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DEVELOPMENT"

ABSTRACT OF DOCTORAL THESIS

FINDINGS AND IMPROVEMENT INVESTIGATIONS ON THE
PHENOMENON OF PROFESSIONAL STRESS OF EMPLOYEES IN
PRE-UNIVERSITY EDUCATION
AT MARAMURES COUNTY LEVEL

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KEY WORDS AND PHRASES:

- occupational stress;
- stressors;
- occupational health;
- educational unit/school;
- workers;
- pre-university education;
- occupational risk factors;
- personality traits;
- dysfunctional personality traits.

The doctoral thesis "Evidence-based and ameliorative investigations on the phenomenon of professional stress of employees in pre-university education in Maramureş County" contains five chapters. The first three chapters make up the theoretical part of the thesis and the other two chapters make up the practical-applicative part of the thesis and present the research approaches carried out to study stressors, socio-demographic and descriptive parameters of work systems with the aim of identifying strategies to improve the occupational environment in pre-university education.

Chapter I of this paper, "Stress - a multidimensional approach. Individual and contextual dimensions of stress", includes conceptual delimitations, theories and interpretative-explanatory models of stress, strategies and mechanisms of (self) defence against stress as well as their particularization for the field of education.

The theoretical synthesis of the research in the field was made, which aimed at identifying individual, socio-occupational and organizational factors that generate stress and illness, respectively identifying protective factors, and individual cognitive resources for prevention and resistance to stress.

In the paradigmatic evolution of the concept of stress, starting from H. Selye, nuances and additions have been presented resulting from the consideration of the specificity and adaptive complexity of the human psyche in relation to the adaptive versatility of human society, highlighting in the stress reaction, the complex association of cognitive, behavioural, and emotional responses, developed differently, depending on personality traits, personal experience, genetic (biological, emotional substrate of previous generations) or social (archetypal patterns described by Jung as the social-cultural model of the community). Within the physiological model of stress and response, in disagreement with the concept of one-dimensional activation, current theories support the typicality of response, conditioned by both individual and circumstantial traits. The stressor, through its characteristics, conditions reactions and subsequent effects on the individual. Subjective perception, as a result of both one's own experience and the innate characteristics of the individual, between the demands of the stressor and the individual's resources to respond appropriately, generates phenomena and manifestations of the psyche at the emotional, behavioural and cognitive levels, as well as memory engrams of both the external context and the physiological and pathophysiological

mechanisms within biological reactions, subtly differentiating future reactions to similar stressors.

The limitations of the causal model, primarily related to the low practical value of the inflexible categorization of stressors into independent variables or dependent variables, have been highlighted, showing the importance of the mutual conditioning approach.

In the framework of the interactionist-ecological model of stress, contemporary social particularities have been pointed out, which determine responses that diminish the adaptive capacity of the individual as well as the influence on the state of health from everyday hassles. The characteristics of the transactional model were highlighted, emphasizing the person-environment relationship as dynamic, mutual and bidirectional, as well as the relationship between the transactional model of stress and the health psychology model by comparing the variables involved. This was followed by the presentation of the models of occupational stress and emotional reactions to stress.

The multidimensional strategies of control and adaptation to stress, coping styles with their characteristics and consequences as well as current theories in the field of coping types were followed by the presentation of professional stress issues through explanatory models of teachers' professional stress.

Evidence from numerous studies has placed perceived self-efficacy as a moderating variable of the stress response. Since perceived self-efficacy has a longitudinal, long-lasting effect on depersonalisation and a synchronous, immediate effect on personal achievement, interventions to prevent and reduce the manifestations of Burnout Syndrome should therefore take into account the level of perceived self-efficacy of employees. The presentation of the stress-self-efficacy relationship as a bidirectional one, with self-efficacy being able to generate, in turn, professional stress, was exemplified by interlinking it with students' behaviour. Thus, emotional exhaustion being a long-lasting manifestation of burnout, together with the persistence of stressors, such as that represented by disruptive student behaviour, will lead to the persistence of perceived low self-efficacy. Teachers will consider students guilty of this threat to their self-efficacy, which will lead to a distancing attitude of teachers towards students, in fact to the expression of depersonalisation, a dimension of burnout.

Teachers' professional involvement being both cognitive and affective, teachers' perception of stressors as well as their coping is also influenced by the degree of their affective involvement. Research results have led to the correlation of stressors with negative emotional reactions, showing the essential role of personality mediators and coping skills. At the end of

the chapter, meta-analysis or synthesis studies were summarized that looked for correlations between variables similar to those in the present paper.

In the second chapter "Quality of life and health status - interrelated multidimensional concepts" the two concepts were presented from the perspective of the interrelation of their multiple dimensions.

Quality of life being a concept that needs to be extended from individual life situations to collective ones (Zamfir, E., Precupețu, I., coord., 2018), the individual, subjective approach to the perception of quality of life is integrated and interpreted in the context of the social group of belonging and within it, the occupational group plays a fundamental role in the determinism of life quality. The occupational environment, representing a whole, relatively separate universe, which integrates and interconnects with the other dimensions of quality of life (physical, social, emotional, cultural, etc.), can also provide social acceptance and value, future projection of existence and development, and therefore, in fact, increase the quality of life. The role of personality traits in the perception of quality of life, the role of the Big Five model in the concept of personality, the correlations of the Big Five model factors with some psychological constructs as well as multidimensional, global instruments designed to assess quality of life along with public domain personality scales have also been summarized in the essential aspects that target the variables pursued in the present research.

The third chapter, entitled "Health surveillance of employees in the Romanian education system", describes the main features of the Romanian occupational health system. We have started with the types of organisations involved in health surveillance, which are grouped into two categories, as follows: those having as their main field of activity the medical field and those outside the medical field but directly involved in health surveillance of workers. At the same time, the legal rules in the field of occupational medicine were summarised.

These legal rules establish the minimum requirements for medical assessments in addition to the actual medical examination, depending on the noxious substances present in the workplace, the mandatory periodicity of these assessments, the contraindications to exercising a profession depending on the worker's illnesses and the risks to which he/she is exposed, the format of the documents on which the results of these assessments are recorded, as well as methodological aspects related to the conduct of work in occupational medicine.

The structure of a workplace health programme represents, synthetically, the principle of identifying, assessing and mitigating risks at workplaces, with the cycle of periodic improvement and feedback in the prevention activity contained in the international standards

mentioned; this structure illustrates the unity in the activity of the two components, namely occupational safety and occupational health (Figure III.1).

