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Analysis of Student-Related Social Stressors among School Teachers

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KLJUČNE BESEDE: neprimerno ravnanje, učenec, osnovna šola, srednja šola, socialni stresor

POVZETEK – Učitelji, ki so vsakodnevno v stiku z učenci, so izpostavljeni neprimernemu ravnanju učencev – viru socialnega stresa, ki vpliva tudi na njihovo počutje in razpoloženje. Namen raziskave je bil identificirati najbolj pomembne socialne stresorje, povezane z ravnanjem učencev, ki prispevajo k socialnemu stresu učiteljev v osnovnih in srednjih šolah v Sloveniji, in proučiti povezanost med njimi in čustvenim doživljanjem učiteljev – afektom. Za zbiranje podatkov je bila uporabljena spletna anketa. Rezultati kažejo, da sta najbolj zaznana socialna stresorja “neprijetni učenci” in “nesorazmerna pričakovanja učencev” tako v osnovnih kot srednjih šolah. Ugotovljena je bila tudi statistično pomembna povezava med socialnimi stresorji in učiteljevim afektom. Ravnatelj osnovnih in srednjih šol morajo več pozornosti nameniti kompetencam učiteljev za vodenje razreda ter jim omogočiti izobraževanja na področju kognitivnih strategij za spoprijemanje s stresorji med delom v razredu.

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ABSTRACT – Teachers who have day-to-day relations with students are exposed to mistreatment by students; therefore, they are daily exposed to social stress, which affects their moods. The purpose of the research was to identify the most perceived student-related social stressors (SSS) contributing to the social stress of school teachers in elementary and high schools. Moreover, to explore their relationship to the positive and negative teachers' affect. An online survey was employed for data collection by using publicly available addresses of elementary and high schools in Slovenia. The results show that the most often perceived SSS are disliked students and disproportionate student expectations in both elementary and high schools; a statistically significant relationship between SSS and teachers' affect was found. The principals of elementary and high schools should pay attention to maximizing teachers' competencies to improve their classroom management and enable the teachers to learn about cognitive strategies for moderating mood effects on judgements about social events.

1 Introduction

Workers in human services are exposed to mistreatment by the people that they work for (e.g., citizens, clients, customers, patients, students, etc.), which harms workers and institutions. Mistreatment is a person's deviant, disrespectful, dysfunctional or unethical behavior that disregards socially accepted standards, and can be viewed as a social hassle that these people cause to workers in the workplace (Dormann and Zapf, 2004; Skarlicki et al., 2008; Sliter et al., 2010; Grandey et al., 2012; Dudenhöffer and Dormann, 2013; Kozjek and Erčulj, 2021). Mistreatment is especially problematic for teachers who have day-to-day relations with students and are therefore daily exposed to social stress. This has been confirmed by Lasky (2005) and Lewis et al. (2005), who stated that teachers often feel vulnerable when cooperating with their students. Furthermore, Košir Lovšin

and Polak (2022, p. 80) stated that teachers usually experience anger when they are faced with students' inappropriate behavior. According to Mérida-López et al. (2017), teachers' stress presents the experience of unpleasant emotions caused by multifaceted aspects of the teaching occupation. Results of the research on the student-teacher relationship and the consequences of stressful teaching conditions show negative psychological outcomes referring to teachers (e.g., Betoret, 2009; Spilt et al., 2011; Skaalvik and Skaalvik, 2018; García-Carmona et al., 2019; Collie and Mansfield, 2022); low quality of education (e.g., Betoret, 2006; Abós et al., 2019); low job satisfaction (Landers et al., 2008; Skaalvik and Skaalvik, 2017; Abós et al., 2019); low well-being, work engagement and efficiency (Brígido et al., 2013; Burić et al., 2019; Chen, 2019; Rusu and Colomeischi, 2020). Research on the stress-related factors of teachers in the workplace also shows differences between teachers of different ages, gender and experience (Lau et al., 2005; Eres, 2011). Furthermore, Capone et al. (2019), Sardesai-Nadkarni et al. (2021) and Wiggs et al. (2021) found that teachers' stress negatively impacts school climate. In addition, Dolenc and Virag (2019, p. 73) found that a lower level of work stress, a higher self-efficacy and more frequent productive coping contribute significantly to the greater satisfaction of teachers. The gravity of the described consequences suggests that teachers' stress should be addressed and properly measured. To measure social stressors caused by clients (in the school environment that would be students), Dormann and Zapf (2004) developed a "customer-related social stressors scale", which can be adjusted to the school environment. It addresses four main causes of social stress, namely:

- Disproportionate customer expectations (referring to a client's behavior and attitudes which challenge acceptable service expectations from the service employees' point of view);
- Verbally aggressive customers (criticizing and verbally attacking service employees);
- Disliked customers (referring to unpleasant, humorless, and hostile persons);
- Ambiguous customer expectations (it is unclear to the service employee what the person wants).

