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STRESS MANAGEMENT STRATEGIES FOR TEACHERS IN MEXICO

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Abstract: This work aims to present the findings on stress management strategies for teachers, after reviewing and analyzing texts from six states of the Mexican Republic and certain places in Latin America, of which actions to regulate it are presented. This research was carried out using a qualitative and interpretive method. The analysis categories were: teacher stress management strategies, teacher stress management, emotional attention to the teacher, and psychoemotional and psychosocial attention. The main objective of this research is to provide teachers with: techniques to regulate stress. In conclusion, the following results stand out: renew the way in which classes are taught, practice emotional intelligence, change the perception of the problem, plan and think positively about situations, mainly.

Keywords: Coping strategies, stress, teaching staff, Mexico, Latin America

INTRODUCTION

The reason why this work is carried out is to provide readers, especially teachers, with a set of tools that have been used to regulate stress, since it has become an everyday characteristic in the working life of human beings., which is why the World Health Organization (WHO) includes stress disorders, as well as occupational burnout syndrome [QD85], or chronic stress syndrome (WHO, 2019), in its list of diseases; It is relevant to mention that stress is a component of burnout that can affect the performance of workers.

In addition, certain authors point out that Mexico is one of the places where there is the greatest presence of stress worldwide, as indicated by José Rodríguez, Albertico Guevara and Efrén Viramontes “In Mexico, approximately 19,000 heart attacks are recorded per year, caused by work stress. ” (2017: 47). Adding to this information is that certain jobs demand high levels of tension,

such as teaching work, in which professors play an important role in students’ acquisition of knowledge, as well as in promoting mental, physical and emotional health habits.

In addition to this, Luis Cardozo expresses that “the teaching function includes one of the professions with the greatest impact on human development” (2016: 76), which implies the social, cultural and psychological aspects of the person. At the same time, “The teacher’s attitudes, emotions, perspectives, and expectations are integrated into the teaching process, providing a particular character to the classroom experience” (Cardozo, 2016:76), from which it can be said that the The teacher’s attitude influences the learning of his students.

It must be added that Rubio González, Andrade Daigre, Fravega Araneda, Macalusso Salgado and Soto Sandoval mention that stress, “according to the study carried out by UNESCO in 2005, it would be the third most present symptomatology among educators” (2019: 302). Adding to this, Maritza Matabanchoy, Nataly Lasso and Alejandra Pantoja mention that OREALC (Regional Office of Education for Latin America and the Caribbean)-UNESCO detected in the case of Mexico “that 27% of teachers presented stress according to diagnosis doctor.” (2017:43) reasons why it is necessary to apply strategies that allow teachers to manage their stress.

On the other hand, the Official Mexican Standard (NOM) 035 (Official Gazette of the Federation, 2016) as of October 2020 will force employers to take care of the health of their workers with regard to stress, which is why it is important that the managers of different educational institutions promote the practice of stress management strategies to maintain the health of their employees.

In addition to this, it must be mentioned that the practice of stress management or coping strategies can promote teachers’ health

conservation, better performance in class, and the reduction of stress characteristics such as depression, tension, and anxiety. among others.

METHOD

A qualitative approach method was used, which is characterized by obtaining significant information from the data found (Hernández; Fernández, and Baptista, 2014), and interpretive to carry out this research, which allowed the registration of the information and the contextualization of the phenomenon.

The search for information presented in this article was carried out taking into account that the National Association of Universities and Higher Education Institutions (ANUIES, 2019 a) has geographically divided the Mexican nation into six Regional Councils, which are: the Northwest Region which includes the States of Baja California, Baja California Sur, Chihuahua, Sinaloa and Sonora; the Northeast Region that covers the States of Coahuila, Durango, Nuevo León, San Luis Potosí, Tamaulipas and Zacatecas; the Central Western Region that covers Aguascalientes, Colima, Guanajuato, Jalisco, Michoacán and Nayarit; the Metropolitan Region that covers Mexico City and Mexico; the South Central Region that covers Guerrero, Hidalgo, México, Morelos, Puebla, Querétaro and Tlaxcala; and the South Southeast Region that includes the states of Campeche, Chiapas, Oaxaca, Quintana Roo, Tabasco, Veracruz and Yucatán.

