УДК 37.013.77 (045)   **Krysztof Juszczak**

IS IT WORTH TO TAKE A CLOSER LOOK TO A PROBLEM OF TEACHERS' BURNOUT?

Teacher's profession is one of those professions in which in order to be successful, except knowledge, also close emotional contact and personality vital to be successful. According to the literature on this matter, people who work in this profession are especially threatened with the burnout syndrome.

Due to the fact that the results of teachers' burnout apply not only to teachers themselves but also affect people with whom they interact in their work, taking a closer look at the problem of burnout is a highly needed task.

Professional burnout is more and more common experience among the employees of a contemporary school. In recent years there have occured many publications, which indicate clearly that it is observed in the population of Polish teachers. It is an alarming state, because the syndrome has a negative impact not only on the teacher himself, but also on people he has a contact with at work and in private life. Thus the analysis of this multidimensional phenomenon undertaken in this study is well justified.

Keywords: *stress; depersonalization; burnout.*

The aim of the Work is familiarizing a reader with a history and definitions of «burnout» as well as introducing opinions concerning models and structure of the phenomenon. Apart from the cognitive aspect, a focus on the «burnout» issue is to draw attention on the results of it as well as to show the methods to prevent it.

«Burnout» in the profession starts secretly and it is not recognized by the person it refers to. At the beginning there is tiredness, tension, irritability, and hyperactivity, switching to the symptoms of psycho-physical fatigue. To the state of chronic tension, due to a stress unmodified by any remedial actions, in the course of time occurs also the loss of energy, discouragement and the symptoms of a depression – but only in the professional environment. Tired and disappointed doctors, teachers, social workers find it harder and harder to cope with clients', parents', patients', bosses' demands; they work a lot, but ineffective. They complain about illmannered, lazy, aggressive students, demanding and arguing clients, ungrateful and insubordinate patients (...), but they do not know that some of these opinions are caused by their own feeling of being incompetent in professional situations. Instead of rational, realistic estimate of the situation and thorough reflection about his own profession, there appear symptoms of excessive and defensive distancing. (...) Nurses, doctors, teachers shorten the time for a contact, they avoid meetings, they exchange care for supervision. (...) that use open labeling, they humiliate and depersonalize.

Helena Sęk

Recently, the issue of professional «burnout» became the subject of interest of the researchers in various fields. It does not mean though that the problem was not there before. On the contrary, the syndrome exists since the mankind exists. However, as a result of civilization's development, and as a result of the development and complexity of the work process and its intensification, and growing requirements for the workers, the interst in the issue is growing.

The term «burnout» was brought to the study terminology in the early 70 ties of the previous century in America, paralelly and independently by a psychiatrist H. Freudenberger and social psychologist Ch. Maslach.

Freuderberger, while observing volunteers working in the centre for drug addicts, noticed their fatigue and discouragement in what they were planning to do in charity manner, and he called it a «burnout» (Freudenberger H. J., 1974). He has not show, however, a coherent explanation of this syndrome, but he prepared a ground for further research.

Maslach on the other hand has shown the burnout syndrome emerging in the course of empirical study. While interviewing professional social workers (doctors, nurses, tutors, teachers, policemen, social workers) she has observed, that the numerous symptoms can be classified, they have different dimensions which can be verified empirically. In this conception, as opposed to Freudenberger, who focused on clinical analyses and on creating specific forms of psychological help, she made an emphasis on interpersonal factors – relations between those who help, and those who are being helped, as well as the helper's attitude towards herself. This interpersonal aspect, she regarded as the most important and she included it in her burnout concept (Sęk H., 2000, p. 13-31).

The process of burning-out in a wider aspect has been described by R. Golembiewski, because he focused on the role of work management in the process of burning out. Treating burnout as a multiphase «deceitful» process, he stated that it is caused by stress occuring in the workplace and it results from much too large number of tasks and responsibilities, incoherent professional roles, lack of responses about roles performed and the lack of autonomy, support and help from the others. The Author has also observed that it leads to serious consequences not only for the employee but also for the institution that employed him (Wilczek-Ryżyczka E., 2008, p. 23).

The diversity of approaches proves the complexity of the phenomenon, which explains partially difficulties in creating one and commonly accepted theory of «burnout».