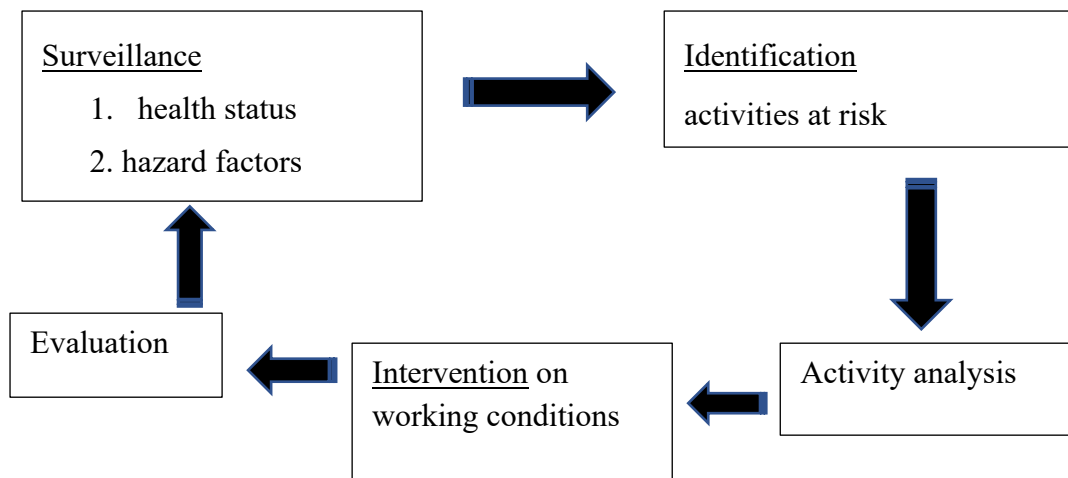


Figure III.1. *Components of an occupational health and safety programme*

Risk assessment methods within a work system have been categorised into pre- and post-'event' methods respectively, according to their relationship to the time of assessment versus the time of the event (hypothetical or produced).

The fourth chapter of the paper presents the coordinates of pedagogical research.

Our research aimed to study stressors and individual and workplace characteristics in a sample of workers in pre-university schools in Maramureş County.

Thus, the present research aimed to study the perception of workers on stressors, on some parameters describing work systems and, above all, on those related to the social environment, on some socio-demographic indicators, as well as on the associations between them, at the level of samples represented by school units in Maramureş county.

The research questions that direct and guide future actions are those related to the formulations "To what extent the size and associations of the mentioned parameters are particular to each school, requiring particularised improvement interventions" or, if not, whether conclusions with a significant, applicable, generalising character can be extrapolated for improvement purposes. The research carried out had the following objectives:

- to identify the main occupational and non-occupational stressors in school workers and to compare their magnitude by school compartment, mainly targeting teachers;

- measure some dimensions of stressors, socio-demographic indicators of workers and descriptive parameters of work systems in schools, as well as some personality traits of workers and types of coping used;

- to establish the associations between these parameters at the level of the whole study population and, differentially, by sampling, at the level of randomly selected schools. A particular point of interest is the comparative tracking of these associations by some socio-demographic indicators (biological gender, type of residence) and activity compartment;

- to highlight some general conclusions, valid at the school level, and to formulate, based on the results, some recommendations with the aim of improving and guiding future research on the issues addressed by this thesis.

The research presented was descriptive, exploratory, and correlational, using the questionnaire survey method.

The research was of a mixed type - qualitative and quantitative and has a practical-applicative character, based on deductive and inductive reasoning.

It was sought to what extent the dimensions of the stressors, as well as the values of the other parameters resulting from the application of the items of the questionnaires used, achieve distributions as significant associations, particularized in each school unit and that create both the organizational specificity of these variables. and the elements of generality that allow the extraction of generalizing conclusions with improving implications, through a research with inductive, deductive, prospective, improving, complex, and multidisciplinary character (Ionescu, M., Bocos, M., coord., 2017).

The research questions that guided our approach were the following:

"Are there significant associations of stressors (occupational or outside the workplace) with perceived parameters of the work system, with individual worker characteristics, and primarily those represented by personality traits and socio-demographic indicators?"

"Are there values of the magnitudes of these variables that are noteworthy in terms of their potential for seriousness and, possibly, subsequent improvement?"

The research approach aimed to test the following basic research hypotheses:

1. Workers' perceptions of stressors correlate significantly with individual and workplace characteristics, differentially, depending on the targeted characteristics of the stressors, namely frequency, level, and evolution over time.

2. Workers' perceptions of some stressors are frequently positively and significantly associated with perceptions of other stressors.

The characteristics of the workplaces followed were those laid down in the practice and legislation on workers' health surveillance, being occupational risk factors. Individual worker characteristics were represented by individual socio-demographic factors and personality traits.

Individual characteristics of the worker were also represented by their work capacity, coping methods for stressors, and level of depression and anxiety. These may be relatively stable over time, less so than job characteristics and personality traits.

In research, we integrated the following research methods: survey method, document research method, and observation method.

The research instrument used was a complex, multidimensional questionnaire. This questionnaire was constructed based on the following research objectives:

1. To identify and measure the dimensions of the main occupational and non-occupational stressors in school workers, mainly targeting teachers. Part I of the questionnaire administered, entitled "Stressors", nominated the targeted stressors and their dimensions. In addition, the questionnaire allowed the respondent to nominate any other stressor, both at and outside the workplace, through free text headings and in this way to identify all stressors in order to comprehensively achieve the research objective.

This part of the administered questionnaire is original, naming and allowing the measurement of occupational stressors common to all workers in schools, but also specific to teachers, while allowing free wording from the respondent for stressors, not explicitly mentioned. A major element of originality of the questionnaire, representing a first approach, is the mention, alongside the frequency and level dimensions of the stressors, of the dimension of the evolution over time of the stressors. Thus, the questionnaire itself was designed to identify and measure stressors in three dimensions.

2. Measurement of some characteristics of workers (socio-demographic indicators, personality traits, coping types used, work capacity, anxiety, etc.), descriptive parameters of work systems in educational establishments through part II of the questionnaire, with 4 versions. Version V1 of Part II of the questionnaire contained an original adaptation of the identification sheet of occupational risk factors, which allowed, through the formulations carried out, both the identification of workers' perceptions of noxious and overloads, as well as the scoring of some of them and thus the achievement of descriptive and associative measurements. In addition, the free-text formulations allowed to reveal additional information to that given by the predefined response fields of the questionnaire.

3. Establishing associations between variables by structuring the questionnaire to allow for measurable, comparable responses, mainly through Likert-type scale responses and the use of validated questionnaires that allowed for specific scoring within them.

It was assumed that descriptive variables of work systems, personality traits and socio-demographic indicators influence workers' perceptions of stressor dimensions. In this sense, strictly concerning this starting point, strictly illustrative, the variables studied could be classified as follows:

- Independent variables, mainly represented by socio-demographic characteristics, work system characteristics and personality traits;

- dependent variables, mainly occupational and non-work stressors.