In order to present a delimitation in the search for information, a State from each region was selected with the objective of exposing stress management strategies that can help teachers to regulate work stress. The selection of the State of each region was made based on the largest number of associated institutions presented in the ANUIES database.

Thus, in the Northwest Region, the State

of Sonora has nine associated institutions, a number that is greater than that of the rest of the states located in that section (ANUIES, 2019 b), so that state is taken from this area as a reference to present stress management strategies. Regarding the Northeast Region, the State of Nuevo León presents eight associated institutions (ANUIES, 2019 c), from the Central-West Region Guanajuato presents nine associated institutions (ANUIES, 2019 d), from the Metropolitan Region, Mexico City (with 20 associated educational institutions) (ANUIES, 2019), from the South Central region, the State of Mexico and the State of Puebla have the same number of associated institutions, which are 14 (ANUIES, 2019 f) and From the South Region- In the southeastern state of Veracruz, it has nine associated institutions (ANUIES, 2019 g).

From this division, the search for articles was carried out in the Redalyc, Scielo and Google Scholar databases, of which texts published within the last ten years (2010-2020) and results in Spanish were considered.

In an Excel Table, which was used as a bibliographic and analytical matrix of the documents found, the search categories, references and a brief synthesis of the Content of the texts were written, in which an attempt was made to include the strategies to regulate the stress and the tools that were used to collect the information. A sample is presented below in Table 1.

State 1: XXX	References	Synthesis of Content
Search category		

Table 1

Source. Own elaboration

The analysis categories that were used to search for information in the databases were:

1. Teaching stress management strategies

(in the corresponding State: Sonora, Puebla, Nuevo León, etc.)

2. Management of teacher stress (in the corresponding state)

3. Emotional attention to the teacher (in the corresponding state)

4. Psychoemotional and psychosocial care (in the corresponding state).

Thus, for example, to search for category 1, we searched for: Teaching stress management strategies in Sonora, carrying out with each category the search for information from each State.

WHAT IS MEANT BY STRATEGIES TO MANAGE TEACHER STRESS?

Loredana Addimando and Alessandro Pepe express that stress in teachers is related to “the need to respond to certain work demands that are perceived as excessive” (2019:262). This situation implies the resources that the person needs to perform their job as well as the skills and abilities they have, which is related to the teacher’s workload in addition to their resistance or their ability to distribute their time, based on this definition, stress management can be considered as the capacity of the teacher. human being to regulate his work in relation to his strength and/or his abilities, an aspect that encompasses work abilities and skills.

In relation to this definition, it can be mentioned that stress management or coping strategies for teachers are understood as a set of techniques aimed at regulating a person’s response in relation to their workload or the level of demand that this implies. Some of the stress management strategies that stand out are emotional intelligence, active pause, meditation, physical exercise and mindfulness, among others.

STRESS MANAGEMENT STRATEGIES IN THE STATE OF SONORA

Regarding the information that was searched in the Scielo and Redalyc databases, it must be mentioned that these search engines did not provide information on teacher stress management strategies in the State of Sonora with the search categories proposed. The Google Scholar search engine presented results related to the topic of stress in students, which are presented in Table 2.

Regarding the ideas that provide stress coping strategies, the authors mentioned by Pérez (2018) can be taken into account in his bachelor thesis on academic stress and coping strategies in students, since he cites Canbach and other authors. (2010), as well as Lazarus (1993), explaining that facing stress involves regulating the emotions that stress the individual and modifying or transforming the problem and the environment, in addition to acting on the problem as well as changing the way in which The person interprets the situation, actions that, although they can be useful for students, can also be useful for teaching staff. In addition, he cites Martínez (2009), who mentions that certain strategies that students use to reduce stress are focusing on solving the situation by analyzing it from different perspectives, practicing certain activities that relax them such as painting, reading, etc., practicing sports, find spiritual and social support, seek assistance from a professional, seek to belong or join a group of friends, express themselves emotionally openly (scream, cry, eat, drink, etc.), although they may also lack a way to cope, transferring your disagreement to another subject or reserving your problem.

