

PROFESSIONAL STRESS AND SOCIAL REPRESENTATIONS OF WORK TO DIDACTICAL WORKERS

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Abstract: *This research is based on the axiom that the problematics of stress among teachers in the case of theoretical or practically applicable developments addressed by specialists in various fields over time, still offers, perhaps more today than ever before, the possibility and requirement of new analysis-based and investigative openings leading to more effective stress management. They can be highlighted both theoretically and practically applicable. Following the documentation and investigative efforts, we have identified and presented three major theoretical and experimental paradigms that have enabled the state of developments on this subject to be established and the integration in this context of current models of occupational stress. The identification of stress mediators in general and those specific to teachers, as they appear characterized in the qualification literature, was the starting point for formulating hypotheses that formed the basis of the observational study. The extensive analysis of the literature on emotional stress management has led to the surprise of important guidelines and models that have been the theoretical framework for the development of the two intervention programmes proposed in the framework of the applicable research.*

Key words: stress; profession; social representation; work; teacher.

1. Introduction

Stress is perceived as a current, almost unavoidable problem that most people face daily on all levels. In this area, a particular sector, due to its many implications, is occupational stress. Despite the theoretical or practical application development addressed by specialists in various fields over time, the stress problem still offers, perhaps today more than ever, the possibility and the need for new analytical and investigative openings leading to more effective control of it. Among the professions heavily affected by stress, according to studies, teachers are in one of the leading places. The mental health of teachers has an impact on the instructional-educational act and implicitly on the students, on their personality. Research demonstrates the numerous implications of emotional stress in the etiology of various disorders and mental and emotional imbalances that affect the professional performance of teachers. Aware of the teacher's responsibility and the implications of some dysfunctions of his personality on the students, it was not by chance that the psychological examination was imposed.

The psychological evaluation of teachers over the last ten years (over 20,000 teachers evaluated) has confirmed once more that they are a professional category strongly affected by stress, highlighting its increasing values with each year.

Although over the past two decades, emotional stress has been studied in accordance with Emotional and Behavioral Rational Theory and has highlighted the role of mediators such as irrationality, called personality variables: neurosis, locus of control, self-confidence, yet the problem of psychological mediators of emotional stress in teachers remains with many

unknowns and therefore also the development of effective stress management programs is difficult.

2. Stress – conceptual boundaries and classifications

Stress is a natural manifestation, as usual, as are emotions, related to the adaptation of organisms (including humans) to environmental conditions. As is well known, stress was explored by The Austrian Canadian physician Hans Selye, a researcher and professor at McGill University in Montreal. Although Selye fulfilled the importance of discovering a new fundamental phenomenon of the life of organisms in the 30s of the 20th century, it was not until the 1970s of the same centuries that the multiple aspects of stress were clarified. Indeed, according to Selye, stress is a nonspecific, essential reaction for all living organisms. Through the three phases of stress, organisms organize their defences, but also adjust to the new environmental conditions that have generated it, ensuring survival.

The process called "stress" experiences an intensification in the reaction as both ontical and gnoseological object, argues I. Iamandescu (2002): on the one hand, we hear more and more about this aspect of everyday life, and, on the other hand, the problem of stress at the stage of the humanities (psychology, pedagogy, management, etc.) is increasingly being put. The fact is primarily due to a shift of emphasis – from the collective to the individual – specific to the post-Soviet society, which caused a number of mutations in the reality relationship index: man – society – production. (Sova, 2014)

Strong interdisciplinary research has put stress back into the spotlight of doctors, psychologists, pedagogues, therapists. A frontier discipline has been created – **stressology**. Specialized research institutes have been created, research programs that aim to investigate cellular-molecular structures to detect the profound mechanisms of stressful state. Theorists ranked stress by several criteria. after duration is acute and chronic; after stimuli –physical and psycho-social; by mode of manifestation –continuous and discontinuous, by scope –systematic and neuroendocrine; by the intensity of the stimuli –of under use and overuse; by the nature of the effects –eustress and distress; by type of activities –professional, political, medical, sports, military, by ontogenic –prenatal and postnatal stage (Macavei, 2002)

Jonas and Crocq (Jonas and Crocq, 1966) recommend the following definition of stress "Stress is a physiological and psychological reaction of alarm, mobilization and defense of the body or, better yet, the individual, the person from aggression, a threat or even –you might say –to an unusual lived situation."