Both the type of research used and the mutual interlinking of at least some of the variables being tracked do not allow a clear distinction between the two types of variables.

Thus, it is necessary to note, from the outset of the research, based on the evidence from research in the field, the relativity of the strict framing of a variable such as stressors, at least in relation to some personality traits, such as perceived self-efficacy, self-efficacy through central general evaluations (central evaluation scale), in relation to some indicators of the occupational social environment (such as communication relations with other participants in the school) or work capacity. Literature data suggest a reciprocal interconnection over time, which, while allowing for the categorical approach mentioned, in cross-sectional studies relativises conclusive generalisations in the absence of at least longitudinal evidence.

The aim was to determine the level of stressors at the level of the schools in the county and the four samples taken in the study and, at the same time, to associate the respective stressors with socio-demographic indicators, with the variables in the four questionnaires used (with work capacity, with the perception of the occupational risk factors of the jobs, with health status, with quality of life, with interpersonal conflicts in the occupational environment, with workers' anxiety and depression, with coping modalities - and with personality traits such as empathy, anxiety, self-efficacy, the core of the central evaluations and, in particular, with locus of control and with general dysfunction and specific traits).

It was examined whether occupational and non-work stressors are associated with each other and with the variables mentioned, differentially, according to the school unit, as well as determining the level of the parameters mentioned in each of the four questionnaires and the associations between them.

The large number of these variables made it necessary to group and administer some of them in one questionnaire applied, in the end, all of them were included in four questionnaires. Therefore, these variables were associated differentially, resulting in four versions of the administered questionnaire (V1, V2, V3, V4).

The questionnaire containing the stressors was paired with one of these four mentioned questionnaires. In the following study, the approach to the occupational stressors and the

variables observed, followed mainly the organisational level, the school, since policies on workers' health and safety are integrated, decided and implemented, in compliance with the legislation, through the participation, involvement and judgement of the responsible and decision-maker, the school principal. It is at this level that occupational safety and health management, the application of the OSHAS cycle and related legislation can be specifically tailored and adapted to the organisational climate and specific features of the school.

The questionnaire administered comprised two parts (Table IV.1):

Part I a, containing the assessment of stressors (noted "Stressors"), was administered to all participants.

- Part A (also referred to as "Common Occupational Stressors") included 25 occupational stressors, scored on a 3-step Likert scale with 3 dimensions: frequency, level, and comparison of stressor level to the previous year (Triff, D.G., Bocos, M.D., 2019).

A subdivision of the questionnaire asked the respondent to mention the presence of other occupational stressors, besides those mentioned, in free text form, the questionnaire allowing four nominations, and having four headings. This first part (Part A) included occupational stressors, common to all workers in schools.

- Part B comprised a grouping of 6 items covering stressors outside the workplace ("non-occupational stressors") with the same dimensions (frequency, level, and comparison with the previous year). Five stressors were nominated and in addition to these, a stressor "other variants", allowed the respondent to formulate, in free text, any other non-work stressor.

- Part C (also referred to as "job-specific stressors") comprised a set of six items, and was addressed to teaching staff only, listing job-specific stressors (also having the 3 dimensions mentioned), The school curriculum, at least through the common core, can be a source of stress at times, through the difficulty of adapting a large volume of information to an aptitudinally and motivationally heterogeneous class. Teachers prefer a greater weight of the curriculum at the school's decision, allowing flexibility of the educational process, its customization to the psycho-behavioural particularities of students, to the community distinction of the school, to the experience or conservatism or, on the contrary, to the innovative spirit of teachers (Bocoş, M., Chiş, V., 2013).

Table IV.1. Items of the "Stressors" questionnaire

Part A ("common occupational stressors")	Part B (non-occupational stressors')	Part C (teaching-specific stressors')
"Failure to make improvements at work", "Difficult communication with other	"Problems in personal life, "Relationships (conflicts) with those I live with",	"Insufficient means provided by the school to

<p>workers", "Episodic stress due to behaviour or remarks of some employees", "Low pay", "Increased workload", "Rigid working hours".</p> <p>"Career development limitations", "Periods of increased activity", "Risk of illness or injury at work", "Personal health problems at work", "Inappropriate workplace microclimate", "Verbal aggression from other employees", "Gossip or rumours about self", "Verbal aggression or gossip between employees", "Violence from other employees", "Verbal violence from some students", "Physical violence from some students", "Verbal violence from some parents", "Physical violence from some parents", "Difficult cooperation with some parents", "Difficult communication with superiors", "Difficult cooperation with some students", "Limitation of personal priorities", "Particular problems of discrimination or harassment (based on gender, ethnicity, nationality, language, religion)", "Daily filling in of documents"</p>	<p>"Problems of those close to me", "Personal health problems", "Health problems of those close to me"</p>	<p>carry out the teaching activity"</p> <p>"Constraints related to the inflexible curriculum"</p> <p>"Constraints related to the oversized curriculum"</p>
<p>Free-form questions and answers</p>		
<p>"OTHER SOURCES OF STRESS AT WORK"</p>	<p>„Other” (free text)</p>	<p>"OTHER SOURCES OF STRESS AT WORK"</p>

The last two sets of six items each presented to the subdimension of each item of the stressor level, a four-point Likert scale (with the meanings, respectively, of absent, low, medium, high) compared to the other two dimensions (frequency and comparison with the previous year), which had a three-point Likert scale (never, sometimes, frequently for frequency and, respectively, lower, the same, higher for comparison with the previous year). The questionnaire used to assess worker stressors was administered to all participants

Attached to the questionnaire scoring stressors, a second questionnaire, having four versions (denoted V1, V2, V3, V4), tracked different themes of interest as well as associations of component variables with stressors, as follows:

► Questionnaire V1 tracked: the worker's perceived work capacity (through the work capacity index, WAI), the workers' perception of the risks and overloads present at the workplace, through a questionnaire adapted from the occupational risk factor identification sheet (Appendix No. 1, part C), the perceived state of health and its comparison with the

previous year, the quality of life, compared to those around them, the level of anxiety or satisfaction and depression or enthusiasm of the last weeks (Workplace Anxiety-Satisfaction and Depression-Enthusiasm Assessment Scale), interpersonal conflicts at work through the Interpersonal Conflicts at Work Scale (Table no. IV.3).

WAI being available in English, without a license, was used by translating it into Romanian from English, by authorized translators, and then translating the Romanian version back into English, comparing the two versions. The wording of the questionnaire did not lend itself to different interpretations, because the items of the questionnaire in English are concise, and clearly formulated, referring mainly to the state of health, symptoms and signs related to it.