To take appropriate action to help teachers cope with the social stress caused by students' mistreatment, and contribute to the teachers' life satisfaction, the school climate and development, principals must pay special attention to recognizing the most perceived student-related social stressors (SSS), which was the first aim of our research. Therefore, the first hypothesis tested in the research was *H1: There is a difference in experiencing the four SSS among elementary and high school teachers.*

In addition, the results of the study by Antoniou et al. (2006) showed that the most frequent occupational stressors of elementary and high school teachers refer to the problems that are difficult to deal with in the classroom, such as students' disciplinary problems. Orejudo et al. (2020) also found differences between elementary and high school teachers concerning classroom context. They stated that teachers' conflicts were associated with student misbehavior at high schools. Furthermore, the results of the research conducted by Chan et al. (2010), Kavita and Hassan (2018) and Kongcharoen et al. (2019) showed that high school teachers perceived more stress than elementary school teachers. According to Kongcharoen et al. (2019), the reason lies in the fact that the responsibilities of high school teachers have increased due to the highly competitive academic environment of high school students. Exploring the differences in factors contributing to the teachers' stress in elementary and high schools is important as stress

influences different spectra of teachers' work. The second aim of our research was to test whether the differences in perceived student-related social stressors exist between elementary school and high school teachers. The second hypothesis tested in the research, therefore, was *H2: Elementary and high school teachers differ in their experience of at least one of the measured student-related social stressors (SSS).*

According to Giles et al. (2014), social stress affects persons' moods. Watson et al. (1988) distinguished between two moods, namely positive and negative affect. Sutton and Wheatley (2003) defined affect as the subjective experience of emotions, which is a distinct type of a private mental state. Such subjective experience could be negative – negative affect (NA) – or positive – positive affect (PA). Both, PA and NA, are related to people's psychological well-being. In addition, Sanmartín et al. (2020) found that PA is related to social activity, that is, activity that involves communication and interaction with others, whereas NA is significantly related to the perceived stress. Furthermore, the results of the study by Rusu and Colomeischi (2020) showed that teachers with a higher ratio of PA to NA reported greater engagement and a higher level of individual well-being. PA is positively related to teachers' performance, their sense of self-efficiency, job satisfaction, teachers' enthusiasm, student-centered approaches to teaching, and student focus (Burić et al., 2019; Chen, 2019), while NA is related to lower work engagement, lower levels of self-efficiency and performance, and prompts a downward spiral leading to burnout (Brígido et al., 2013; Lavy and Eshet, 2018; Burić et al., 2019; Chen, 2019).

The results of the research by Hamama et al. (2013) showed that the solution to the link between stress and negative affect, and to the link between stress and positive affect and teachers' life satisfaction is organizational support. Since little is known about the relationship between the two primary dimensions of a teacher's mood – the PA and NA – and student-related social stressors (SSS), the decision was made to explore this relationship in the current study. Those were also the last two aims of our research. Therefore, the hypotheses H3 and H4 were tested. The hypothesis H3 goes as follows: *Student-related social stressors (disproportionate student expectations, verbally aggressive students, disliked students, and ambiguous student expectations) are related to teachers' PA. The hypothesis H4 states: Student-related social stressors (disproportionate student expectations, verbally aggressive students, disliked students, and ambiguous student expectations) are related to teachers' NA.*

In the article, the results of the research on the most often perceived student-related social stressors contributing to teachers' social stress and their relationship to the positive and negative teachers' affect are compared with previous research findings. They add to the knowledge on the subject and lead to the possible provision of more satisfactory practical solutions on how to deal with student-related social stressors and avoid the negative outcomes of stress on the teachers' work efficiency, job satisfaction and well-being.

2 Methodology and methods

The research was carried out from October 2019 until December 2019 among elementary and high school teachers in Slovenia. The link to the online questionnaire, with a request to forward it to all teachers, was sent twice to the official e-mail ad-

dressess of 768 elementary and 189 high schools available in the records of educational institutions and educational programs on the webpage of the Ministry of Education, Science and Sport (2019). Researchers wanted to exclude potential student-related social stressors (SSS) caused by students with mental disabilities as this could be a separate research subject and to provide a more homogenous sample; therefore, schools for students with mental disabilities were not included in the research. Researchers were not notified if the employees that read official e-mails indeed forwarded the link to all teachers and the survey was anonymous (not all teachers provided an answer as to which school they work at).

