specific part from the survey. Besides, the participants were encouraged to provide some reasons why those factors caused them stress.

3.7 Data analysis

The information provided by the participants show their particular point of view about what causes stress and what does not. Also they provided some personal suggestions and strategies of how to cope with stressful situation inside the English Teaching profession in order to overcome any kind of situation that can be a problem.

In the chapter IV a complete analysis demonstration is done. Furthermore, the information obtained from the survey is interpreted deeply in order to find out the ways to deal with stress caused by the teaching profession.

3.8 Conclusion

This chapter aimed to present the research methodology used in this investigation in order for readers to understand better how this research was carried out. In the following chapter, the results of the data analysis are described.

CHAPTER IV

RESULTS

4.0 Introduction

In this chapter of the research, all obtained results through the data analysis are presented in order to understand the main findings of this investigation. The obtained results are presented firstly, followed by the answer to the research questions. This last section is related to the less and more stressful factors in the classroom and some suggestions provided by the participants in order to manage stress while teaching.

4.1 Obtained results

In order to have a clear interpretation of the results without underestimating either male or female results, this section of the results presents the interpretation of the participants, first experiences, about teaching as a stressful profession.

According to their first experiences as English teachers, the three female participants explained the reasons to believe or not if teaching was a stressful profession. As it can be seen in Table 4.1 the female Novice teachers agree on the fact that being an English Language professor should not be stressful: The female novice teachers explain that being stressed depends on the person's attitude to face a difficult situation.

SUBJECT	AGE	Is teaching a stressful profession?	Why?
FEMALE 1	22	NO	Well, it might be stressful sometimes because is difficult to work with some students or you ran out of ideas for activities. Sometimes you don't know how to help some students.
FEMALE 2	27	NO	Because is about strategies and if could be easier or more difficult as we like.
FEMALE 3	23	NO	It depends on the person, when you enjoy something you look for ways in order to make it easier.

Table 4.1: Teaching is a stressful profession according to Female Novice Teachers experiences.

This is related to the Type A personality and Type B personality described by Griffin & Van Fleet (2013) where “Type A is an individual who is “extremely competitive, very devoted to work, and has a strong sense of time urgency”. On the other hand, Type B is an “individual who is less competitive, less devoted to work and has a weaker sense of time urgency”. (p.63). (See Chapter 2)

SUBJECT	AGE	Is teaching a stressful profession?	Why?
MALE 1	22	YES	You're in charge of modeling minds and changing lives. Is not an easy duty and you have to be aware of it.
MALE 2	24	YES	Because of many factors, the main one organizing and preparing classes in order to make students/learners more interested in learning.
MALE 3	24	SOMETIMES	A nice environment is built by all the aspects you mention in the chart below*, if any of them doesn't go well then working as a teacher could be a bit stressful (*See Appendix A)

Table 4.2: Teaching is a stressful profession according to Male Novice Teachers experiences.

On the other hand, male novice teachers believe that teaching profession is a stressful profession. According to them, being an English language teacher may be stressful due to the responsibilities that it implies such as: preparing classes, material, dealing with people (students, parents and bosses), and being in charge of the students' education.

In order to continue providing the obtained results to the reader, the following results are explained in the following section to answer the research questions.

4.2 Answers to Research Questions

In this section, the answer to the research questions is established according to the data analysis, which in fact were obtained through the applied survey to the six Novice English teachers. Those questions were answered according to Novice English teachers' experiences inside the classroom while dealing with stressful factors. Furthermore, the participants provided some strategies that they use to cope with the stress caused by external and internal factors in the classroom.

4.2.1 RQ1: According to the participants' experiences, which factors are less stressful and which are more stressful in the classroom?