Both the Workplace Anxiety-Satisfaction and Depression-Enthusiasm Assessment Scale and the Workplace Interpersonal Conflicts Scale are validated questionnaires, adapted for the Romanian language, the result of an international project and can be obtained freely, without copyright, by downloading from the project's website (ResearchCentral Project, n.d.).

The Workplace Anxiety-Satisfaction and Depression-Enthusiasm Rating Scale has two dimensions that score anxiety (and its opposite, satisfaction) and depression (and its opposite, enthusiasm). High scores represent high Contentment (low Anxiety) and high Enthusiasm (low Depression). On the Anxiety-Satisfaction Rating Scale, a high score indicates a high level of satisfaction and a low level of anxiety and a low score vice versa (a high level of anxiety and a low level of satisfaction). On the Depression-Enthusiasm Rating Scale, a low score indicates a high level of depression and a high score a high level of enthusiasm.

Table no. IV.2. Questionnaires within V1 and tracked variables

Research tool	Source survey	Variables
Questionnaire „V1”	<p>own - overloads and workplace risks</p> <p>own - perceived health status</p> <p>own - the state of health compared to the previous year</p> <p>validated - the quality of life, by comparison with those</p> <p>validated around you</p> <p>validated - anxiety at work</p> <p>validated - depression at work</p> <p>validated - interpersonal conflicts at work</p> <p>validated - work ability (Work Ability Index, notated WAI)</p>	

The perceived state of health and its comparison with the previous year, as well as the quality of life, by comparison with those in the entourage, were evaluated through a question,

of personal design, on a 10-point Likert scale (for the state of health), respectively of 3 points for the other 2 items.

► Questionnaire V2 included the following topics of interest: empathy and anxiety as personality traits (through questionnaires adapted for the Romanian population of the Jackson Personality Inventory) (International Personality Item Pool, nd.), perceived global self-efficacy (Central Self-Evaluation Scale), general dysfunction and through specific personality traits (Personality Inventory for DSM 5 - Short Form – Adults). In the last one, the traits specifically scored were the following: negative affect, detachment, antagonism, disinhibition and psychoticism (Table no. IV.3)

Table no. IV.3. Questionnaires within V2 and tracked variables

Research tool	Source survey	Variables
Questionnaire „V2”	validated	- perceived global self-efficacy (Scale/Core of Central Self-Evaluations)
	validated	- anxiety
	validated	- empathy
	validated	- general dysfunction and through specific personality traits (Personality Inventory for DSM 5 - Short Form – Adults)

The following questionnaires are validated, adapted for the Romanian population, the result of an international research project, and are available without copyright from the project's website (ResearchCentral Project, n.d.):

- Questionnaires measuring empathy and, respectively, anxiety;
- Personality Inventory for DSM 5 - Short Form – Adults (American Psychiatric Association, 2016). The general personality dysfunction score and its subdomain scores were obtained by averaging the values of the item responses. These scores have been found to be reliable, easy to use, and useful in practice (ResearchCentral Project, n.d);
- The scale of central self-evaluations, synthetic personality trait integrates synthetically under the name "core of central evaluations", the four personality traits self-esteem, locus of control, neuroticism and general self-efficacy.

- Questionnaire V3 contained the following components (Table no. IV.4):
- socio-demographic indicators of the workers, such as age, type of residence (urban or rural), seniority as an employee in the school unit, and level of education;
 - the scoring of the way of coping in the conditions of confronting stressful situations through the Brief COPE questionnaire (adapted in Romanian after S.C. Carver, 1997), having mentioned 14 ways of coping, each of which has 2 items in the questionnaire, as follows: active coping, self-distraction (withdrawal from the problem situation), denial, turning to drugs or substances, emotional support, instrumental support, disengagement, expression of emotions, positive reinterpretation, planning, humour, self-blame, acceptance, practising religion; comparing the quality of life with those around you; for the use of this questionnaire, the steps mentioned for the use of the WAI were followed;
 - perceived global self-efficacy, also called the core of central evaluations, through the Scale of Central Self-evaluations (ResearchCentral Project, n.d.);
 - general dysfunction and through specific traits (Personality Inventory for DSM 5 - Short Form – Adults).

Table no. IV.4. Questionnaires within 3 and tracked variables

Research tool	Source survey	Variables
Questionnaire „V5”	validated	- 14 ways of coping (Brief COPE questionnaire, adapted in Romanian)
	validated	- Central Self-Evaluation scale (core of central evaluations)
	validated	- general dysfunction and by specific traits (Personality Inventory for DSM 5 - Short Form – Adults)

► Questionnaire V4 included the worker's perceived work ability (WAI), perceived global self-efficacy or the core of central evaluations (Central Self-Evaluation Scale) and dysfunction by specific traits as well as the general one by the Personality Inventory for DSM 5 - Short Form – Adults (Table no. IV.5).

Table nr. IV.5. Questionnaires within V4 and tracked variables

Research tool	Source survey	Variables
Questionnaire „V4”	validated	- Central Self-Evaluation scale (the core of central evaluations)
	validated	- general dysfunction and by specific traits (Personality Inventory for DSM 5 - Short Form – Adults)
	validated	- work capacity (WAI)

These four versions being associated with the questionnaire representing the stressors, a single version attached to the stressor assessment questionnaire was administered in a school unit, randomly, for each school.

Spearman's correlation coefficient was used for correlations between questionnaire variables. The correlation was considered significant at the probability level of $p=0.05$. Comparison of means between samples was performed, as appropriate, independent samples T-test, analysis of variance (ANOVA). The threshold value of statistical significance p was considered significant for $p=0.05$.

In the present study, the questionnaires were administered in the fall of 2022, before and during the scheduled periodic medical check-up at the school level. The workers' participation was voluntary, without constraints, with the participants being assured of the confidentiality of the data and the voluntary, non-obligatory nature of the testing.

The "Stressors" questionnaire and the "V1" version were administered in seven school units to a total of 264 workers. The school units were represented as follows: two kindergartens, two secondary schools, one school with inclusive special education, and two colleges.

The "Stressors" questionnaire and the "V2" version were administered in seven school units, to a total of 359 workers. The school units were represented as follows: two kindergartens, three secondary schools and two colleges.

The "Stressors" questionnaire and the "V3" version were administered in seven school units, to a total of 413 workers. The school units were represented as follows: one kindergarten, five secondary schools and one college.

The "Stressors" questionnaire and the "V4" version were administered in 4 school units, to a total of 143 workers. The school units were represented as follows: a kindergarten, two secondary schools and a college.