Sample description

Overall, 725 elementary and high school teachers were included in the sample. Not all teachers provided answers to all the questions. All responses per question were taken into account for the statistical analysis. According to the Statistical Office of the Republic of Slovenia (2019), 21,805 elementary school teachers (2,726 males and 19,079 females) and 6,874 high school teachers (2,168 males and 4,706 females) were employed in the formal Slovenian education system. The estimated response rate would be ~ 2.5 %. Despite the non-probability sampling method, the sample was representative by gender ($p = 0.07$) and school level ($p = 0.139$).

Table 1

Sample description

	<i>Sample description</i>	<i>f</i>	<i>f%</i>
<i>Degree</i>	University or lower	678	94.0
	Master's or higher	43	6.0
<i>No. of employees</i>	Up to 49 employees	175	24.2
	From 50 to 249 employees	502	69.4
	250 and more employees	46	6.4
<i>Sex</i>	Male	104	14.5
	Female	615	85.5
<i>School</i>	Elementary school	528	73.6
	High school	189	26.4
<i>Mean (SD)</i>	Mean (SD) age	44.8	10
	Mean (SD) length of employment in current school (no. of years)	16.8	11.3
	Mean (SD) length of employment – overall (no. of years)	19.7	11.2

Measures

The self-reported student-related social stressors (SSS) scale was adopted by Dormann and Zapf (2004). The scale measures:

- Disproportionate student's expectations (referring to a student's behavior and attitudes which challenge acceptable expectations from the teachers' point of view);
- Verbally aggressive students (criticizing and verbally attacking teachers);
- Disliked students (referring to unpleasant, humorless, and hostile students);
- Ambiguous student's expectations (it is unclear to the teacher what the student wants).

The items were translated from the English language into the respondents' native language (Slovene) using a standard back-translation process (see Brislin, 1980, pp. 389–444). All discrepancies were reviewed and the final translation of items was agreed upon. As Dormann and Zapf (2004) wanted to exclude potential SSS caused by students with mental disabilities, we likewise did not include schools for students with mental disabilities in the research. Since the research is more general, the results on the most pronounced student behavior contributing to teachers' social stress were comparable to previous research.

Overall, the SSS scale has 21 items, each measured on a 5-point scale ranging from 1 – completely disagree to 5 – completely agree. Disproportionate student expectations are measured by 8 items. The exemplary item is “Our students do not recognize when we are very busy”. Cronbach's α for this scale was 0.86. Students' verbal aggression is measured by 5 items ($\alpha = 0.87$). The exemplary item is “Students are always complaining about us”. The dimension of disliked students includes 4 items ($\alpha = 0.76$). The exemplary item is “One has to work with hostile students”. The ambiguous student's expectations scale has 4 items ($\alpha = 0.73$). One of the items states that “Students' wishes are often contradictory”.

Teachers' moods were measured by the Positive and Negative Affect Schedule (PANAS), developed by Watson, Clark and Tellegen (Watson et al., 1988). The scale consists of several words that describe different feelings and emotions (interested, distressed, excited, upset, strong, guilty, scared, hostile, enthusiastic, proud, irritable, alert, ashamed, inspired, nervous, determined, attentive, jittery, active, and afraid). These words can be measured on a five-point Likert scale (1 – very slightly or not at all, 2 – little, 3 – moderately, 4 – quite a bit, 5 – extremely) in the seven different time periods (at the present moment, today, during the past few days, during the past few weeks, during the past year, or on average (generally)). Ten items or adjectives measured each positive and negative affect. Examples of adjectives describing positive affect were “enthusiastic”, “interested”, “determined”, while examples of those describing negative affect were “irritable”, “nervous”, “guilty”. Cronbach's α was 0.78 for the positive affect scale and 0.88 for the negative affect scale. The standard translation and back-translation procedures were followed.

Statistical analysis

Categorical variables were described by frequencies and percentages, and continuous variables by means and standard deviations. The average score in each dimension of the SSS and the PANAS scale was calculated and used in the analysis. An independent samples t-test was used to compare elementary and high school teachers in SSS and positive and negative affect. Repeated measures ANOVA was used to compare the average scores in the four dimensions of the SSS scale to evaluate which SSS are most often perceived in elementary and high schools. A Sidak post-hoc test was used for paired comparisons. Two multiple linear regression models were built with each dimension of SSS as independent variables; with gender, age, school size and school type as control variables, and with each of the two dimensions of the PANAS scale as the dependent variable. Results with $p < 0.05$ were treated as statistically significant. SPSS, version 28, was used for all statistical analyses.