It is relevant to mention this information because some of the strategies that students use can also be applied by teaching staff to manage their work stress.

Regarding the research by Durón (2016),

Text title	Content
Academic stress and coping strategies in students of the Social Sciences Division of the University of Sonora. Its impact on the quality of education.	This text addresses the problem of stress among students. The researcher used the SISCO Academic Stress Inventory as a tool. Students' coping strategies are to practice their assertive skills and plan (Pérez, 2018).
Interdisciplinary model for the analysis of meanings and life plans of academic staff in higher education years. Case: Universidad de Sonora.	It proposes a contextualization of the retirement of certain professionals in the state of Sonora, returning to retirement policies as well as theories and communication strategies. Presents the use of qualitative and quantitative elements for research. Among his findings, innovation stands out to improve knowledge and develop a life plan for the retirement stage (Durón, 2016).
Emotional intelligence in primary education and its relationship with academic performance.	The document presents ideas about emotional intelligence, considering it as a personal and affective skill, in primary school, with different dimensions that cover understanding, perception and regulation (Valenzuela-Santoyo; Portillo-Peñuelas, 2018).

Table 2: Information in the State of Sonora

Source. Elaborated based on Pérez (2018), Durón (2016), Valenzuela-Santoyo y Portillo-Peñuelas (2018).

Text title	Content
Evaluation of teaching performance, stress and burnout in university professors.	The article presents research that shows the relationship between teaching performance, stress and burnout through a correlational study. The tools they used were a Teacher Burnout Questionnaire and the Cohen Perceived Stress Scale. It does not present stress management strategies, but it does present the relationship between lack of organization and teacher performance as elements concatenated to teaching performance. (Cárdenas Rodríguez, Méndez Hinojosa, González Ramírez, 2014).

Table 3. Information in the State of Nuevo León

Source: Preparation based on Cárdenas Rodríguez, Méndez Hinojosa, González Ramírez (2014).

Text title	Content
Teaching working conditions: Contributions from Mexico in a Latin American study.	The article is about teaching work in Guanajuato, using an exploratory study on teaching working conditions and health (Rodríguez, 2012). It presents the deficiencies of the teacher's work environment, but does not show strategies to cope with stress.
Psychology for the teacher. Considerations on the risks and challenges of teaching practice.	The text is about the role that the teacher plays in class and the elements that affect their work, such as teaching, evaluation, training, leadership and communication, among others (El-Sahili, 2010).
Employment situation of academics in higher education institutions. León, Guanajuato, 2012-2015.	The article is about a research carried out between 2012 and 2015 on the context of four educational institutions in relation to gender and academic professional development, it does not present strategies to manage stress but it does refer to the context of teaching work as a factor. that influence the teacher's performance (Cánovas, 2017).

Table 4. Information in the State of Guanajuato

Source: Elaborated based on Rodríguez (2012); Sahili (2010), y Cánovas (2017).

although it is a research on the retirement stage, it does not mean that the topic can be a cause of stress for certain teachers, which is why innovating in knowledge and planning for the future can be strategies to confront teacher stress in relation to this topic.

Finally, it is worth mentioning the work of Valenzuela-Santoyo and Portillo-Peñuelas (2018) in which emotional intelligence stands out as a useful skill in academic performance in primary education. This skill can also be effective in the performance of teaching work, which is why it has been taken into account for this research.

STRESS MANAGEMENT STRATEGIES IN THE STATE OF NUEVO LEÓN

The Scielo and Redalyc databases did not provide information on the search for stress management strategies in the State of Nuevo León with the search categories. And the Google Scholar search engine provided various elements; Table 3 presents the text found that shows a relationship with stress management strategies in this State.