Pitariu, H. (Pitariu and Smeion, 2003) characterizes stress as a "stimulus or response or as a result of stimulus-response interaction, an interaction that expresses some imbalance of the person's relationship with his environment".

3. Stress and stress response

According to the theory of response, the indication of the level of stress is possible from the tracking of character, amplitude of physiological, emotional and behavioral reactions. Thus, we can distinguish stress from the stranger and separate between short-term or transient reactions (which can have beneficial effects, stimulation and adaptation) and long-term or chronic reactions (which are often harmful). Analyzing observable reactions or stress indicators highlighted by different authors, we note the following categories: (Baban, 1998; Iamandescu, 1996):

At the neuro-physiological level, chemical-endocrine and immune: changes in blood pressure, reaction times, muscle tension (hypertonia), tics, hyperventilation, tachycardia, bradycardia, arrhythmias, increased blood pressure, the existence of stress hormones (catecholamines, cortisol), blood sugar, free fatty acids, cholesterol, etc., sweating, fatigue, upset stomach, headache, shaking of the hand, rapid growth in weight or loss, feeling

- On an emotional level: tight, anxious, depressive mimicry, frustration, anxiety, anger, hostility, nervousness, restlessness, depression, dissatisfaction, lability, culpability, demoralization, helplessness, alienation.
- Cognitive: short- and long-term memory impairment, decreased concentration, increased error and confusion, decreased decision-making, planning, organization and control capacity, reduced search for information, avoidance or denial, inhibitions and blockages, reduced creativity and obsessive and irrational idation, reduced tolerance to criticism.
- Behavioural: decreased performance, instability and occupational fluctuation, absenteeism, avoidance/escape, passivity/aggressiveness, intolerance, disagreement, deterioration of interpersonal relationships, accidents, excess food or loss of appetite, insomnia, response within "all or nothing", increased use of alcohol, tobacco, coffee, tranquilizers, suicide attempts, difficulty to relax, disinterest in personal hygiene and physical appearance, accidents at home and work, unnecessary risks, gossip, criticism of others, verbal aggression, intimidation or harassment, unjustified outbursts, crying, hypersensitivity, irritability/moods, exaggerated reaction to problems, immature behaviors, refusal of tasks.

4. Burnout - the consequence of stress

The term "burnout" has been taken up and developed by several scientists, but Maslach C. has the most important contribution with the following definition: "A syndrome of emotional exhaustion, depersonalization and reduction of professional achievement occurring in professionally involved individuals with others resulting from a long-term involvement in demanding socio-professional activities with people and characterized by mental, emotional and physical exhaustion, depersonalization, decreased socio-professional performance".

After research conducted in recent years, a new definition has been discovered for this term (Shirom, 2003: 248) "Burnout is... an affective reaction to permanent stress whose central node is the gradual reduction, over time, of individual energy resources, including the expression of emotional exhaustion, physical fatigue and boredom, cognitive discouragement".

Burnout is a serious problem of modern society, which is not only reflected in problems in the workplace – such as an increase in the number of days of sick leave or absenteeism (Leiter and Maslach, 1998).

All these concerns, in recent years, for clarifying and methodologically perfecting the investigation of the phenomenon, have also brought with them a number of confusions and ambiguities. Such confusions arise between the concept of "burnout" and a number of other concepts with which it is in close connection: "stress", "fatigue", "depression" or "illness".

The same difference, given their origin, we find between fatigue and burnout. Also, if fatigue can be intrinsic to burnout, it is much more.

The most difficult demarcation, however, is between stress and burnout. Beyond the existing discussions on this subject we emphasize that burnout is "*a particular form of stress, severe stress, a severe manifestation of stress*" (Zlate, 2007: 603).