3 Results

As the same subjects answered the same questions relating to SSS, it was therefore expected that their answers would be correlated. For this purpose, repeated measure ANOVA was used to test whether there are differences in experienced SSS by elementary and high school teachers. According to the results (Table 2), the first hypothesis, which states that “*there is a difference in experiencing the four SSS among elementary and high school teachers*”, is confirmed. Disliked students and disproportionate expectations are the most often perceived SSS for elementary and high school teachers. Post-hoc pairwise comparisons, performed by the Sidak test, suggest that there is no statistically significant difference in the intensity of experiencing these two SSS in the elementary ($p = 0.995$) or high ($p = 0.061$) school teachers. At the same time, all other pairwise comparisons are statistically significant ($p < 0.001$ for all), suggesting that verbal aggression and ambiguous expectations are SSS that contribute to the social stress of elementary and high school teachers to a lower extent.

To test the differences between elementary and high school teachers in their experience of each SSS, the independent samples t-test was used. All SSS are more pronounced for elementary than for high school teachers. According to the results (Table 2), the second hypothesis, which states that “*elementary and high school teachers differ in their experience of at least one of the measured student-related social stressors (SSS)*”, is confirmed.

Table 2

Student-related social stressors by school type (results of the independent samples t-test and repeated measures ANOVA)

	<i>Elementary school</i>	<i>High school</i>	<i>p</i>
	<i>M (SD)</i>	<i>M (SD)</i>	
Ambiguous student expectations	3.02 (0.63)	2.78 (0.66)	< 0.001
Disliked student	3.86 (0.71)	3.65 (0.80)	< 0.001
Student's verbal aggression	2.44 (0.8)	2.15 (0.74)	< 0.001
Disproportionate student expectations	3.88 (0.58)	3.49 (0.69)	< 0.001
p	< 0.001	< 0.001	

The relationship between student-related social stressors (SSS) and the positive (PA) and negative (NA) affect of teachers was investigated. The results of the multiple linear regression analysis (Table 3) show that ambiguous student expectations, disliked students and their verbal aggression are negatively related to the PA of teachers when controlling for gender, age, school size and type. On the other hand, ambiguous and disproportionate expectations and verbal aggression of students are positively related to the NA of teachers when controlling for other variables in the regression model. Teachers experiencing SSS tend to have a lower PA and a higher NA. From the control variables, men have statistically significantly lower PA than women, and elementary school teachers have more pronounced NA than high school teachers.

Table 3

Relationship between students' behavior and teachers' affect (the result of multiple linear regression)

	<i>DV: Positive affect</i>		<i>DV: Negative affect</i>	
	<i>Std. B</i>	<i>p</i>	<i>Std. B</i>	<i>p</i>
Ambiguous student expectations	-0.18	< 0.001	0.17	< 0.001
Disliked student	0.13	0.001	0.03	0.362
Student's verbal aggression	-0.17	< 0.001	0.27	< 0.001
Disproportionate student expectations	0.08	0.103	0.09	0.044
Male gender	-0.13	< 0.001	-0.03	0.33
School size up to 49 vs. > 249 employees	-0.08	0.255	0.04	0.573
School size 50 – 249 vs. > 249 employees	-0.1	0.161	0.03	0.594
Elementary teacher vs. high school teacher	0.07	0.069	0.09	0.008
R ²	0.09		0.26	

According to the results of the research, the third hypothesis “*student-related social stressors (disproportionate student expectations, verbally aggressive students, disliked students, and ambiguous student expectations) are related to teachers’ PA*”, and the fourth hypothesis “*student-related social stressors (disproportionate student expectations, verbally aggressive students, disliked students, and ambiguous student expectations) are related to teachers’ NA*” are both confirmed.

4 Discussion

Previous research (e.g., Antoniou et al., 2006; Chan et al., 2010; Kavita and Hassan, 2018; Kongcharoen et al., 2019; Orejudo et al., 2020) showed that elementary and high school teachers’ perceived stress is related to the problems that are difficult to deal with in the classroom. To take appropriate action to help teachers cope with the social stress caused by students’ mistreatment, and contribute to teachers’ life satisfaction, the school’s climate and development, principals must pay special attention to recognizing the most often perceived student-related social stressors (SSS). The purposes of the present research were to identify the most often perceived SSS contributing to the social stress of school teachers in Slovenian elementary and high schools; to compare the SSS between elementary and high school teachers in Slovenia, and identify the relationship between SSS and teachers’ negative and positive affect.