In addition to this text, another research article was found titled “Burnout syndrome in higher education teachers” (Terán Cázares; Rodríguez Garza; Madrigal Lozano, 2016) that was carried out at a certain university in the northern part of Mexico. This work presents the evaluation of the “burnout teacher syndrome” in several teachers and presents the use of the Maslach Burnout questionnaire. Among the strategies for coping with stress, it mentions recreational activities such as practicing relaxation exercises, listening to music, meditating, leading a healthy life, doing physical activity, psychological therapy and practicing control techniques, which can be beneficial actions to reduce burnout.

From the information found, it can be mentioned that the efficient organization of the institution and the fact that the teacher

is fulfilled, can be elements that affect their performance and therefore their abilities to regulate stress, which can be put into practice through recreational activities.

STRESS MANAGEMENT STRATEGIES IN THE STATE OF GUANAJUATO

Regarding the information searched in the Scielo and Redalyc databases, it must be mentioned that they did not present information on stress management strategies, and the Google Scholar database presented several results, among the works found in the search. of information from this state, with the categories used, the work “Teaching practice: an emotional experience” was found, corresponding to the state of Campeche, which presents an analysis of the emotions of teachers during their practice and the way in which they redesign their sessions in order to renew their class (Reyes, 2018), it is important to take this information into account because it provides a different strategy for teachers to manage their stress: renewing the way in which the professor teaches their class. The texts that provide information on teaching work corresponding to this state are presented in Table 4.

About the authors presented Rodríguez (2012) and Cánovas (2017) agree on the approach to the teaching work context as an element that affects the work of teachers. From this idea it can be mentioned that the environment, climate and work culture are factors that affect the performance of professors, which is why I can affirm that working conditions influence teaching stress and the improvement of They could be considered as a strategy to reduce it.

Furthermore, Sahili (2010) mentions that physical exercise, adequate nutrition, practicing good humor, showing a positive attitude, carrying out relaxation activities, listening to music and developing resilience

are part of a person's stress management exercise. adequate teaching practice.

STRESS MANAGEMENT STRATEGIES IN MEXICO CITY

The Scielo and Redalyc databases did not present information on stress management strategies in Mexico City, with the search categories that were used. And the Scholar Google search engine presented various results, which do not correspond to Mexico City. The texts that appeared on stress, burnout and emotional attention correspond to other states or other countries, such is the case of the work titled "Burnout syndrome in teachers", which corresponds to researchers from Chihuahua, which deals with a study carried out on teachers of a secondary school, using the phenomenological paradigm, considering stress, the teacher, the student and the institutional environment as relevant elements of the research, its tools to collect information were the questionnaire and the field diary, among its recommendations They stand out: the improvement of working conditions for teachers, the development of stress management programs, providing psychological help, evaluating teachers and for the institution to manage the workload of teachers (Rodríguez, Guevara, Viramontes, 2017). These proposed solutions are a set of strategies that could benefit the work of teaching staff, helping them to manage or cope with stress.

STRESS MANAGEMENT STRATEGIES IN THE STATE OF MEXICO

The Scielo and Redalyc databases did not present information on stress management strategies in the State of Mexico. Below, in Table 5, certain results found in the Scholar Google search engine are presented.

Some works found corresponded to other States, as is the case of the research titled

"Organizational sources of stress in primary education teachers and their relationship with the number of students served" (Madrigal, Barraza, 2014), which corresponds to the State of Durango, and presents the factors that generate stress in teachers using the Scale of Organizational Sources of Teacher Stress, another research found was the work titled "Prevalence of Burnout syndrome in teachers of the Autonomous University of Baja California, Mexicali, Mexico " by Palmer, Prince, Medina, Figueroa, López, Rodríguez, (2016), which shows the analysis of burnout carried out at the Autonomous University of Baja California through two questionnaires, one from Maslach and the other sociodemographic.

