Abstract: Occupational stress has affected workers of all sectors more and more. In the area of teaching, stress occurs mainly among teachers and it provokes several correlate signals and symptoms including the forced interruption of labor activities. Ergonomics features a scientific approach that may help stress management in an effective way. It allows to comprehend the real job of teachers, its context and relation with the occurrence of stress therefore it may help indicate conjoined optimization measures of efficiency and occupational health of teachers. The current article aims to understand the existing relation between the work activity of fundamental I school teachers in the municipal public educational system in the city of Natal-RN and the occupation stress presented by teachers and also the organizational determiners which help cause occupational stress. It is a qualitative research. The sample of research features Fundamental I School teachers who work in twenty two scholls and who were selected at random. The instruments used to collect data were the Stress Symptoms Inventory – ISSL (LIPP, 2000), used to measure the level of stress in teachers, and a questionnaire with open and closed questions aiming to know the social and professional profile of the research subjects, identify the stress factors present the job activities of teachers and its causes. The item on the questionnaire that refers to stressors present in the workplace had 30 options of stressors and allowed the teachers to insert new options. There was no maximum or minimum limit in the answering of that item so that teachers could insert more than one factor that he/she considered as a stressor in his work activity. The results showed that 73,08% of the researched teachers have stress and 26,92% do not. Among the teachers who have stress, 2,63% are in the alert phase, when there is no health impairment; 76,32 are in the resistance phase, when there is illness and 21,05% are in the exhaustion phase, when there is a higher probability of becoming ill. The researched teachers mentioned as the main stress factors of their activities the following: student-related problems (82,69%); difficult relationship with school direction (78,84%); difficult relationship with the parents of students (76,92%); inadequate environmental conditions of school (excessive noise, heat, bad lightning, etc.) (71,15%); weekend activities (63,46%); salary (61,53%); Lack of professional recognition or negative professional image by part of society (59,61%). The results also demonstrated that 95% of the researched teachers are female. 54% of the teachers have two regular
Jobs and 46% have only one job. Besides working as teachers, 12% of the subjects have another job. Considering the amount of employment each teacher has and the workload in each job, it was noted that the average weekly workload of each teacher is 41.08 hours. The researched teachers presented high levels of stress (97.37%). Besides the stressor factors pointed by the researchers, it can be affirmed that the excessive workload the professional have may feature as a stressing factor. The fact that the vast majority of the researched subjects are female may be an aggravating factor for occupational health and the appearance of stress, for in Brazil most women have to be in charge of domestic responsibilities and the childcare, which represents work overload and lessening of free time.

**Keywords:** Ergonomics, occupational health, teacher, stress.