

The Integrative Framework Model on Stresses and Resources in the Teaching Profession According to Cramer et al. from the Perspective of Adult and Further Education Workers in Work with Refugees

F. Vukadin (Florian Vukadin), P. Tomanek (Pavol Tomanek)

SEUS PhD programme in Health management and public health, Germany.

Original Article

E-mail address:

florianvukadin@aol.com

Reprint address:

Florian Vukadin

SEUS PhD programme in Health management and public health

Hechtsheimer Berg 8

D-55270 Klein-Winternheim

Germany

Source: *Clinical Social Work and Health Intervention*

Volume: 13

Issue: 3

Pages: 34 – 38

Cited references: 1

Reviewers:

Selvaraj Subramanian

SAAaRMM, Kuala Lumpur, MY

Tadeusz Bak

Institute of Economics and Management PWSTE Jaroslaw, PL

Keywords:

Integrative Framework Model, Cramer et al. (2018). Adult Education. Burdens.0 Resources. Demands.

Publisher:

International Society of Applied Preventive Medicine i-gap

CSWHI 2022; 13(3): 34 – 38; DOI: 10.22359/cswhi_13_3_04 © Clinical Social Work and Health Intervention

Abstract:

Cramer et al. (2018) found in their integrative framework model on stress, resources and consequences of teacher stress that teachers are mentally stressed. In their contribution, published in 2018, they establish an integrative framework model for stress and strain in the teaching profession on the basis of existing theories and models. The author of this thesis researches adult education workers who work with refugees as part of their educational work. The following research question is asked: Can the Cramer et al. transfer the modeled connections between stress, resources and stress to adult educators who work with refugees? For this purpose, the answers from interviews with 12 employees of adult education are subjected to a structuring qualitative content analysis and included under

the Cramer et al. the personal and professional stresses, resources and consequences of stress mentioned are subsumed. As a result, the Cramer et al. modeled relationships between stress, resources and stress are also transferred to adult educators who work in the professional field of training and further education for refugee adults.

Introduction and presentation of the framework model

Cramer *et al.* (2018) state in their *Integrative Framework Model on Stress, Resources and Consequences of Teacher Stress* that teachers are psychologically highly stressed. Many studies exist on this subject which are characterized by diverse theories and models as well as conceptual imprecision (Cramer *et al.*, 2018: 1). In their 2018 paper, they justify an integrative framework model of stress and strain in the teaching profession based on existing theories and models. In this way, they discuss existing research findings in an orderly manner and validate their framework model at the same time. In doing so, they distinguish between stress, resources and the consequences of stress in personal and professional terms. In this way, they integrate existing individual theories, models and studies each with its own focus. In this way, Cramer *et al.* construct a structured overview that "[...] contributes to a conceptual and conceptual sharpening of the field." (Cramer *et al.*, 2018: 1). Thus, they accu-

mulate the interrelationships of existing research in a condensed form and offer an occasion to identify existing research gaps on the basis of their contribution and to initiate further research.

The author of this paper is researching adult education workers who work with refugees as part of their educational work. The question now arises as to whether the relationships between stress, resources and strain modeled by Cramer *et al.* can be transferred to adult educators who work with refugees.

In their work, Cramer *et al.* focus "[...] on a complete representation of all conceivable resources in order to be able to sufficiently model the empirical function of resources." (2018: 6) They see the commonality of the different models presented in the fact that stresses increase the probability of strain and the potential effects are mitigated by available resources. They define 'personal stresses' as dispositions, biographical events and physical as well as mental illnesses. These are generally irreversible; can be objectively assessed; their stress potential is proven.

Figure 1 Own illustration with modifications based on Cramer *et al.*, 2018: 14.