It must be emphasized in the text by Salas and Barraza (2017) that among the strategies that teachers used the most were the search for alternatives to solve stressful problems, planning activities and thinking positively about situations.

Another point worth observing is that Ramírez Velázquez (2012) and Reyes, Ibarra, Torres, Razo (2012) agree that the work environment is a factor that influences teacher stress.

STRESS MANAGEMENT STRATEGIES IN THE STATE OF VERACRUZ

The Scielo and Redalyc databases did not present information on stress management strategies in the State of Veracruz, with the search categories presented. The Scholar Google search engine presented few results related to teacher stress, which are presented in the following Table.

Among other results, the search engine presented articles related to the nursing profession and emotional intelligence (Espinoza, 2018), as well as related to the psychosocial care of parents in a neonatal intensive care unit (García, 2019). Regarding

Text title	Content
Work stress in administrative assistants and secretaries in a public university in the State of Mexico.	In his research on work stress, he identifies the factors, both personal fulfillment and aspects of the physical conditions of work, that affect the performance of administrative workers at the Autonomous University of the State of Mexico through an educational intervention program. His proposed solutions are the construction of coexistence spaces, carrying out self-care exercises, meetings to exchange experiences, respecting rest and work hours, planning activities and establishing objectives, among some others (Ramírez, 2018).
Chapter 3. Proactive coping strategies for work stress used by primary school teachers.	In the book chapter they talk about the coping strategies of school zone 114, among the strategies they propose they propose looking for alternatives to solve stressful problems, planning activities and thinking positively (Salas and Barraza, 2017).
Stress and burnout in high school teachers.	This article is a work that describes the presence of stress in teachers, evidencing emotional exhaustion due to the teacher's work demands. One of the tools they used was Maslach's Burnout questionnaire. Regarding stress management strategies, it is proposed to hold periodic meetings between teachers to intervene in the face of adversity (Amador, Rodríguez, Serrano, Olvera, Martínez, 2014).
Teaching work on the margins and its effects on health: Perception of teachers at a boarding school for nuns in the State of Mexico.	The article analyzes and describes the work experience of teachers in a boarding school located in Chalco, where there is deterioration in emotional and physical health due to the demands and working conditions. The text lacks teaching stress management strategies (Ramírez, 2012).
Stress as a risk factor in health: differential analysis between teachers from public and private universities.	The research presents stress levels, as well as the factors that affect it in public and private universities through a diagnosis, sampling techniques and interviews. They present that the aspects that affect teacher stress are: the family context, the type of work, the benefits and the work environment, as well as the time that teachers spend in front of the students (Reyes, Ibarra; Torres, Razo, 2012).

Table 5. Information in the State of Mexico

Source: Ramírez (2018); Salas y Barraza (2017); Amador, Rodríguez, Serrano, Olvera, Martínez (2014); Ramírez (2012); y Reyes, Ibarra, Torres, Razo (2012).

Text title	Content
Stress level in university teachers.	The research presents the stress levels of teachers in the areas of health and humanities of higher education in Veracruz. The instrument they used was the Kenneth M. Nowak Stress Profile test. Among the strategies it presents, it suggests contextualizing the situation, avoiding perfectionism and identifying priorities, among others (Barradas, Trujillo, Guzmán, López, 2015).
Stress and professional burnout in technological higher education teachers in Veracruz, Mexico.	The study presented in this work covers the analysis of four institutes that are part of the Tecnológico Nacional de México in the State of Veracruz, in which the MBI test or Maslach Burnout Inventory was used, the results show that teachers present low levels of stress. Among the strategies to improve work, the authors recommend: strengthening the organization, having clear work roles, recognizing and valuing teachers according to their achievements and effort, as well as promoting an adequate work environment (Villarruel, M; Chávez, R; Hernández, I; Naranjo, F; Salazar, J; Roque, E Robert, R., 2018).
Emotional intelligence in full-time teachers at a higher education institution in Coatzacoalcos.	Sainz's work; Aguirre, Sánchez and Cruz, (2016) had the purpose of measuring the emotional intelligence of teachers, using as an instrument the "Traits of Metaknowledge about Emotional States Scale" (TMMS-24), the results showed that the majority of teachers regulate appropriately their emotions. Among his recommendations to strengthen emotional intelligence, the proposal to raise awareness among teachers, have a psycho-pedagogical health department and implement a program in which they teach literacy about emotions stands out.
Study of the relationship between Burnout Syndrome (BTS) and the age of teachers at private universities in the city of Xalapa, Veracruz, Mexico, Year 2013.	García Castañeda (2013) analyzes the relationship between the SQT and the age of teachers. To develop this research, the author used the Maslach Burnout Inventory Educators Survey (MBI-ES) questionnaire. Part of her conclusion shows that full-time teachers manifest SQT. She takes up the organizational climate as an element that affects teaching performance.