Regarding the less stressful factors, the factors mentioned by the three female novice teachers, according to their own experiences inside the classroom, are: curriculum, students and school environment. (See table 4.3)

From the female novice teachers' point of view the *Curriculum* causes less stress because it can be changed or altered in order to make the teaching process easier. Besides, the *Students* cause less stress because, even if they misbehave sometimes, they are controlled in order to have a good interaction inside the classroom. And finally, the school environment is mentioned as well because, according to the participants, everyone at school is on their own business.

SUBJECT	AGE	LESS STRESSFUL FACTOR	WHY?
FEMALE A	22	CURRICULUM	AS IT IS A PRE-ESTABLISH METHODOLOGY YOU CAN CHANGE IT TO MAKE THINGS BETTER.
FEMALE B	27	STUDENTS	IF STUDENTS ARE TEENAGER, THEY MISBEHAVE SOME TIMES BUT IT SOMETHING YOU CAN CONTROL.
FEMALE C	23	SCHOOL ENVIRONMENT	PEOPLE AROUND DON'T BOTHER YOU, THEY ARE FOCUS IN THEIR OWN BUSINESS.

Table 4.3: Less stressful factor according to Female Novice Teachers rate.

On the other hand, from the male novice teachers' point of view, *Bosses, Curriculum and Students* are the less stressful factors. According to the male novice teacher, the reasons to believe that an ELT should not be stressed by his boss is that they do not appear often to evaluate them, additionally, you only can worry about the curriculum if it is not well designed and the students behave well mostly. (See Table 4.4)

SUBJECT	AGE	LESS STRESSFUL FACTOR	WHY?
MALE A	22	BOSSSES	SOME BOSSES DON'T EVEN KNOW HOW TO EVALUATE YOUR WORK, OR DON'T DO IT SO OFTEN.
MALE B	24	CURRICULUM	IT'S STRESSFUL WHEN CURRICULUM IS NOT WELL DESIGNED OR WHEN THERE'S A LARGE LACK OF MATERIAL.
MALE C	24	STUDENTS	THE RESPONSE OF STUDENTS IS GOOD.

Table 4.4 Less stressful factor according with Male Novice Teachers rate.

In general the curriculum and students are mentioned as the less stressful factors by both genders of participants. Regarding the most stressful factors for females, bosses and parents are the most stressful factors because of possible misunderstandings and possible attitude issues. (See Table 4.5)

SUBJECT	AGE	MOST STRESSFUL FACTOR	WHY?
FEMALE A	22	BOSSSES	I THINK SOMETIMES YOU CAN HAVE MISSUNDERSTANDING THAT MIGHT AFFECT YOUR WORK.
FEMALE B	27	PARENTS	THEY ARE VERY DEMANDING.
FEMALE C	23	PARENTS	THEY DO NOT KNOW THAT EDUCATION STARTS AT HOME.

Table 4.5 Most stressful factor according with Female Novice Teachers rate.

SUBJECT	AGE	MOST STRESSFUL FACTOR	WHY?
MALE A	22	STUDENTS	AT THE END OF THE DAY THEY ARE THE ONES WHOM YOU SPEND MOST TIME WITH.
MALE B	24	STUDENTS	LOSING STUDENTS INTEREST CAN CAUSE BORING CLASSES AND A DIFFICULT TEACHING ENVIRONMENT.
MALE C	24	BOSSSES	THEY DON'T HAVE IDEA HOW TO WORK WITH THE TEACHERS.

Table 4.6 Most stressful factor according with Male Novice Teachers rate

On the other hand, the male participants say that the most stressful factors are students and bosses. This is because if students do not have a good attitude or want to participate in the group's activities, it might be a difficult situation to learn something inside the classroom. Additionally, *Bosses* are also rated as a most stressful factor because, according to the male novice teachers, bosses do not have an idea of how to get along with teachers. (See Table 4.6)

In general, both males and females agree on the fact that bosses are the most stressful factor at working as an English language professor.

4.2.2 RQ2: According to English Novice Teachers what would be some suggestions to manage stress while teaching?

In order to deal with stressful situations, the participants provided some suggestions and strategies to overcome it in their workplace. As we can see in Tables 4.7 and 4.8, this information was obtained from the open question section.