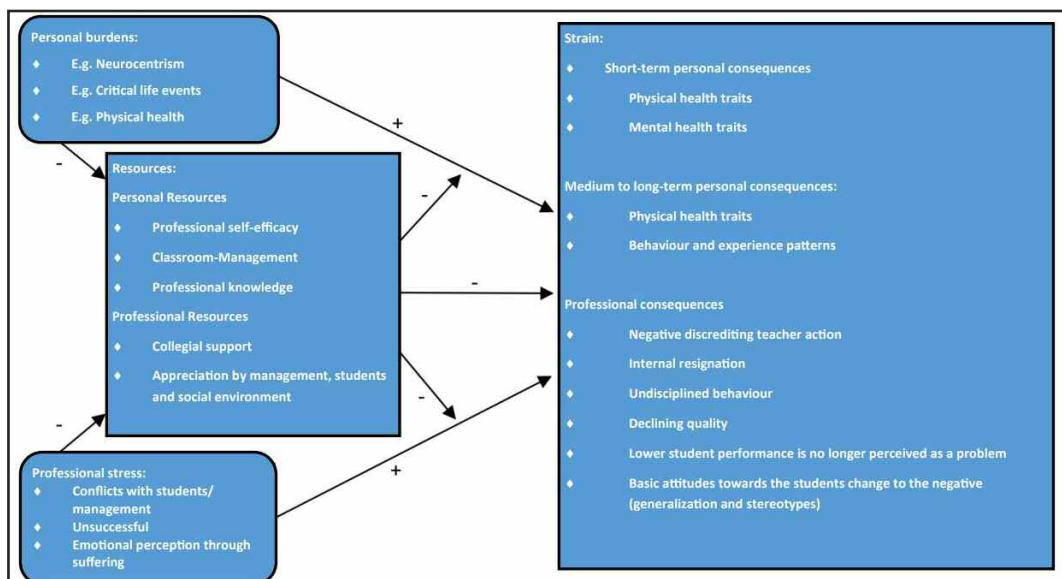


Fig. 3 Personal & occupational stresses, resources & stress consequences

	Terms	Subject (Example Variable)	Function and characteristics
Personal variables	Personal burdens	Dispositions, biographical events, illnesses (e.g. depression)	Source of stress often irreversible; detectable or diagnosable, tied on person, regardless of job characteristics
	Human resources	Professional knowledge, self regulatory skills, beliefs, motivational orientations (e.g. self-efficacy)	Moderators or mediators; cognitively represented, diagnosable often refer to activity
	Personal consequences (short-termed)	(Psycho)-physical stress reactions (physical, behavioural, cognitive, emotional) (e.g. high blood pressure)	Mostly short-term and reversible; diagnosable; bound to a person, often triggered at work
	Personal consequences (medium/long-termed)	Individual consequences of stress (e.g. burnout)	Symptoms of burnout; unfavourable patterns of behaviour and experience; only conditionally reversible; diagnosable
Profession variables	Profession burdens	Characteristics of the workplace and the activity (e.g. disrupted lessons)	Source of stress; can be determined objectively; affect all teachers, are sub-individual
	Profession resources	Support and appreciation experienced at work (e.g. collegial support)	Mostly moderators, some mediators; subject to subjective perception; are record as a self-certification; not cognitively represented, conditional
	Profession consequences	Medium and long-term consequences of stress for work, teaching and school (e.g. less efficiency of teaching)	Individual (e.g. teacher actions) and inter-individual (e.g. teaching quality; only conditionally reversible; measurable

Source: (Cramer et al.,2018: 8)

The 'occupational stresses' are objective characteristics of the workplace and the job (e.g. class size; amount of teaching commitment; difficult pupil behavior; teaching per se; work organization). Both types of stress can lead to strain. According to Cramer et al. stress arises from 'personal' and 'professional' stress. Both can exist separately but can also interact.

The following table by Cramer et al. (2018: 8) shows the delineation of personal and occupational characteristics and of stress, resources and strain consequences based on the discussion of theories and models presented above. These serve as a starting point for developing the integrative framework model presented above.

Object of research, research question and methodology

The research object of this work is adult educators who are involved in the further education of refugee adults. In 2018-2019, the author se-

lected people who work with refugee adults (e.g. in language courses, integration projects, counseling) and who have a pedagogical, adult education or further education degree. The spectrum was deliberately kept broad to ensure that people from diverse areas of education and training would come forward for a guideline interview. The plan was that these education professionals would be able to provide information about their everyday work and their views on: motivations; stressors; coping strategies; experiences of meaning. An information letter was prepared to recruit the interview partners. This was sent by email to potential actors and institutions in refugee aid in the Rhine-Main Region. The project was also made known verbally. There were 18 responses, but 4 people were not involved in adult education but in practical support for refugees. There were two cancellations.

In the following, the interviewees are briefly introduced in the selected profile¹ :

¹ The subjects were deliberately anonymized.