Table 6. Information in the State of Veracruz

Source: Barradas, Trujillo, Guzmán, López (2015); Villarruel, Chávez, Hernández, Naranjo, Salazar, Roque, Robert (2018); Sainz, Aguirre, Sánchez, Cruz (2016); y García (2013).

the contents presented with this search, in the table, it can be seen that most of the works measure the level of stress in teachers, and only one refers to the emotional intelligence of the teacher as an element for their adequate emotional performance., the latter takes up, similar to the authors of other works, the organizational climate as a factor that affects teaching performance.

STRESS MANAGEMENT STRATEGIES IN THE STATE OF PUEBLA (2010-2020)

In the case of the State of Puebla, the Scielo and Redalyc databases did not provide information on the search for stress management strategies and the Google Scholar search engine presented varied results that are not directly related to stress management among teachers., such as the work of Armando Sánchez and José Contreras (2017), who present information about the way in which knowledge can be “transferred” through activities, such as academic events and publications in higher education, the results found in this search engine they are found in Table 7.

Regarding the information from the text presented in the table, it can be highlighted that Martínez’s (2014) research takes into account the behaviors and elements that make up the performance of a social function in the educational institution.

The work of Torres García, (2014) is related to the research topic of this work because it presents teaching stress management strategies and its proposals coincide with those of the Operational Manual of Álvarez Martínez, et al (2020), since the authors of this text propose physiological deactivation that includes breathing exercises, relaxation and full attention or mindfulness, which is considered a type of meditation which can be practiced by teachers. From these ideas it

can be confirmed that some of the strategies to manage stress in the State of Puebla include the practice of meditation and breathing exercises.

PLACES IN LATIN AMERICA

This section of the work presents other texts that were found in the search for information with the research categories, but corresponding to other countries in the Ibero-American zone. Among these data was the thesis, from Argentina, entitled “Psychosocial resources and stress management in teachers” that presents an analysis carried out on a group of teachers, based on certain tests such as the Lazarus and Folkman coping scale and Maslach and Jackson’s Burnout Inventory (MBI) to measure stress, their results showed that job satisfaction and teaching self-efficacy are shown as psychosocial resources that modulate work stress (Menghi, 2015).

Likewise, it mentions that the actions that include coping encompass observation, (self) evaluation, analysis, reflection, dialogue and changing the context or changing the interpretation of the situation. Adding to this information that refers to Lazarus and Folkman (1986) mentioning the physical, psychological, and social resources that the subject has to cope with stress. Among other authors, it takes up Fierro (1997) who presents certain behaviors to deal with stress such as: social communication, the search for information and support, attachment, aggression and defense, among others. These data are important because they present a classification of responses to stress, actions, resources and behaviors that involve coping with stress and that may be present in the teacher’s work performance.