SUBJECT	AGE	Suggestions and Strategies
FEMALE 1	22	Modify the environment in the classroom and identify the students' needs.
FEMALE 2	27	Read about the issues that you have as example: <ul style="list-style-type: none"> • Motivation • Group management • Counseling • Healthy learning environment Then reflect about what you've learned and implement new things and observe, analyze the situation to make stress decrease.
FEMALE 3	23	Be Patient

Table 4.7 .*Suggestions and Strategies provided by Female Novice teachers.*

SUBJECT	AGE	Suggestions and Strategies
MALE 1	22	Do activities that students and teacher enjoy before, during and after classes.
MALE 2	24	Be the most possible prepared in class. Organization. If the teachers don't plan their classes they will be stressful.
MALE 3	24	By the dialogue

Table 4.8 .*Suggestions and Strategies provided by Male Novice teachers.*

First, one of the suggestions provided by a novice teacher to deal with stress is “*to be prepared and organized*”. That means, according to them, that previous planning, preparation, knowledge about topics and material provide confidence and control of the situations within a class development. A SIT (Stress Inoculation Therapy) establishes, in order to cope with stress conceptualization or assessment, skills acquisition and rehearsal,

and application or follow-through as a necessity (See Chapter II, point 2.3.3.1). Thus, a novice teacher can use strategies provided by the SIT in order to be prepared and organized for each class. Some of the named activities in the SIT are: group management, counseling, and creation of newfangled material.

Secondly, there are more suggestions provided by novice teachers such as “*being patient*” and “*solving the problems through dialogue*”. In relation to this, a strategy to overcome stress provided in the literature review (Chapter II point 2.3.3.2) was the Hardiness training. In order to achieve those Novice teacher’s suggestions and overcome stress, Maddi (2006) said that people need to turn “stressful circumstances from potential disasters into growth opportunities” (p.160). The hardiness training explains that through Commitment, Control, and Challenge attitudes, it is possible to cope with stress. Additionally, reflection is a key element to achieve these growth opportunities at the workplace.

CHAPTER V

CONCLUSION

5.0 Introduction

The purpose of the present paper was to find and determine the factors that causes stress in the English teaching profession along with suggestions and strategies that may be followed with the only purpose to overcome it. This research was carried out by considering novice English teachers from The BUAP, Puebla and who are through their first year of working as a teacher in public and private sector.

In order to finish this research, this chapter aimed to present the main findings, limitations of the study and directions for further research.

5.1 Findings

Some of the significant findings in this research are that curriculum and students seem to be not very demanding factors compared to the bosses at the time of causing stress in novice English language professors. Furthermore, to be prepared and organized are some important factors which would help novice teachers to overcome the stressful situations. Due to the importance of this study, this research contributes the Languages Faculty of BUAP to improve the academic program in order to satisfy students' needs before joining the professional field.

5.2 Limitation of the study

The obtained result was limited to a certain number of factors. First, to find participant for the research was complicated. To have the time to answer the survey by the participants was a difficult task. For example one of the participant had little free time in the morning and some others in the afternoon. It made difficult to gather the data.

As a consequence, another important limitation of this study is the generalization of results since only 6 participants decided to participate in this research. In addition, the time that the participants took to deliver the survey was a lot. For example some of the participants gave back the survey after a month because of their work or December holidays.

5.3 Further Research

For further research about the Stress in the English teaching profession, it is recommendable to contact the University's continuing education department where I could find help to contact students already graduated and who are already working as teachers.

Based on the obtained information, it is necessary to analyze and study more than 6 Novice English language teachers in order to obtain more data based on suggestions and strategies to overcome stress in the classroom. Also, to interview professors with more experience would provide the reader with a contrastive view. Finally, to investigate about the effects of stress out of the English teaching profession would be interesting as well.