Results obtained for the total batch

A number of 1179 workers from 24 school units were involved in the research. From the total number of workers who received questionnaires, 1006 specified their biological gender. Among them, a percentage of 68.9% are female, and a percentage of 16.5% are male. From the total batch, a number of 885 workers specified their domicile, resulting in a percentage of 30.4% with a domicile in the rural area and a percentage of 69.6% with a domicile in the urban area. For this batch, the other socio-demographic indicators are presented in Table no. IV.10.

Table no. IV.10. The average values of some socio-demographic indicators for the total group

Variable	Age (years)	Seniority in the unit (years)	Height (cm)	Weight (kg)	BMI (kg/m ²)
Valid N	1001	814	747	753	1179
lack	178	365	432	426	436
The average	45.76	13.61	166.86	74.69	26.58
Median	46.00	12	166.00	73.00	26
Mode	46	15	165	80	28
Standard deviation	10.411	9.52	9.273	16.438	5.1

According to the compartment, the occupational stressors mentioned in free form were the following:

- workers in the management department (director and deputy director), mentioned "insufficient staff";

- the workers from the auxiliary department of the schools mainly mentioned the following stressors (in addition to those mentioned explicitly in the questionnaire): "noisy during breaks", "elaboration of centralized reports with very short deadlines", "activities beyond the norms of the function", "inappropriate environment (cold) in the school", "difficulties communicating with the management (principal)", "insufficient non-teaching staff";

- the workers in the non-teaching department of the schools listed, mainly, the following additional stressors: "low level of remuneration", "lack of granting increments compared to similar positions in other workplaces where they were granted", "recalcitrant parents", "noisy,

agitated, undisciplined, naughty children", "indiscipline of students during minibus transportation", "misunderstandings between colleagues in the non-teaching department", "lack of understanding from the superiors", "insufficient staff compared to the work tasks", "assigning additional tasks to the job description", "high volume of work", "physical effort", "the multitude of documents that must be drawn up".

Among the workers in the didactic department, by frequency, the most frequently mentioned (with more than 10 mentions) were those represented by the "low level of salary" (although this was also clearly mentioned as an item in the questionnaire) and the stressor represented by "naughty, noisy and uneducated children/students". They were followed, with more than 5 options, by bureaucracy through "the need to fill out documents", as well as "the large number of children in classes or groups". With more than 3 mentions, in decreasing frequency, followed "lack of teaching materials", "lack of breaks in some situations for the teaching staff" (especially for those in preschool, primary or special education), and "redistribution of hours to complete some departments", respectively.

For the "Other" item, from the group of "non-occupational stressors" that asked the respondent to mention other possible stressors, in the form of text, a percentage of 99.2% of all respondents did not fill in this field. A percentage of 0.508% of all respondents mentioned, in this field, one of the following stressors: "recent death of the mother", "problems with the children", "financial problems", "personal projects", "seasonal illnesses (flu, respiratory infections) of the child", "health of family members", "children's exams".

At Sample no. 1, a detailed study of stressors at the school level was approached, because the monitored variables, which characterize the work position, are those provided by the legislation on safety and health at work, being taken over in the study by adapting the identification sheet of occupational risk factors.

Conclusions on Sample No. 1

Respondents report a quality of life compared to acquaintances, between "the same" and "better". The percentage of those who report the presence of overloads at the workplace, respectively of the noxious agents, is as follows: overload due to neuropsychic stress (56%), visual overload (39%), auditory overload (38%), the presence of chemical agents (substances) (34%), the presence of disturbing noise (33%), the presence of powders (dust) (29%), the presence of musculoskeletal and joint overload (27%), the presence of manual manipulation of masses (21%), forced working positions (17%), the presence of disturbing microclimate (13%) and radiation (8%).

In this sample, overall stress at work is at a low to medium level. There are also relatively high levels of satisfaction (average score of 3.9 out of a possible maximum of 5), on the Anxiety-Satisfaction scale (and reduced those of anxiety), high levels of enthusiasm (average score of 4.2 out of a possible maximum of 5) on the Depression-Enthusiasm scale (with reduced values of depression), reduced levels of interpersonal conflicts at work (average score of 6.15 out of a possible maximum of 20), as well as values of workers' work capacity (WAI mean=43.05 out of the possible maximum of 49).

In this sample, the net proportion of female workers is maintained, and for each school separately, being between 2/3 and all workers. At schools located in rural areas, the proportion of workers with rural residences predominates, respectively at schools in urban areas, the proportion of workers with urban residences is clear. In the 6 schools where the V1 version of the questionnaire was administered, the "orthostatic", "seated", "bent", and "mixed" working positions, as well as the perception of the "presence of physical effort" do not achieve significant correlations with the other variables. The workers in these schools, regardless of their position, although they may perceive a predominant work position, do not present the need to maintain it for a long time, they may adopt any of the other work positions. The work position does not represent a significant occupational risk factor in education and has no significant associations with the other monitored variables.

Overstrain of the locomotor system is associated with heavy handling at work. This aspect is incorrect because in the school environment, the handling of weights is at most episodic, and inconstant.

For teachers and those in the auxiliary compartment, overloading of the locomotor system comes mainly from prolonged bending or sitting positions.

Reporting the results obtained in the current monitoring of the health status of workers in accordance with the legislation, it follows that the current practice of occupational medicine dilutes, at the level of education, precisely its preventive character.

Even concerning the legal requirements regarding the psychological evaluation and the contraindications for the exercise of the didactic function, there is an incongruity of the logic of the phrases representing the statements of the legal norms, but above all an impossibility of professional involvement of the occupational medicine specialist. The fact that mental disorders, of any nature, represent a legal contraindication to exercising the teaching profession (even temporarily), combined with the fact that the psychological evaluation is done at the decision of the occupational medicine specialist, leads to the increased probability of diagnostic errors.

Identification of psychiatric disorders during routine medical check-ups could be based mainly on history and behaviour. Or, as it was presented, the anamnesis in occupational medicine can be seriously affected by the interest of the worker related to the medical act, which makes those with mental disorders not report them, even conceal them, to obtain or not be conditioned in the aptitude for work. In the diagnosis of behavioural problems, the physician is also limited by the range of the medical examination and the ability to mask the behaviour on the part of the worker, frequently relying on other workers' accounts of the patient's behaviour, aspects that force the correct application of medical practice, in relation to medical ethics and deontology.

In order to use the psychological assessment of teachers, the occupational medicine specialist must contractually provide a higher price for the occupational medicine services, compared to the one that does not offer psychological assessment services. At the same time, an occupational medicine examination, like the psychological examination, frequently does not detect, cannot investigate and even more so, cannot improve, in a worker, "psychological disorders of any nature", if they are carried out at an interval of one year.