From Spain, the work titled “Psychosocial factors and risks, forms, consequences, measures and good practices” from the Autonomous University of Madrid was

Text title	Content
Coaching and meditation for the management and prevention of work stress in teachers.	Torres García, (2014) in his thesis he presents what work stress is and how it affects work. He uses description and a questionnaire as research tools to identify teacher stress. The strategies he proposes to manage stress are meditation, breathing exercises, emotional release techniques, coaching and neurolinguistic programming (NLP).
Exploratory study of the social representation of the teacher-student relationship in the morning high school of the Benemérito Normal Institute of the State of Puebla.	This document is a thesis about the roles and behaviors, which considers the dimensions: affective, institutional and social, presented by teachers and students at the BINE of Puebla. Use observation and interview as research tools. Its proposal is to promote the opening of dialogue spaces for teachers, with the purpose of exposing their teaching practice, and for students with the objective of knowing their perception of the environment (Martínez, 2014).
Operational manual of the Emerging Course for the Remote Psychoemotional and Psychosocial Care Brigade during the COVID-19 pandemic in Mexico. Module 1.	This manual presents content on what an emergency is, what a crisis is, general information on psychological first aid and crisis intervention techniques that include physiological deactivation, acceptance and commitment therapy, the progressive muscle relaxation technique of Jacobson, among others (Álvarez Martínez, Andrade Pineda, Vieyra Ramos, Esquivias Zavala, Merlín García, Neria Mejía, Sánchez Hidalgo, 2020).

Table 7. Information in the State of Puebla

Sources: Elaborated from Torres García (2014), Martínez (2014) y Álvarez Martínez, Andrade Pineda, Vieyra Ramos, Esquivias Zavala, Merlín García, Neria Mejía, Sánchez Hidalgo (2020).

found, which presents information about the effects of psychosocial risks such as violence, harassment and burnout, among others. others, the evaluation of these risks and intervention based on evidence on these practices; and among the activities they propose to deal with stress are relaxation techniques, meditation, biofeedback, cognitive behavioral therapy, physical exercise, work design and promotion of social support, among others (Moreno Jiménez; Báez León, 2010). This information is relevant because teachers are not exempt from experiencing workplace harassment or some type of violence, which is why these types of strategies can also provide tools to efficiently deal with stress.

The work titled “Emotional intelligence and teaching work in basic education” was also found, which deals with the theoretical elements of emotional intelligence (EI) and the research process on EI in secondary school teachers, in addition to presenting a proposal to implement a workshop (Samayoa, 2012), and the work of Body, Ramos, Recondo, Pelegrina, (2016), which shows a study in which he exposes the integration of mindfulness into a program for teachers,

which provided positive results.

These works are evidence of research that is being carried out in other parts of the world, related to the topic of stress management.

From Colombia, the work of Díaz, López and Varela (2012) was found, which deals with the factors that are related to burnout syndrome in teachers in Colombia, and for which an ED-6 teacher stress scale and a CSI coping strategies inventory and it was recommended to integrate workshops to promote the practice of stress coping strategies, such as cognitive restructuring, emotional expression, conflict resolution and social support.

From Ecuador, the thesis titled “Teaching stress and coping strategies in teachers at the Technical University of Ambato” by Díaz Martín (2018) was found, which deals with the relationship between teaching stress and the coping strategies of teachers who They work at that university, in which actions such as solving the problem, seeking social support, undertaking a social withdrawal and carrying out cognitive restructuring are part of the actions to deal with stress. And the work of Menéndez, Calle, Delgado, Espinel,

Cedeño (2018) that presents information about Burnout syndrome and nursing staff in a province of Ecuador, what is taken into account in this work is that it considers work factors, social and environmental as possible causes of stress, similar to Rodríguez (2012) and Cánovas (2017), likewise, this research used the Maslas scale. And among the strategies it proposes are: performing physical exercise, practicing relaxation (muscle) or cognitive techniques. These proposals agree with those of Sahili (2010) and Moreno Jiménez et al (2010).

CONCLUSIONS

The located texts that are related to the research topic of this work addressed the following topics: stress in teachers and administrative assistants, the measurement of emotional intelligence in teachers, the relationship between teaching performance, stress and burnout; the challenges of teaching practice, teaching practice as an emotional experience, the roles and behaviors of the student and the teacher as well as the organizational elements or factors that influence the work performance of the staff.