5. Stressors in the organisational environment

Burduş, Căprărescu and Zorlean (1965: 134) assess that stress can come from the following stressors:

- 1) Pressing deadlines manifested as a discrepancy between the obligation to solve complex and/or difficult tasks and the time given to them;
- 2) Unapplied provisions and orders received from superiors or superior assembly;
- 3) The lack of attitudes or compulsory training of the post generates stress, in situations where the selection and promotion of staff is based on criteria other than those employed by professional competence;
- 4) Insufficient motivation reflects the conflict between personal expectations as a result of the results achieved and their perception, i.e. their different assessment by others;

- 5) Family pressures can generate stress as a result of the conflict, between time and interest in professional problems at the expense of family ones;
- 6) The desire for higher functions is felt as an effect of stress by any individual whose desires, aspirations, needs, exceed the strength and/or income of money offered by the position held;
- 7) Strong informed preparation that sets in motion unofficial information that is clearly at odds with information provided by official sources;
- 8) Deficiencies in job design;
- 9) Inefficient information system that provides information that lacks, inopportune, irrelevant causes a strong stress at the level of employees.

6. Emotional distress in teachers

The teaching profession is a stressful one. Occupational stress is triggered by work organisation, work design and work relationships and is placed when job requirements do not match or exceed the worker's capacities, resources or needs, or when the information or skills of a worker or group do not match the expectations of an undertaking's organisational culture.

Professional stress for teachers is quite popularised, appearing on the basis of excessive demands, which are outside their resources and management strategies. Abusive demands are a source of danger to self-esteem, self-efficacy and mental well-being. Stress is considered to be the main cause of lack of professional satisfaction and exit from the system before retirement or even early retirement.

7. Distress mediators in teachers

Mediators are in fact the main responsible for the level of emotional distress felt and not necessarily stressors. Starting with this idea and from the fact that, in a society that is constantly changing, the number of stressors in the educational environment that can be kept under expertise is limited and quite changeable, a multitude of studies have been centered on identifying the factors that actually intervene or just moderate the level of emotional distress in the case of teachers.

They found more research that investigated a string of personality or psychological characteristics of teachers, characteristics that may show a certain predisposition and/or participate in a higher degree of stress. Forman (1985) mentions that psychological variables that have revealed a positive correlation with didactic stress include: low self-efficacy, neurosis, introversion, a poor perception of one's own competence, a low professional self-concept, lack of audacity, lack of self-confidence, analytical cognitive style, external control locus. Teachers with authoritarian attitudes experience high levels of stress in terms of actual classroom activity.

Studies that have researched the coping strategies used by teachers in reducing didactic stress have found that decommitment, suppression of competitive activities and engagement in passive coping strategies (avoidance, alcohol consumption, etc.) lead to increased stress, active planning and engagement in active coping strategies (change of perspective, relaxation exercises, calming, etc.) contribute to stress relief. According to studies, the authors state that the coping methods used by teachers to cope with stress are: controlling emotions, avoiding confrontations, allocating time for particular tasks, relaxing after work hours, planning and prioritizing, discussing problems and expressing emotions, recognizing their own limits.

8. Social representations of work

The interest of social psychology in the study of representations is relatively recent. The theory was launched by Serge Moscovici in 1961 by reassessing the Durkheimian concept of collective representation. Emphasizing the complex and systemic nature of social

representation, Moscovici defines it as a structured set of values, notions and practices relative to the object, aspects or dimensions of the social environment, which allows the adaptation of the individual in society, the direction of behaviors and communications, the selection of responses to environmental stimuli, etc. Social representations are not only attitudes, opinions or images, but also *suigeneris* theories or collective sciences intended to interpret and master the surrounding world. Moreover, they also propose a reconstruction of the real, a reshaping of the environment, both natural and social (Moscovici, 1961, 1969, 1976).

In opposition to collective representation, social representation is considered a reality endowed with an internal structure, subject to movement, transformation, evolution. It is, rather, a palpable, real phenomenon, rather than a concept. If in Durkheim collective representation encompassed science, religion, the modes of time and space, traditions, feelings and beliefs (in fact, the entire ethical production of mankind), the new sizing supports the specific, homogeneous and unitary character of representation, as "the result of melting into the social crucible of all these aspects", thus generating a new reality, different from the primary constituents. Social representation is a real phenomenon and not an imaginary one, and its study involves an epistemic status, a field of research, specific methods, and operating laws (Neculau and Curelaru, 2004).