The results of the research show that the most often perceived SSS refers to unpleasant, humorless and hostile students (or the so-called disliked students), and their challenging behavior and attitudes (or the so-called disproportionate student expectations). These results confirm the results by Antoniou et al. (2006), who also found that elementary and high school teachers are stressed by students’ disciplinary problems. Surprisingly, and contrary to the results of Chan et al. (2010), Kavita and Hassan (2018) and Kongcharoen et al. (2019), all SSS are expressed more in elementary than in high schools, which could also be due to cultural or organizational differences of the country or schools where the research was conducted. The results of the two previously mentioned social stressors that are connected to students who criticize and verbally attack teachers (or the so-called verbally aggressive students) and to students for whom teachers do not know what they want (or the so-called ambiguous student expectations) might indicate a possible problem; namely, inappropriate parent involvement in the learning-teaching process or, as Oostdam and Hooge (2013) put it, parents are becoming increasingly better informed, more critical and more strongly positioned towards schools, which could negatively affect the mistreatment of teachers by students. In addition, the results have also confirmed the findings of Klemenčič Rozman and Poljšak Škraban (2020, p. 93) that the school-family partnership should focus on the agreement of all participants with the aim of the child’s well-being in the school system. Furthermore, the results also confirm the findings of Krek and Klopčič (2019, p. 134) about the need for additional professional education regarding the authoritative behaviors of teachers.

Previous research (e.g., Burić et al., 2019; Chen, 2019) found that teachers’ PA is positively related to student-centered approaches to teaching and student focus, and that teachers’ NA is related to lower work engagement, lower levels of self-efficiency

and performance, and prompts a downward spiral leading to burnout (e.g., Brígido et al., 2013; Lavy and Eshet, 2018; Burić et al., 2019; Chen, 2019). The purpose of the research was also to identify the relationship between SSS and teachers' NA and PA. The results show that teachers experiencing SSS tend to have a lower PA and higher NA. The results confirm the findings of Spilt et al. (2011) that teachers internalize interpersonal experiences with students into mental models, which provide an interpretative framework to understand the social behavior of others and guide behavioral and effective responses in their interactions with others. Namely, if teachers want to appropriately react to students' mistreatment and manage classroom problems, if they want to motivate students and achieve teaching goals, teachers need to understand their moods. The results also confirm the findings of Vekić-Kljaić and Lučić (2021, p. 55) that changed forms of professional development are necessary due to the new knowledge about students' needs.

Implications for practice and research

The results of the research show that the most often perceived SSS refer to disliked students and their disproportionate expectations. Furthermore, all SSS are expressed more in elementary schools. According to Hamama et al., 2013, organizational support is the solution to the link between stress and negative affect, and to the link between stress and positive affect and teachers' life satisfaction. Therefore, the principals of elementary and high schools should pay attention to students' mistreatment and maximize teachers' competencies to improve their classroom management. In addition, the results show that teachers experiencing SSS tend to have a lower PA and higher NA; therefore, the principals should enable teachers to participate in workshops on emotion-regulation strategies and cognitive strategies that mediate mood effects on judgements about social events, and to improve their own and the students' social-emotional competence.

In addition to the above-mentioned practical implications, the findings of the current study make several important contributions to the existing literature. The research contributes to the broaden-and-build theory of positive emotions and the social-relationship theory, the teacher education literature, the classroom management literature and the literature on the vulnerability of teachers in the student-teacher relationship, because this vulnerability was surveyed independently and the results clearly show that teachers are exposed to mistreatment by students.

Limitations

The current study has some limitations that should be acknowledged. One is a possible self-selection bias. As non-probability sampling was used, the teachers included in the research might differ from those who decided not to participate in the study. Nevertheless, the sample is representative regarding gender and type of school. Moreover, our findings are corroborated by the similar findings of other researchers in this area.

One of the drawbacks of the research was that the researchers were not notified if the employees who read the official e-mails indeed forwarded the link to all teachers;

therefore, some control over the research quality was lost due to providing anonymity to the respondents. Hopefully, the provided anonymity lessened the need of the respondents to provide socially desirable responses. The research findings would benefit from additional qualitative research, which would provide more in-depth insight into the topic.