5.4 Conclusion

The main purpose of this research was to help novice English language teachers to be prepared and overcome any kind of situation inside the classroom which may cause stress.

Thus, this thesis can provide them with enough knowledge to make their teaching experience easier in order to not give up teaching English to others.

REFERENCES

- ACAS, (nd) The Advisory, Conciliation and Arbitration Service. (2018) *Advisory booklet - Stress at work*. Retrieved from: <http://www.acas.org.uk/index.aspx?articleid=782>
- American Psychological Association, APA (2017). *Stress effects on the body*. Retrieved from: <http://www.apa.org/helpcenter/stress-body.aspx>
- Anderson, N. B. (1998). *Levels of Analysis in Health Science: A Framework for Integrating Socio Behavioral and Biomedical Research*, Annals of the New York Academy of Sciences, 840, 563-576. <http://onlinelibrary.wiley.com/doi/10.1111/j.1749-6632.1998.tb09595.x/abstract>
- Ballesteros, D. & Whitlock, J.L. (2009). *Coping: Stress management strategies*. NY: The Fact Sheet Series, Cornell Research Program on Self-Injury and Recovery. Retrieved from: <http://www.selfinjury.bctr.cornell.edu/perch/resources/coping-stress-management-english-1.pdf>
- Britt, J. W. & Jex, S. M. (2015). *Thriving Under Stress: Harnessing Demands in the Workplace*. (1st ed.). New York: Oxford University
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. (1st ed.) New York: Routledge
- Cambridge Business English Dictionary (2018). *Research method*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/research-method>

Cambridge Advanced Learner's Dictionary & Thesaurus (2018). Commitment. Retrieved from:<https://dictionary.cambridge.org/es/diccionario/ingles/commitment>

CDC, Center for Disease Control and Prevention (2018) Coping with Stress. Retrieved from: https://www.cdc.gov/violenceprevention/pub/coping_with_stress_tips.html

Cognitive therapy. (n.d.). Dictionary.com Unabridged. Retrieved from Dictionary.com website <http://www.dictionary.com/browse/cognitive-therapy>

Cox, T. (1978). *Stress*. (1st ed.). London: Macmillan.

Day, C. (1999). *Developing Teacher: The Challenges of Lifelong learning*. (1st ed.). UK:Routledge

Dunham, J. (1984) *Stress in Teaching* (2nd ed.).London: Routledge

Durai, P. (2010).*Human Resource Management* (2nd ed.). India: Pearson

English Oxford Living Dictionaries. (2018). *Definition of stress in English*. Retrieved from: <https://en.oxforddictionaries.com/definition/stress>

Eysenck, M. W. (2005). *Psychology for AS Level*. (3rd ed.). UK: Psychology Press, Taylor & Francis Group.

Fink, G. (2016). *Stress: concepts, cognition, emotion, and behavior Academic*.(1st ed.). London: Academic Press

Flanagan, C. (2008). *Psychology: Complete Study and Revision Guide*. (1st ed.). London: Letts and Lonsdale

Forsyth, D. R. (2009). *Group Dynamics*. (5th ed.). USA: Wadsworth Cengage Learning.

Greenglass, E., & Burke, R. J.(2003). *Occupational Stress for the Service Professions. Teacher Stress*. (1st ed.). London: Taylor & Francis

Griffin, R. & Van Fleet, D. (2013). *Management Skills: Assessment and Development*. (1st ed.). US: Cengage Learning

Griffin, W. R. (2017). *Principles of management*. (1st ed). Boston: Houghton Mifflin Company

Griffin,R.W. (2007). *Fundamentals of management: core concepts and applications*. (5th ed.).Boston: Houghton Mifflin

Hall, R. & Oglesby, C. (2002). *Exercise and Sport in Feminist Therapy*. (1st ed.). New York: The Haworth Press