There are undoubtedly a number of difficulties that stand in the way of the precise clarification of the notion, caused, in particular, by the complexity and rapid dynamics of the theory, by the poor definition of the field of research, by the location at the intersection of some sciences and the multitude of methods of approach (Doise, 1990) Thus, social representation comprises an infinite number of aspects, extremely diverse elements that are studied separately in "traditional" psychology : cognitive, ideological elements, beliefs, norms, values, opinions, attitudes, images, etc. (Ferreol, 1998). Then there are a number of problems caused by the uncertainty of borders that separate social representation from other "related" concepts, such as opinions, attitudes, social cognitions, social perceptions, etc. Also, its mixed position, when crossing some sociological concepts with others, psychological, as Moscovici observes, makes the phenomenon difficult to define. He enters both the social and psychological sphere, thus using theoretical methods and frameworks from both sciences (Jodelet, 1989). There is, moreover, in the case of social representation, a variety of methods of approach, both data collection and statistical processing and interpretation.

The theory has evolved with a strong applicative character. Thus, the representations of numerous and varied social objects, such as: intelligence, medicine (AIDS, disease, madness, disability, etc.), sexuality and gender, social organization and institutions, politics (political system, law, democracy, status institutions, homeland, etc.), technology (informatics, radioactivity, etc.) were studied. (De Rosa, 1990; Moonner, 1993; Dry, 2001; Roussiau and Bonaardi, 2001).

Sources of stress in the pre-university environment

Research has indicated that the main sources of stress of teachers are:

- financial restrictions on pay (economic pressure)
- teaching difficulties due to the curriculum too loaded,
- difficulties in managing time,
- the number of pupils in the class,
- indiscipline of some students,
- assessment of pupils,
- school climate,
- relationships with the parents of some pupils,
- financial restrictions on the material resources of the school,
- autocratic leadership of the school, collegial relations,
- physical and verbal violence of some pupils.

Eeve (1989) identified five major changes in society, which imposed a number of pressures on teachers, thus creating reasons justifying the growing interest in the study of the phenomenon of stress in this field:

1. transforming the teacher's traditional role as a simple social integration agent of the younger generation,
2. increasing contradictions regarding the role of the teacher,
3. changing the attitude of society in general towards teachers,
4. doubt about the objectives of the education system and the production of knowledge,
5. deterioration of the teacher's image.

9. Objectives

The specific objectives of the research are:

1. Identification of social representations of work in teachers, by gender, age and function;
2. Identification of strategies for managing occupational stress by gender, age and function;
3. Identification of sources of stress in the pre-university environment by gender, age and function.
4. Identifying the level of emotional distress experienced by teachers, by gender, age and function.

10. Assumptions

Hs₁ - It is presumed that there are differences in age and function in the social representation of work.

Hs₂ - Differences in age and function in stress management strategies are presumed to exist.

Hs₃ - Sources of stress are presumed to be perceived differently at the level of age and function.

Hs₄ - It is presumed that there are significant differences in age and function in terms of emotional distress.

Hs₅ - It is presumed that there is a correlation between stress management strategies associated with stressors and ways of representing work

Hs₆ - It is assumed that there is a correlation between stress management strategies associated with stressors and emotional distress.

Hs₇ - It is presumed that there is a correlation between sources of stress and stress management strategies.

11. Study participants and research tools

The subjects of the research were 60 teachers from the Romanian pre-university environment, of which 30 were educators and 30 were teachers. All participants were female.

Four tools were used to carry out this study: PDE (emotional distress profile), "social representation of work" questionnaire (developed by Zaharia D.V., 2007), "professional stress management strategies" questionnaire (developed by Zaharia, 2007) and "sources of stress in the pre-university environment" (developed by Zaharia, 2007).

12. Verification of assumptions

Hs₁ - It is presumed that there are differences in age and function in the social representation of work.

Hypothesis 1. Test Statistics – there is no significant difference between the function of educator and the function of teacher, the degree of significance is 0.657, greater than 0.005, so the hypothesis is not confirmed.

Table 1: Test Statistics

	RSMTotal
Mann-Whitney U	420,000
Wilcoxon W	885,000
Z	-,444
Asymp. Sig. (2-tailed)	,657

Table 2: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
S G S P T O T A L	Equal variances assumed	,203	,654	,046	58	,963	,10000	2,17405	-4,25183	4,45183
	Equal variances not assumed			,046	56,149	,963	,10000	2,17405	-4,25488	4,45488

From the statistical analysis of the data, the presumption that there are differences in age and function in terms of the social representation of work has not been confirmed. The results of the study subjects were almost identical.