A higher frequency of examinations leads to a higher price. Or, at least at the level of schools, in the overwhelming majority of them being public ("state"), the essential criterion for contracting occupational medicine services is based on the minimum price, both in the tendering process and due to limiting considerations on the part of the limited budget compared to the complex requirements of the school and ensured, in turn, by the local administration, which has similar constraints, often even higher. Either way, the presented results show the importance of complex, general and individualized evaluations, approached progressively, differentiated, targeted and repeated and oriented, especially initially, for ascertaining and, later, ameliorative purposes. Of utmost importance and not to be neglected is the worker's trust in the professionalism of the doctor, the psychologist, and the risk assessor, which cannot be ensured by the current conformation of the occupational medicine system.

An identified solution is the one represented by the contribution of electronic databases and the computerization of the information circuit in occupational medicine. An adequate information system has many requirements. To be mentioned, first of all, those related to the traceability of the patient's data, which would allow the doctor to be informed of all the health problems of the worker, of the complete history of health problems. This desideratum imposes numerous requirements whose enumeration and detailing are difficult to achieve in this context.

However, some aspects cannot be overlooked. The current trend of sharing data in frequently distributed databases on remote servers in the so-called cloud is unthinkable for medical data. Even accidental access to such data is possible and likely. Although,

paradoxically, the solution can even come, seemingly rudimentary, from the data, in a standardized format, located on the computer and under the doctor's responsibility and which are transferred securely to another doctor, at his request, similar to the change of occupational medicine service provider.

The occupational medicine file that contains the data on the history of exposures to occupational risk factors and those related to the state of health in an electronic format complying with the requirements and standards (Triff, D., 2012), represents a tool of some utility in the management of risks, overloads and their effects, if it also contains the information on the stressors and their characteristics, both of the worker and those of the school, together with other variables associated with these stressors and results, as a result of the assessments in time, related to these stressors.

Conclusions on sample no. 2

Older workers feel more strongly the stressors represented by gossip, inappropriate remarks or, in general, verbal violence from colleagues. In secondary schools, older teachers are more often stressed by insufficient teaching materials. In secondary schools, workers have more expressed general dysfunction through maladaptive traits and, within them, that represented by antagonism manifested through a higher level of egocentrism and decreased empathy). The stressor of physical violence, from some students, is perceived by workers not only in schools and high schools, but also in kindergartens, and verbal aggression from some students is present not only in schools and high schools but also in kindergartens, which shows that the manifestation of acts of violence by students or children does not depend only on their age, but is a phenomenon present at all levels of education. It should be noted the presence of physical violence on the part of the students' parents, which, although it does not have a high frequency, due to its presence, is associated with increased levels of anxiety among the school workers and constitutes a major problem on the meaning of the educational environment, which the school can still represent, in which the employees report the presence of stress determined by the physical violence on the part of the parents. In addition, the manifestation of violence on the part of adults who also have the role of parents, limits to a minimum the effects of the school educational environment (even if they would be considered beneficial) through the counterweight received, in a negative sense, on the part of such parents.

Beyond the legal aspects, which nevertheless prevail, the meaning of the educational act for the students, as well as the meaning of the school, through those who represent it, are lost, both for the employees of the school and for the students. Without a decisive approach, both on the part of the legislators and on the part of those who are obliged to apply the law, but

also on the part of the entire group of school employees on the issue of physical violence expressed by adults or minors, to those who represent the school and the educational act, we cannot even talk about education. Either the data presented show the imperative, urgent, maximum priority character of exemplifying the suppression of acts of violence in the school.

Conclusions on sample no. 3

In all 4 schools followed, the general dysfunction related to increased personality traits is associated with an increased frequency of episodic stress given by the behaviour of other employees' remarks, which underlines the generality and the possibility of generalization of such a result. Some remarks or behavioural aspects of colleagues that are not superimposed on one's own norms or values of behaviour or dialogue more frequently cause relatively low-level stress (episodic stress) in those people who present more expressed dysfunctions of personality traits. It can be assumed that in these situations the stress is determined not by the actual remarks (it is a minor stress, reported as episodic) but by the general dysfunction of the personality traits of the worker who perceives such stress. Psychological counselling by highlighting during the consultation the worker's problem related to his personality dysfunction can significantly reduce the perception of the mentioned stressor.

In most schools, women are more stressed than men by the level of pay and the limitation of personal priorities, probably due to the roles related to, as well as the daily involvement in family life. Those living in rural areas frequently use humour coping and usually report more frequent or greater stress related to the problems of those close to them.

The fact that the answers between the two variables, "verbal aggression from the other employees towards me" and "violence (verbal or physical) from some workers" may consist in the fact that the second stressor also mentions the possibility of physical aggression and this difference, as well as the fact that the answers given to the 2 variants are not identical, shows the probability of the existence of the stressor given by physical aggression from the other workers. Frequently, stressors are perceived to be more frequent, greater and worsening (increasing stressors) in support, management and non-teaching staff.

Workers predominantly use active coping, positive reinterpretation, planning, and acceptance with the least use of denial, disengagement, and medication or substance use.

Conclusions on sample no. 4

The score of the scale "Core of central evaluations" is negatively associated with the score of "General Dysfunctionality" and, at the same time, positively associated with WAI, only in Educational Unit no. 2. 3.

The WAI is negatively associated with the "General Dysfunctionality" score in both School No. 22 and School No. 23.

Extending this evaluation of the correlations between the 3 variables to the other 2 school units of the V4 sample, the following resulted:

In Education Unit no. 24, the general dysfunction related to personality traits correlates negatively with the core personality trait of central assessments ($p=0.004$), however, without significantly correlating with the WAI. At the same time, the score of the "core of central evaluations" scale correlates positively with the WAI ($p=0.005$)

In Education Unit no. 25 the score of "general dysfunctionality" correlates negatively both with the score of the scale "core of central evaluations" ($p=0.012$). as well as with the WAI ($p=0.025$), and the score of the "core of central evaluations" scale does not correlate significantly with the WAI.

Therefore, the score of "general dysfunctionality" is negatively associated with the score of the "core of central evaluations" scale, in all four school units.

Work capacity is negatively associated with the general dysfunction related to personality traits and with the core personality trait of central evaluations, in almost all school units, without being present in all schools.

In contrast to work capacity, the quasi-present association, in all schools in the V4 sample, between the personality trait core of the central evaluations and the general dysfunctionality related to the personality traits, suggests a generality of such a result, namely that in workers the significant manifestation of the general dysfunctionality through the personality traits of the DSMV, framed as maladaptive, is associated with the attenuated manifestation of the personality traits represented by the core of the central evaluations.

The fifth chapter comprises the general conclusions and implications of the research. The research has brought forth numerous conclusions.