5 Conclusions

The results of the research show that the most often perceived student-related social stressors refer to disliked students and their disproportionate expectations. The results also show that all student-related social stressors are expressed more in elementary schools. A practical implication of the research is the proposal for the principals of elementary and high schools to constantly analyze student-related social stressors and teachers' affect due to students' mistreatment. Because teachers experiencing student-related social stressors tend to have lower positive and higher negative affect, school principals should enable the teachers to learn about cognitive strategies for moderating mood effects on judgements about social events. The research contributes to the broaden-and-build theory of positive emotions and the social-relationship theory, the teacher education literature, the classroom management literature and the literature on the vulnerability of teachers in the student-teacher relationship.

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Analiza z učenci povezanih socialnih stresorjev med učitelji

Neprimerno ravnanje učencev je za učitelje, ki so vsakodnevno v stiku z učenci, problematično. Učitelji so zato vsakodnevno izpostavljeni socialnemu stresu, kar kažejo tudi predhodne raziskave (npr. Antoniou idr., 2006; Chan idr., 2010; Kavita in Hassan, 2018; Kongcharoen idr., 2019; Orejudo idr., 2020), in sicer so pokazale, da je zaznavanje stresa osnovnošolskih in srednješolskih učiteljev povezano s težavami, s katerimi se je v razredu težko soočiti. Že Lasky (2005) ter Lewis idr. (2005) so ugotovili, da se učitelji pri delu z učenci pogosto počutijo ranljive. Košir Lovšin in Polak (2022) sta v svoji raziskavi ugotovila celo, da so učitelji, ko so bili soočeni z neprimernim vedenjem učencev, običajno doživljali jezo. S tem se strinjajo tudi Mérida-López idr. (2017), ki trdijo, da doživljanje neprijetnih čustev, ki jih povzročajo različni vidiki učiteljskega poklica, učiteljem povzroča stres. Rezultati raziskav, povezanih z odnosom med učenci in učitelji ter posledicami stresnih pogojev poučevanja, so pokazali negativne psihološke posledice, s katerimi se soočajo učitelji (npr. Betoret, 2009; Spilled idr., 2011; Skaalvik in Skaalvik, 2018; García-Carmona idr., 2019; Collie in Mansfield, 2022), nižjo kakovost poučevanja (npr. Betoret, 2006; Abós idr., 2019), nizko zadovoljstvo pri delu (Landers idr., 2008; Skaalvik in Skaalvik, 2017; Abós idr., 2019), slabo počutje, nizko delovno vnemo in nizko učinkovitost pri delu (Brígido idr., 2013; Burić idr., 2019; Chen, 2019; Rusu in Colomeischi, 2020). Raziskave dejavnikov, povezanih s stresom pri učiteljih, so

pokazale tudi, da obstajajo razlike med učitelji glede na starost, spol in delovne izkušnje (Lau idr., 2005; Eres, 2011). Poleg tega so Capone idr. (2019), Sardessai - Nadkarni idr. (2021) ter Wiggs idr. (2021) ugotovili, da stres, ki ga doživljajo učitelji, negativno vpliva na klimo v šolah. Nadalje sta Dolenc in Virag (2019) v svoji raziskavi ugotovila, da k večjemu zadovoljstvu učiteljev na delovnem mestu pomembno vplivajo nižja stopnja stresa, večja samoučinkovitost ter pogostejše produktivno soočanje s situacijami pri delu v razredu. Resnost zgoraj opisanih posledic pa nakazuje na dejstvo, da je treba stres pri učiteljih ustrezno obravnavati ter meriti. Da bi sprejeli ustrezne ukrepe kot pomoč učiteljem pri soočanju s socialnim stresom, ki ga povzroča neprimerno ravnanje učencev, in prispevali k zadovoljstvu učiteljev, pozitivnemu vzdušju v šolah ter ustreznemu razvoju učiteljev, morajo ravnatelji posvetiti posebno pozornost prepoznavanju najbolj zaznanih, z učenci povezanih socialnih stresorjev.

Namen predstavljene raziskave je bil identificirati najbolj pomembne, z učenci povezane socialne stresorje učiteljev v slovenskih osnovnih in srednjih šolah. Za merjenje je bila uporabljena lestvica socialnih stresorjev, ki sta jo v svoji raziskavi uporabila Dormann in Zapf (2004), in sicer so bile uporabljene naslednje skupine dejavnikov, povezane z neprimernim vedenjem učencev: nesorazmerna pričakovanja učencev (nanašajo se na vedenje in stališča učencev, ki niso sprejemljiva z vidika pričakovanj učiteljev), verbalno agresivni učenci (učenci, ki kritizirajo in verbalno "napadajo" učitelje), neprijazni učenci (dejavniki se nanašajo na učence, ki so neprijetni, brez humorja in sovražni) ter nejasna pričakovanja učencev (in sicer ko učiteljem ni jasno, kaj učenci želijo).