Hall-Flavin, D (2017). *What does it mean to have a nervous breakdown?*. Mayo Foundation for Medical Education and Research. Retrieved from: https://www.mayoclinic.org/diseases-conditions/depression/expert-answers/nervous-breakdown/faq-20057830?_ga=2.78739540.1573593745.1511019790-2091339315.1511019790

Hamlett, C. (2017) *How Stress Affects Your Work Performance*. Chron, Hearst Newspapers, LLC. Retrieved from: <http://smallbusiness.chron.com/stress-affects-work-performance-18040.html>

Hasel, K. M., Abdolhoseini, A. & Ganji, P. (2011) *Hardiness Training and Perceived Stress among College Students*. *Procedia - Social and Behavioral Sciences*. 30, 1354-1358. Retrieved from:https://ac.els-cdn.com/S1877042811020878/1-s2.0-S1877042811020878-main.pdf?_tid=b32b31cc-16a5-11e8-9085-00000aab0f6c&acdnat=1519176336_13596ac2c538222d76d69af629b8d5e0

- Houtman, I. Jettinghof, K. & Cedillo, L. (2007) *Raising Awareness of Stress at Work in Developing Countries: A modern hazard a traditional working environment*. World Health Organization. Netherlands. Protecting Workers. Health Series No. 6. Retrieved from: <http://apps.who.int/iris/handle/10665/42956>
- Imss alerta sobre estrés laboral al provocar enfermedades cardiovasculares. (June 11, 2013). Ediciones Locales. SDPnotias.com. Retrieved from: <https://www.sdppnoticias.com/local/puebla/2013/06/11/imss-alerta-sobre-estres-laboral-al-provocar-enfermedades-cardiovasculares>
- Jain, R. (2013). *How to be Good Teacher* (1st ed.). New Delhi: Pustak Mahal
- Kashani, F, Kashani, P, Moghimian, M & Shakour, M. (2015). Effect of stress inoculation training on the levels of stress, anxiety, and depression in cancer patient. Iranian Journal of Nursing and Midwifery Research. 20, 3, 359-364
- Khan, J.A (2008). *Research methodology*. (1st ed.). New Delhi: APH Publishing Corporation
- Kyriacou C. (2000). *Stress-busting for teachers*. (1st ed.). UK: Nelson Thornes
- Kyriacou, C. (2001). *Teacher stress: Directions for future research* Educational Review, 53, 27–35. <http://www.tandfonline.com/doi/abs/10.1080/00131910120033628>
- Kothari, C. R. (2004). *Research methodology : methods & techniques*. (2nd ed.). New Delhi : New Age International
- Lambert, B. (1994). *Beating Burnout: A multi-dimensional perspective* (2nd ed.) Australia: AECA

- Lehrer P. M, Woolfolk R. L., Sime W. E. (2007). *Principles and Practice of Stress Management*. (3rd ed.). New York: Guilford Publications
- MacDonald S. & Headlam N. (2009) *Research Methods Handbook*. CLES Online Ltd. UK. Retrieved from: <https://cles.org.uk/our-work/publications/research-methods-handbook/>
- Maddi, S. R. (2006). *Hardiness: The courage to grow from stresses*. The Journal of Positive Psychology, 1, 3, 160-168.
<http://www.tandfonline.com/doi/abs/10.1080/17439760600619609>
- Maddi, S. R. (2012). *Hardiness: Turning Stressful Circumstances into Resilient Growth*. (1st ed.). New York: Springer
- Marshall, M. (2016). *AQA Psychology Student Guide 3: Issues and debates in psychology; options: relationship, stress and aggression*. (1st ed.). UK: Philip Allan
- Matzke, “Dr Dan” (2017). *Success over Stress and Burnout*. (1st ed.). "Dr. Dan" Matzke, PhD, 2007. Retrieved from: https://books.google.com.mx/books/about/Success_Over_Stress_and_Burnout.html?id=9ejWwsxMDfgC&redir_esc=y
- McNamara, S. (2000). *Stress in Young People: What's New and What To Do*. (1st ed.). London: Continuum
- Mental Health Foundation (2018). *The booklet How to manage and reduce stress*. Retrieved from: <https://www.mentalhealth.org.uk/publications/how-manage-and-reduce-stress>

Mills, H., Reiss, N. & Dombeck, M. (2008). *Stress Inoculation Therapy*. Mentalhelp.net.