By frequency, the most important workplace stressor is the low level of remuneration, followed in descending order by increased workloads, by periods of increased activity, the impossibility of improving unpleasant aspects at the workplace, the need to fill in various forms daily, temporary stress determined by the behaviour or remarks of colleagues, by inflexible working hours.

The highest level is the low level of remuneration, followed, in descending order, by increased workloads, periods of increased activity, the inability to improve unpleasant aspects of the workplace and the need to fill in various forms daily.

The rarest stressors, in ascending order, are particular problems of discrimination or harassment, physical violence on the part of pupils' parents, violence on the part of other employees, physical violence on the part of some pupils, and difficult communication with superiors.

The following stressors have the lowest level, in ascending order: particular problems of discrimination or harassment, physical violence on the part of students' parents, violence on the part of other workers, difficult communication with superiors, and gossiping about workers.

The comparison with the previous year shows the first ones in descending order of maintaining the values of the previous year as being the low level of remuneration, increased workloads, periods of activity, the impossibility of improving unpleasant aspects at the workplace, and the need to fill in various forms daily.

The stressors that decreased the most compared to the previous year are, in order, particular problems of discrimination or harassment, physical violence on the part of students' parents, violence on the part of other workers, difficult communication with superiors, and gossiping about workers.

The most frequent stressors outside the workplace are, in descending order, the health problems of those close to you, problems in your personal life, problems of those close to you, personal health problems, relationships (conflicts) with those they live with, and another variant (text).

According to their level, the most important are, in descending order, health problems of those close to you, problems in personal life, personal health problems, problems of those close to you, others, relationships or conflicts with cohabitants. The level of the first three previously mentioned stressors is located between low and medium, all others are between the low to absent level.

Compared to the previous year, the health problems of close ones, personal life problems, personal health problems, problems of close ones, relations with roommates, other variant, have decreased the least, remaining unchanged (presented in descending order).

Among the stressors specific to the teaching staff, in order of decreasing frequency, are: oversized school curriculum, a large number of students in the class or the group, inflexible school curriculum, insufficient materials from the school for the didactic activity, the difficulty of maintaining the discipline of students in the classroom, limiting school regulations. All of them have an average perceived frequency between low and medium.

Among the stressors specific to the teaching staff, the highest level is, in descending order: the oversized school curriculum, a large number of students in the class or group, the school curriculum, the difficulty of maintaining the discipline of the students in the classroom,

the too few means provided by the school, the limiting school regulations. However, the average level of all of them is between absent and low.

In most schools, workers in the non-teaching department are the most stressed, compared to other workers, primarily due to the risk of illness or injury at work, their health problems at work, the inappropriate microclimate at work, difficult communication, conflicts and verbal aggression from other employees, but also from students and parents, as well as communication with hierarchical superiors. Similarly, with increased frequency, they also mention increased dimensions of stressors represented by the low level of remuneration, increased workloads, and rigid working hours. Workers from the non-teaching sector report, most frequently, compared to other workers, the presence of discrimination at work.

Along with the workers in the non-teaching department, the workers in the auxiliary department have a relatively similar distribution and size of stressors in terms of frequency, level and evolution, compared to that of teachers and directors.

These data support both the importance of assessment and follow-up and ameliorative interventions, especially for workers in auxiliary and non-teaching departments.

In general, women are more affected, compared to men, by problems related to communication at work (with colleagues, with students and with their parents), having more frequent interpersonal conflicts at work. At the same time, female teachers perceive more frequently and more strongly, compared to male teachers, the constraints in the didactic activity, related to the program and the school regulations and, frequently, also the difficulty in ensuring discipline in the classroom, and the didactic means are considered insufficient for the activity requirements. At the same time, female workers feel more frequently and more strongly, as well as with an increasing evolution, the stress related to verbal violence on the part of students and on the part of students' parents. At the same time, they report, compared to men, more often, and with a growing evolution, physical violence from students and their parents, as well as problems related to discrimination or harassment based on sex, ethnicity or nationality, language, and religion.

Overweight and obese workers frequently report increased stress related to health problems and an unfavourable outlook for their development. This association emphasizes the importance of combating obesity in school workers in order to improve their health and reduce their stress related to the conditions with which obesity is associated.

The significant results of the association of personality traits, both those considered functional and those considered dysfunctional, with occupational stressors, show their significance in the perception of the frequency, level and evolution of occupational stressors.

Workers predominately use active coping, positive reinterpretation and planning, and most mildly, denial, disengagement, and drug or substance use coping, which shows their predominant problem-solving orientation and involvement.

Relatively frequently, stressors concordantly associate two dimensions or, relatively less often, even all three dimensions, both in absolute magnitude and in the sense of correlation with many of the variables of interest. Most of the time, however, only one dimension of stressors is mentioned that is significantly different in the mentioned associations. There are also situations in which the dimensions of a stressor are mentioned in the opposite direction (some increased and others decreased), in the various comparisons or correlations with the monitored variables.

In the results presented, there are frequent situations where the dimension [Comparison with the previous year] represents a stressor in itself, which has numerous correlations, often independent and unique compared to the other two dimensions (frequency and level), with variables related to the workplace, which justifies the study of this dimension. We consider it useful to study also in the future the perception of the evolution of the stressor over time. The evolving, "threat" potential over time of a stressor, even if perceived as infrequent or low-level, may have the meaning of a stressor itself. For example, a rare stressor that maintains its frequency may represent a different stressor than one that increases in frequency.

An increased dimension of a stressor can also influence the other dimensions (the summation or association of the dimensions), through the cognitive reference to the actual meaning of a stressor, that is, of a stimulus that requires an adaptation of the individual.

A frequent stressor can create the feeling of a strong stressor, through its frequency, without the level of stress generated with each occurrence of it being high. A strong stressor, even if it is very rare, can create the subjective sensation of a higher frequency due to the impact of adaptation, of increased stress, for an individual.

A current stressor, even if it has a lower frequency at present and in the past with a similar frequency, could cause the sensation of threat and amplify the current perception of the stressor, due to the lack of perception of the rarefaction of its frequency, causing the individual to consider it current, either of a higher level or with an increased frequency. A high current stressor may be considered less diminished or even increased or more frequent if its frequency of occurrence is similar at the ends of the comparison interval.

In fact, the frequency, level, and time evolution dimensions of a stressor have different meanings, are perceived differently, and correlate differently with numerous variables across the samples presented. That is, two dimensions of the same type of stressors have the meaning of two different stressors. Different characteristics of the stressor may create the perception of different stressors.

On these considerations, the net differences between the dimensions of the stressors, resulting from the present study, gain increased weight.