Nadalje je raziskava proučila tudi povezanost med z učenci povezanimi socialnimi stresorji ter čustvenim doživljanjem učiteljev – afektom. Po mnenju Gilesa idr. (2014) socialni stres namreč vpliva na razpoloženje ljudi. Watson idr. (1988) ločijo dve obliki afekta, in sicer pozitivni in negativni afekt. Sutton in Wheatley (2003) sta afekt opredelila kot posebno vrsto subjektivnega čustvenega doživljanja, ki je lahko negativno – negativni afekt ali pozitivno – pozitivni afekt. Poleg tega so Sanmartín idr. (2020) ugotovili, da je pozitivni afekt povezan s socialno aktivnostjo, to je z dejavnostjo, ki vključuje komunikacijo in interakcijo z drugimi, medtem ko je negativni afekt pomembno povezan z zaznanim stresom. Rezultati raziskave avtorjev Rusu in Colomeischi (2020) so pokazali tudi, da so imeli učitelji z višjim pozitivnim afektom večjo delovno vnemo. Pozitivni afekt je pozitivno povezan tudi z uspešnostjo učiteljev, njihovim občutkom samoučinkovitosti, zadovoljstvom pri delu, njihovim navdušenjem za delo, z na študente osredotočenimi pristopi k poučevanju ter z osredotočenostjo na študente (Burić idr., 2019; Chen, 2019), medtem ko je negativni afekt povezan z nižjo zavzetostjo pri delu, nižjo ravnijo samoučinkovitosti in uspešnosti ter vodi v izgorelost učiteljev (Brigido idr., 2013; Lavy in Eshet, 2018; Burić idr., 2019; Chen, 2019). Rezultati raziskave Hamama idr. (2013) so pokazali, da je za reševanje težav na področju povezanosti stresa, pozitivnega in negativnega afekta ter zadovoljstva učiteljev pomembna podpora šole, torej ravnateljev. Ker je bilo do sedaj malo znanega o povezanosti med pozitivnim in negativnim afektom učiteljev ter z učenci povezanimi socialnimi stresorji, je bila sprejeta odločitev, da se ta povezanost prouči v okviru raziskave.

Raziskava je potekala od oktobra do decembra 2019 med učitelji osnovnih in srednjih šol v Sloveniji. Povezava do spletnega vprašalnika, s prošnjo za posredovanje vsem učiteljem, je bila dvakrat poslana na uradne elektronske naslove 768 osnovnih in 189 srednjih šol, dostopnih v evidencah vzgojno-izobraževalnih zavodov in izobraževal-

nih programov na spletni strani Ministrstva za izobraževanje, znanost in šport (2019). Skupno je bilo v vzorec vključenih 725 osnovnošolskih in srednješolskih učiteljev. Vsi učitelji niso odgovorili na vsa vprašanja, zato se število odgovorov po vprašanih razlikuje. Ocenjena stopnja odgovorov je bila 2,5-odstotna. Kljub metodi neverjetnostnega vzorčenja je bil vzorec reprezentativen glede na spol ($p = 0,07$) in vrsto šole ($p = 0,139$). Za merjenje socialnih stresorjev je bil uporabljen za šolsko okolje prilagojen vprašalnik avtorjev Dorman in Zapf (2004), za merjenje afekta pa vprašalnik PANAS.

Opisne spremenljivke smo opisali s frekvencami in odstotnimi deleži, številske pa z aritmetično sredino in standardnim odklonom. Razliko v doživljanju posameznega socialnega stresorja med srednješolskimi in osnovnošolskimi učitelji smo proučili s *t*-testom za neodvisne vzorce, razliko v izraženosti socialnih stresorjev, ločeno za osnovne in srednje šole, pa z ANOVO. Povezanost med socialnimi stresorji in pozitivnim in negativnim afektom ob kontroli glede na spol in starost učiteljev ter velikost šole je bila proučena z večkratno linearno regresijo.