After analysing the results, I can say that both educators and teachers have roughly the same picture of work.

Social representation contributes decisively to the processes of formation of conduct, orientation behaviours and social interactions. Consisting of a set of information, beliefs, opinions and attitudes in relation to a particular social object, this set of elements is organised and structured to some extent the same for the two teaching functions analysed.

The work of the teacher in the pre-university environment is a polymorphic social object, manifested by a diversity of cognitions, capable of generating new meanings and reassessments in the context of current social changes.

Hs₂ - Differences in age and function in stress management strategies are presumed to exist.

Hypothesis 2. Independent Samples Test – According to the table we note that the significance threshold is 0.654, greater than 0.05, which means that the variability between the two variables - the function of educator and the function of teacher - is about the same, so it is not statistically significant. The hypothesis is not confirmed.

From the statistical analysis of the data, the presumption that there are differences in age and function in terms of stress management strategies has not been confirmed. The comparative analysis between teaching functions (educators and teachers) of stress management strategies shows that both educators and teachers use in the same way strategies to avoid the problem, to strategies for seeking social support, to strategies for positive relapse of situations, to active strategies, but also to passive waiting.

This result may be due to the fact that both educators and teachers use the same methods of managing stress in the educational environment, such as: organizing the activities carried out in advance, imposing clear and concise objectives, informing on all activity plans, positive thinking, motivation, relaxation, etc.

Hs3 - Sources of stress are presumed to be perceived differently at the level of age and function.

According to the table we note that the significance threshold is 0.594, greater than 0.05, which means that the variability between the two variables is approximately the same, so it is not statistically significant. The hypothesis is not confirmed.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
SSMP TOTAL	Equal variances assumed	,287	,594	,000	58	1,000	,00000	3,02532	-6,05584	6,05584
	Equal variances not assumed			,000	57,575	1,000	,00000	3,02532	-6,05679	6,05679

From the statistical analysis of the data, the presumption that sources of stress are perceived differently at the level of age and function has not been confirmed.

We have not achieved any statistically significant difference sending the age of the subjects.

I believe that this result is because both educators and teachers have a volume of tasks at a close level, regardless of their age. Most teachers at one point believe that the service requires more than they can bear, the pressure to have so many students around, so many tasks to perform in a school year, is a source of stress. Sometimes they resort to how to resist stress, avoiding it and using sources of stress management.

Hs4 - It is presumed that there are significant differences in age and function in terms of emotional distress.

The degree of significance is 0.045, less than 0.05, which means that there is a significant difference between the two variables. The hypothesis is confirmed.

Table 4: Test Statistics

	PDEtotal
Mann-Whitney U	314,500
Wilcoxon W	779,500
Z	-2,006
Asymp. Sig. (2-tailed)	,045

From the statistical analysis of the data, the presumption that there are significant differences in age and function in terms of emotional distress was confirmed.

Teachers over the age of 40 manage better distress in positive emotions and negative emotions than teachers in their 40s.

This result may be due to the fact that people in the educational environment over the age of 40 have more experience in managing the emotions experienced in the workplace.

Events in the department over the years give staff a better understanding and acceptance of both positive and negative emotions.

H₅ - It is presumed that there is a negative correlation between stress management strategies associated with stressors and ways of representing work

The existence of a significant negative correlation (-0.301) is observed, thus the hypothesis is confirmed.

Table 5: Correlation

		RSM Total	SGSP Total
Sperman's rho	RSM Total	Correlation Coefficient	1,000
		Sig. (2-tailed)	,301*
		N	60
	SGSP Total	Correlation Coefficient	-,301*
		Sig. (2-tailed)	,019
		N	60

From the statistical analysis of the data, the presumption that there is a negative correlation between stress management strategies associated with stressors and ways of representing work was confirmed.

According to the statistical data obtained, we see a significant negative correlation between the two variables. This result shows us that when stressors present in the workplace increase, the general characteristics for the social representation of work decrease.

The study has made us better understand the actions and behaviours of teachers in the pre-university environment. Social representation guides their actions and behaviours, and through stress management strategies a close link is made between the two variables.