Thus, each of the three dimensions of a stressor has its own meaning and significance related to the stress perceived by the worker and in relation to variables that represent dimensions of the individual, occupational and non-occupational measurable environment and universe.

These results show the fairness, importance and necessity of such an approach, through the three dimensions of the stressors, as well as the accuracy of the results, but also the difficulty, through the larger calculation volume, linked to the greater number of variables.

Although these results include all workers in school units and not only those directly involved in the didactic activity, they have applicability to the educational process and justify the approach to the entire occupational sample of the school. The organizational climate and the occupational social environment condition, as shown by the results obtained, are interrelated with the stress perceived by the teaching staff and affect the educational process. Certain associations of stressors have not demonstrated a causal relationship or a particular explanatory model, but, presenting them, leaves the option for future research.

The school environment is an occupational environment in which social relations, communication and behaviour, related to individual and school standards or values, both among workers and with students and parents, are among the most important sources of stress. Also, the school environment is one in which workers' comments, opinions and behaviour mutually condition their sense of health and quality of life.

The results obtained through the presented questionnaires leading to a relatively general map of the level, frequency and evolution of school stressors, with different distributions resulting from reporting to different nominal variables and depending on their different associations through their dimensions with different variables, subsequently allow the individualized approach to the problem. Thus, for example, an increased level of a dimension of stressors in a department or function may lead to further assessment sessions, to targeted psychological assessments.

Similarly, a correlation between a dimension of a stressor and a variable of a job can be pursued in focus, with tests or customized approaches, adapted to the specificity of the variables of the correlation dyad.

Strictly by way of example, the identification of an association between the level of depression and a communication problem within a population group subsequently allows evaluations of each of the two variables and the administration of specific tests related to features of depression and related to communication problems can be mentioned. Afterwards,

psychological consultation can be carried out in the school for the population groups in which the problems were identified, for ameliorative purposes.

In this sense, this type of investigation can be the initial point or starting point in improving the problems at the level of the school and the school worker, which underlines the importance of such investigations.

The items of the questionnaire have general wordings, which do not allow the concrete identification of the individuals, the situation, the place or the moment, with the aim of revealing the stressors and not limiting the workers from completing the questionnaire correctly, giving them the conviction that they will not be identified based on the answers.

The statistical analysis of these responses at the school level allows the creation of the school organizational climate, the constellation of school stressor dimensions and, subsequently, based on the results, the choice of appropriate coping mechanisms at the individual and organizational levels.

The constellation of the universe of stressors has meaning in the organizational level approach, as a whole, of ameliorative interventions, of the occupational social environment. An individual ameliorative approach, at the particular level of a worker, without taking into account the organizational context, is ineffective. The presented results show the importance of understanding the configuration of stressors and their relationship with the other perceptible parameters of the field or complexity of the individual universe and the school occupational environment.

In the occupational medicine file that synthesizes longitudinally, over the years, the data on exposures to occupational risk factors and those related to health status, the recording of additional data related to job stressors and variables, such as those addressed in the present study, even if only synthetically, can have a significant contribution to the prophylactic value of health surveillance. The dimensions of the stressors at the level of a school or at the level of the worker's compartment in the school, indicate essential elements regarding the organizational, social occupational climate, of the worker's perceptive field and, in relation to these, substantiating the risk assessments of the workplaces on the basis of evidence.

An ideal perspective, constituting a desideratum, is the one represented by the synthesis of these data, in an electronic, standardized format, which ensures the synthesis and record of the traceability over time of the exposures and perceptions, at least at the organizational and workplace level, individually and at the school level, of some variables characteristic of educational workplaces, such as those in the present study and, first of all, the stressors.

The dimensions of the stressors have low mean values in all school units. The low values of the occupational stressors are interrelated, first of all, both with the occupational risk factors

and, above all, with the personality traits of the workers, depending on them. The ameliorative interventions will mainly aim at improving both working conditions and perceptual dysfunctions related to individual personality traits, through psychological counseling.

At the same time, the dimensions of the other variables generally have values that describe the occupational field in all the studied schools, as being a favourable, stimulating one. Workers, in all school departments, have good average values of work capacity, health, quality of life, and financial situation, comparable to those of their relatives, the evolution of their health status, the predominance of the locus of internal control, the core of central evaluations favourable to a good general self-efficacy, the predominant use of active coping, oriented towards solving problems.

Low frequencies of interpersonal conflict at work, low levels of anxiety, depression, and low levels of overstrain and burnout at work (with the exception of overstrain through neuropsychological stress present in half of the workers) also support the previous assertion of a supportive occupational environment.

For some of the occupational stressors tracked in the present paper, although their attributes are important (the frequency of occurrence, the level as well as their comparative evolution over time) is essential, considering the educational occupational environment of the school and, to note, in particular, even just their presence. Some of the occupational stressors mentioned attract attention, through the gravity given by their presence alone, showing the imperatively necessary primacy of both preventive and curative interventions, aimed at all those connected to the school.

In this sense, first of all, the stressors "physical violence from parents of students", "physical violence from students", "discrimination or harassment based on sex, ethnicity, nationality, language or religion" are noteworthy. It should be noted that, although the frequency or level of stress related to problems of discrimination at work is very small, the perception of the evolutionary potential of this stressor is perceived as a threat underlined by the relatively frequent, significant correlations that this dimension has with other parameters in the present research.

The present thesis stands out for a high degree of originality, by approaching occupational stressors through the three dimensions (the results showed the importance of each one), as well as by the remarkable associations of stressors with variables of the dimensions of the school occupational field. Although the samples were represented by workers from schools in Maramureş county, the nature and consistency of the results highlight the inductive, generalizing character that exceeds the studied region, with certain valences of universality, at least at the level of schools in our country.

The simultaneous approach of professional risk factors, personality traits and dysfunctional personality traits and, above all, the association between these variables is a first in the specialized literature, and, in this sense, the present research represents a pioneering study in the occupational environment in the school.

Limitations of the study and recommendations for further research

Being a cross-sectional study, the current research does not draw relationships or predictions regarding the causality of the relationships between the studied variables, requiring longitudinal assessments.

The interrelationships of stressors with the characteristics of professional risk factors, with personality traits, especially with the dysfunctional ones, in relation to the coping methods, significant, revealed by the present study, raise to the level of challenge, the continuation of research on longitudinal studies imperatively necessary for the validation of ameliorative interventions in the school occupational field. The relative stability over time of some variables that characterize the present study, emphasizing its importance and value, such as, for example, the samples of respondents at the level of school units, the persistence over time of some indicators that represent the risks of jobs, the stability over time of personality traits, represent aspects that allow, facilitate and require the carrying out of similar research, of a longitudinal type, in the future.

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