- 1 Ms G.: employed, asylum coordinator, political scientist, DaF teacher, 38 years of age.
- 2 Ms B.: voluntary, secondary school teacher, integration teacher, 59 years of age.
- 3 Mr B.: honorary, banking economist, retired trainer, 69 years of age.
- 4 Ms W.: voluntary, PhD in German studies, language teacher, 75 years of age.
- 5 Ms S.: employed, B. Sc. physiotherapy, M.A. adult education, Headmistress of physiotherapy school, 50 years of age.
- 6 Mr B.: employed, M.A. Anthropology, employee Bildungswerk, 53 years of age.
- 7 Ms N.: voluntary (refugee work), employed, B.A. nursing pedagogy, head of rescue service school, M.A. adult education, 32 years of age.
- 8 Ms T.: employed, M.A. Marketing, language teacher, 33 years of age.
- 9 Ms F.: employed and voluntary, teacher nursing, M.A. adult education, 58 years of age.
- 10 Ms D.: employed, 1st service examination in education, DaF teacher, 70 years of age.
- 11 Mrs O.: voluntary, primary school teacher, VHS teacher, 68 years of age
- 12 Mr R.: civil servant, police teacher, graduate administrator, coordinator of intercultural competence/diversity management, 34 years of age.

After transcription, the interviews were analyzed using qualitative content analysis in order to draw conclusions about motivators; stressors; coping strategies; the experience of meaning of adult educators in refugee work (see appendix).

The aim of the present study is to answer to what extent a connectivity of the integrative framework model of Cramer *et al.* can be established for the field of those working in adult education with refugees. To this end, the following research question is posed:

Can the relationships between stress, resources and strain modeled by Cramer *et al.* be transferred to adult educators working with refugees?

For this purpose, the employees' answers are again subjected to a structuring qualitative content analysis and subsumed under the personal and occupational stresses, resources and stress consequences mentioned by Cramer *et al.*

Results

Based on the above table by Cramer *et al.* (cf. 2018: 8), the results from the interviews with adult educators are presented below.

Evaluation of personal variables

The results of the personal variables are presented below:

Table 1 Personal variables

Personal variables	Example variable	Variables from the interviews
Personal burdens	z. e.g. illnesses, biographical events	Age-related physical problems, illness
Personal resources	z. e.g. professional knowledge, beliefs	motivational factor intercultural competence, joy of teaching, curiosity, realization of ideals, values and maxims of action, humor and serenity, exchange with friends and family, promotion of own resilience- and use of relaxing activities
Personal consequences (short-term)	z. E.g. (psycho-)physical stress reactions (e.g. high blood pressure)	Short-term (psychological) states of arousal such as anger, rage, emotional participation in the refugees' experience
Personal consequences (medium/long-term)	Individual consequences of stress (e.g. burnout)	Physical and psychological stress, frustration, resignation

Evaluation of occupational variables

After evaluation, the following results emerged for the area of occupational variables:

Table 2 Occupational variables

Occupational variables	Example variable	Variables from the interviews
Occupational stresses	Characteristics of the workplace and the activity (e.g. disturbed teaching)	Cultural differences, different norms & values of refugees, poor pay, lack of skilled workers, institutional difficulties (e.g. funding, bureaucracy), lack of professional support, lack of volunteers
Professional resources	Support and appreciation experienced in the workplace	Support, exchange with colleagues
Professional consequences	Medium & long-term consequences of stress for professional activity (e.g. teaching)	Frustration, employees leave the occupational field

Conclusion

After evaluation, the following can be determined in the area of personal stresses; the stresses mentioned by Cramer *et al.*, such as illnesses or age-related physical problems, can also be recognized among the adult educators. The personal resources of the interviewees consist of joy in teaching; exchange with relatives or friends; development of resilience. Short-term personal consequences are expressed in anger and resentment as well as sympathy for the fate of the refugees; in the medium and long term, psychological and physical stress as well as frustration and resignation arise. According to the interviewees, professional stress is caused by cultural differences; the shortage of skilled workers; a lack of funding or bureaucracy; a lack of professional support. Professional resources are generated from the support and exchange within the college. Finally, in the area of occupational consequences there is a change of occupational field by employees as well as long-term frustration mentioned above.

In summary, the relationships between stress, resources and strain modelled by Cramer *et al.* can thus also be transferred to adult educators who work in the professional field of education and training of refugee adults.

In a further research project, the author will use quantitative research instruments to investigate stress and coping strategies of this professional group using a specially developed quantitative survey instrument. Here, too, the integrative framework model mentioned above will serve as a starting point.

References

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