Rezultati raziskave kažejo, da sta najbolj zaznana z učenci povezana socialna stresorja neprijetni (tudi sovražni) učenci ter nesorazmerna pričakovanja učencev. Rezultati potrjujejo ugotovitve Antonioua idr. (2006), ki trdijo, da so osnovnošolski in srednješolski učitelji pod stresom predvsem zaradi disciplinskih težav z učenci. Presenetljivo in v nasprotju z rezultati Chana idr. (2010), Kavita in Hassana (2018) ter Kongcharoena idr. (2019) so vsi z učenci povezani socialni stresorji bolj izraženi pri učiteljih v osnovnih kot v srednjih šolah, kar je lahko tudi posledica kulturnih ali organizacijskih razlik v državi ali šolah, kjer je bila raziskava izvedena. Poleg dveh prej omenjenih z učenci povezanih socialnih stresorjev se učitelji v osnovnih šolah bolj pogosto kot učitelji v srednjih šolah soočajo tudi s socialnima stresorjema, ki sta povezana z verbalno agresivnostjo učencev in z učenci, ki imajo nejasna pričakovanja. Ti rezultati lahko kažejo tudi na možno težavo, ki je povezana z neustreznim vključevanjem staršev v proces učenja in poučevanja oziroma, kot sta navedla Oostdam in Hooge (2013), postajajo starši vse bolj obveščeni, bolj kritični in skušajo močnejše vplivati na delo v šolah, kar prav tako lahko negativno vpliva na neprimerno ravnanje učencev v odnosu do učiteljev. Poleg tega so rezultati potrdili tudi ugotovitve raziskave, ki sta jo izvedli Klemenčič Rozmanova in Poljšak Škrabanova (2020), in sicer da mora biti partnerstvo med šolo in družino osredotočeno na dogovor vseh udeležencev v šolskem sistemu z namenom, da se zagotovi dobrobit učencev. Rezultati izvedene raziskave potrjujejo tudi ugotovitve Kreka in Klopčičeve (2019) o nujnosti dodatnega strokovnega izobraževanja o avtoritativnem vedenju učiteljev.

Predhodne raziskave (npr. Burić idr., 2019; Chen, 2019) so pokazale, da je pozitiven afekt pozitivno povezan s pristopi k poučevanju, z osredotočenostjo na učence ter da je negativen afekt učiteljev povezan z manjšo delovno vneto, nižjo stopnjo samopomoči, učinkovitosti in uspešnosti ter vodi v izgorelost učiteljev (npr. Brígido idr., 2013; Lavy in Eshet, 2018; Burić idr., 2019; Chen, 2019). Glede na navedene ugotovitve tujih avtorjev je bil namen raziskave proučiti tudi povezanost med z učenci povezanimi socialnimi stresorji ter negativnim in pozitivnim čustvenim doživljanjem učiteljev. Rezultati raziskave kažejo, da učitelji, ki so izpostavljeni z učenci povezanim socialnim stresorjem, običajno doživljajo manj pozitivnih in več negativnih čustev. Rezultati potrjujejo ugotovitve Spilleda idr. (2011), ki trdijo, da učitelji ponotranjijo medosebne izkušnje z učenci v miselne modele, ki zagotavljajo interpretativni okvir za razumevanje socialne-

ga vedenja ter na ta način usmerjajo vedenjske odzive v interakcijah z drugimi. In sicer, če želijo učitelji ustrezno reagirati na neprimerno ravnanje učencev, če želijo obvladovati težave v razredu, če želijo motivirati učence in doseči učne cilje, morajo razumeti svoja čustva in se nanje ustrezno odzvati.

Kot trdijo Hamama idr. (2013), je podpora šole pomembna pri zmanjševanju vpliva stresa na negativno čustveno doživljanje učiteljev ter posledično večja njihovo zadovoljstvo z delom. Zato bi morali biti ravnatelji osnovnih in srednjih šol pozorni na neprimerno ravnanje učencev v odnosu do učiteljev in poskrbeti za večjo kompetentnost učiteljev na področju vodenja razreda. Učiteljem bi morali omogočiti sodelovanje v delavnicah za oblikovanje strategij uravnavanja čustev, tj. kognitivnih strategij, ki omogočajo učinkovito odzivanje glede na presojo družbenih dogodkov in izboljšujejo socialno-čustvene kompetence učiteljev ter učencev. Rezultati raziskave potrjujejo tudi ugotovitve Vekić-Kljaićeve in Lučićeve (2021), ki sta ugotovili, da so zaradi novih spoznanj o potrebah študentov nujno potrebne tudi nove oblike strokovnega razvoja učiteljev.

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