We can corroborate this information in Rodríguez (2012), Cánovas (2017), Rodríguez, et al (2017) and Martínez (2014) who agree on the presence of different elements of the work environment that affect teaching performance, and the latter confirm that Improving the conditions of teaching work helps in the performance of their work. Furthermore, Ramírez (2018) agrees with these researchers in the presence of different factors that affect the performance of assistants, administrators and secretaries in the educational institution. Other authors who agree with these ideas are Reyes et al (2012), as they refer to benefits, the work environment and the time teachers spend in front of students as aspects that affect teacher stress.

Other works found, related to professional work, presented topics about burnout and nursing staff, stress among students, stress in assistants and administrative workers, analysis of the working conditions of teachers, analysis of the context of educational institutions and on the retirement of certain professionals.

Already, certain authors such as Barradas Alarcón et al (2015), Villarruel et al (2018) and García (2013) talk to us about teacher stress as a topic more focused on measuring this factor instead of delving into the proposals to manage or face the problem. stress.

In opposition to these works that focus more on the measurement of stress than on the proposals is Sainz et al (2016) who, through their work on the measurement of teachers' emotional intelligence, suggests raising awareness among teachers and having a department of psycho-pedagogical care as well as implementing a program to support teachers in the management of emotions, complementing their ideas. Menghi (2015) and Díaz Martín (2018) agree on taking into account actions that facilitate coping with stress, it must be taken into account that Even though these authors are from different countries, they agree on this point.

In relation to the strategies found for managing or coping with stress, which can be useful to teachers, there are:

- Contextualize the situation and organize by identifying priorities.
- Perform actions such as planning and thinking positively about situations.
- Apply emotional intelligence, which involves identifying and regulating emotions.
- Modify the problem or change the person's perception of it.
- Focus on resolving the situation by analyzing it from different perspectives.

- Practice leisure activities, such as painting, reading, physical or sports exercises, meditation exercises such as mindfulness, which are part of self-care exercises.
- Find spiritual and/or social support, which may involve seeking professional help or joining a support group.
- Renew the way in which classes are taught and innovate in knowledge.
- Hold meetings between teachers to intervene in the face of adversity.
- Build spaces for coexistence, respect hours of rest and work, planning activities and establishing objectives.

Other actions such as practicing assertive skills, applying relaxation techniques, biofeedback, cognitive-behavioral therapy, job satisfaction, teaching self-efficacy, solving problems that arise and carrying out cognitive restructuring are resources that regulate stress. In addition, actions such as eating healthy, practicing good humor, listening to music and developing resilience are part of a healthy teaching practice.

Adding to this information is the fact that the way of organizing within the institution is strengthened, as well as the fact that work roles are clear, the performance of teachers is recognized and valued, in addition to promoting an adequate environment. work (Villarruel, M; Chávez, R; Hernández, I; Naranjo, F; Salazar, J; Roque, E Robert, R.,

2018) are factors that, when improved, will promote the reduction of stress.

Regarding the tools to measure stress, different researchers claim to have used the Maslach Burnout Inventory (MBI) questionnaire or Maslach and Jackson's Burnout Inventory, the Lazarus and Folkman coping scale, the ED-6 teacher stress scale, a inventory of CSI coping strategies, the Kenneth M. Nowak Stress Profile test and the development of the measurement instrument itself based on actions such as interview, diagnosis and description, which served as research techniques based on the which information was obtained.

Regarding the amount of data found, it must be mentioned that the information found about teacher stress management and management strategies, as well as emotional care for teachers, psychoemotional and psychosocial care in Mexico has been limited, since in other countries such as Argentina, Spain, Colombia and Ecuador are analyzing and applying stress management strategies such as emotional intelligence or mindfulness to regulate emotions; reason why it can be stated that this area of research is a field of opportunity to explore, innovate and generate proposals for strategies with the purpose of improving teaching performance, as well as the development and practice of stress management strategies in the climate and organizational culture of educational institutions in Mexico.

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