The analysis of the links between stress management strategies and social representation reveals correlations only between the pressure of time as a stressor and several dimensions of the social representation of work.

One might say that as work means for a person a means of obtaining financial satisfaction or a way of maintaining health, the less resort that person will resort to adopting a passive attitude towards stressors.

H₆ - It is assumed that there is a positive correlation between stress management strategies associated with stressors and emotional distress.

The existence of a statistically insignificant positive correlation (0.194) is observed because it is less than 0.4 at a signification threshold of 0.138, so the hypothesis is not confirmed.

Table 6: Correlation

		PDE total	SGSP total
Sperman's rho	PDE total	Correlation Coefficient	1,000
		Sig. (2-tailed)	,194
		N	60
	SGSP total	Correlation Coefficient	,194
		Sig. (2-tailed)	,138
		N	60

From the statistical analysis of the data, the presumption that there is a positive correlation between stress management strategies associated with stressors and emotional distress has not been confirmed.

By analyzing the data, we conclude that when stressors increase, the degree of emotional distress also increases. The biggest stressor in the educational environment is the pressure of time, and that should be a wake-up call at the institution level. When a stressor occurs, a number of negative emotions and behaviors are automatically triggered, so as the stressors are more and more, teachers experience a very high level of distress.

Hs7 - It is presumed that there is a positive correlation between sources of stress and stress management strategies.

There is a statistically insignificant positive correlation (0.133) weak because it is less than 0.4 at a signification threshold of 0.312, so the hypothesis is not confirmed.

Table 7: Correlations

			SGSP TOTAL	SSMP TOTAL
Sperman's rho	SGSP Total	Correlation Coefficient	1,000	,133
		Sig. (2-tailed)	.	,312
		N	60	60
	SSMP Total	Correlation Coefficient	,133	1,000
		Sig. (2-tailed)	,312	.
		N	60	60

From the statistical analysis of the data, the presumption that there is a positive correlation between sources of stress and stress management strategies has not been confirmed. The correlations between the main sources of stress and stress management strategies indicate the existence of links between the two types of variables. The correlational nature of the analyses does not allow us to establish a sense of influence from one variable to another. On the one hand, the perception of certain sources of stress can activate certain stress management strategies; on the other hand, people's preference for a particular stress management strategy may diminish or even reverse the impact of some sources of stress, but not others.

Conclusions

This paper is part of the concerns about work stress and social representations of work in teachers. In presenting the theoretical aspects underlying the study we emphasized the theoretical perspectives that try to explain and describe the role of stress. The models of occupational stress developed in recent times have integrated the acquisition sourness of cognitive stress theory. Many models of stress include as dimensions the evaluation processes and individual differences that moderate the relationship between stressors and reactions.

Currently emotions have gained importance, in the study of occupational stress, within organizational researchers, a proof being the inclusion and investigation of different types of emotions (e.g. depression, burnout, satisfaction with work).

As regards the social representation of work and the possible differences between the teaching functions subject to the test (at the level of the variable age and function) we have not recorded spectacular results. To some extent, the lack of larger differences does not surprise us, because the ingested subjects are relatively homogeneous. It is known from other studies relating to social representations that different positions can be identified in situations of polarization of opinions or the presence of variables that generate large attitudinal cleavages in

the representational field. In our case, membership in the same professional category generates rather similarities. Referring to the analysis of stress-generating factors in the Romanian pre-university environment, we noticed that the realization of various tasks under the pressure of time seems to be the most powerful source of stress, followed by concerns about the professional future. Interestingly, each of these two main sources of stress is significantly associated with two stress management strategies. Concerns about the professional future are another important source of stress associated with two coping strategies: seeking social support and avoiding focusing on the problem. If the perception of a particular source of stress really encourages the person to resort to certain coping strategies, then it would be interesting to investigate what type of social support people are looking for from their professional future – are they seeking emotional, informational or organizational support?

We can say that stress is impossible to avoid, because life itself is stress. Performance pressure, the throbbing pace of daily life, crowding and noise pollution, overloading of responsibilities, rapid changes are just a few examples of what induces stress, which, if it exceeds a certain intensity, becomes toxic, affecting health and mental well-being.

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