Retrieved from: <https://www.mentalhelp.net/articles/stress-inoculation-therapy/>

Moazedian, A., Ahghar, G. & Aref- Nazari, M. (2014). *The Effectiveness of Hardiness Training on Test Anxiety*. *Iranian Journal of Cognition and Education*. 1, 47-

52. Retrieved from: [https://www.semanticscholar.org/paper/The-Effectiveness-of-Hardiness-Training-on-Test-An-](https://www.semanticscholar.org/paper/The-Effectiveness-of-Hardiness-Training-on-Test-An-Moazedian/9ef6cd392fefe9bed1e976ee897ce9f36c949?tab=abstract)

[Moazedian/9ef6cd392fefe9bed1e976ee897ce9f36c949?tab=abstract](https://www.semanticscholar.org/paper/The-Effectiveness-of-Hardiness-Training-on-Test-An-Moazedian/9ef6cd392fefe9bed1e976ee897ce9f36c949?tab=abstract)

Robson, S. & Manacapilli, T. (2014). *Enhancing Performance Under Stress: Stress Inoculation Training for Battlefield Airmen*. (1st ed.). RAND Corporation: California.

Retrieved from: https://www.rand.org/pubs/research_reports/RR750.html

Seaward, B. L. (2006). *Managing stress: principles and strategies for health and well-being*. (5th ed.). Boston: Jones and Bartlett Publishers

Selye, H. (1973). *The Evolution of the Stress Concept: The originator of the concept traces its development from the discovery in 1936 of the alarm reaction to modern therapeutic applications of syntoxic and catatoxic hormones*. *American Scientist*. 61, 6, 692-699. <http://www.jstor.org/stable/27844072>

Selye, H. (1979). *The stress of my life: a scientist's memoirs*. (2nd ed.). New York: Van Nostrand Reinhold

Stranks, J. (2005). *Stress at work*. (1st ed.). USA: Elsevier Butterworth-Heinemann

Talbott, Sh. M. (2007). *The cortisol connection: Why stress makes you fat and ruins your health--and what you can do about it*. (2nd ed.). California: Hunter House

Taylor, Sh. E. et al (2000). Biobehavioral Responses to Stress in Females: Tend-and-Befriend, Not Flight-or-Fight. 107.3. 411-429.

[http://www.healingarts.org/healing_trauma_therapy/Biobehavioral Responses to %20Stress_in_Females.pdf](http://www.healingarts.org/healing_trauma_therapy/Biobehavioral_Responses_to%20Stress_in_Females.pdf)

Vera-Manjarrez, L. (2013). *Mexico, Lider mundial en estrés laboral*. Semanario de la UAM. 22.4-5

Zautra, A. J. (2003). *Emotions, Stress, and Health*. (1st ed.). New York: Oxford University Press

APPENDIX A

Instructions: Answer the following questionnaire based on your very first experience as English Language Teacher

1. FEMALE MALE

Months of experience in ELT _____

How old are you? _____

2. What is a teacher?

3. Why did you decided to be a teacher?

4. Is teaching a stressful profession?
Why?

5. In the following table, there is a list of **factor that create stress in the classroom**. From **1 (less stressful)** to **5 (most stressful)** choose which factor causes more stress and write one reason at least.

FACTORS	RATE	WHY
Parents		
Students		

School Environment		
Curriculum and Material		
Bosses		

6. According with the rate of the factor in the table, Is there a way to deal with the most stressful factors?

7. Have you thought about quitting to teach because of the stress caused by these mentioned factors?

8. How can novice teachers overcome stress while teaching?