Among many theoretic references which concern the phenomenon of «burnout, it is worth to indicate the first interpretation of the definition, explained by Freudenberger (Freudenberger H. J., 1974).

When regarding that «burnout» has socially-psychological ground, he defined it as a decrease of energy level of the employee, occuring as a result of being overwhelmed by somebody else's problems. To its symptoms he included: the feeling of psychical, psychological and physical fatigue, impatience, tendency to be irritated, boredom, isolation, lack of professional satisfaction, lowering the level of engagement into work.

Whereas C. Cherniss defines professional burnout as a process, in which some negative changes of attitudes and manners take place, being the effect of prolonged and heavy stress and inability to cope with more difficult situations. Such changes occur in three phases. A characteristic feature of the first phase is the lack of correspondence between person's abilities and the requirements that need to be fulfilled at work (tension phase) (Tucholska S., 2009, p. 38). The essence of the second phase is the presence of emotional tension episodes as well as the feeling of tiredness and fatigue (phase of being overload). In the third phase numerous changes of attitude and behaviour are dominant, with an explicit tendency to treat clients in a mechanical manner and cynically drawing attention to own needs. Besides that Cherniss emphasises, that the burnout may occur not only in the fields of social proffesions, but also outside this sector. He is the first one who drew attention to an important singnificance of preventive means in the burnout process.

Crucial in the studies on burnout turns out to be a study on a concept treating burnout on a multidimensional ground. Maslach, the author of this concept, shows, that «the burnout» is a syndrome of emotional fatigue, depersonalization and lowered satisfaction with professional achievements, which can occur when the profession is based on contacts with other people (Tucholska S., 2009, p. 22). The model elaborated by Maslach takes into account three basic components of burnout (Tucholska S., 2009, p. 22-23):

– Emotional fatigue – is a feeling of excessive tiredness and significant decrease of emotional resurces. Noticeable symptoms of this component are: the feeling of general tiredness, lack of energy and enthusiasm to act, lack of joy, increased irritability and impulsiveness;

– Depersonalization – is an objective, unfriendly and simply cynical treating of other people. Lowered self-esteem – it occurs as a decrease of self-competence and work efficiency, and tendency to estimate own work and it's effects as negative.

These stages can occur together or one after another, a return to earlier stages is possible as well. Therefore it should be stated that burnout is not an organized process that is identical in every case. According to the described model, it is a dynamic phenomenon affecting mainly the representants of professions which offer services and require close, direct work with people, and where social skills are the main working tool.

Another approach worth underlining is one-dimensional approach in burnout described by A. Pines. The Author claims that people burn out, when they think that their work may give sense to their life, and instead of the expected success, they experience failure and disappointment. And at the same time, only people with strong motivation can burn out, and people who engage strongly in the tasks they have to accomplish. «To «burn out» one needs to «burn» first. Person, who lacks passion and strong motivation, may admittedly experience stress, alienation, depression, may be tired with work, experience existential crisis, but is not threatened with burnout» (Tucholska S., 2009, p. 34).

On Polish ground the issue of professional «burnout» was undertaken by H.Sęk. Her analysis was concentrated mainly on the reasons of «burnout», recognizing them as environmental factors – stessors (specific for each profession) and processes of subjective evaluation od stressors and own resources. The primary estimation relates to everyday load and stressful incidents connected with work, which may be considered as a challenge, loss, threat and have an advantageous or disadvantageous character. Considering a situation as strassfull starts a process of secondary estimation, which aims to define one's remedial abilities and social competence, it is the basis of forming self-efficiency and it determines the way of seing sequential stressors (Wilczek-Ryżyczka E., 2008, s. 29). According to this concept, the answer to a question how the employee would cope with stressful situations at work and whether the employee would give in to professional burnout, should be found in (Szonert-Rzepecka D., 2010, p. 28-29): objective conditions, professional expectations, stress level; the way in which a difficult situation is estimated; the sense of self-efficiency; the conviction of self-competence, meaning a conviction of having general and specific competence; generalization of experience, success or failure in struggling with a stressful situation; social support, in the meaning of resistance resources; experiencing discrepancy between professional expectations and the realities of the profession, juxtaposition of dreams with reality; the subject's knowledge, grouped in the «I» pattern, in the pattern regarding the world, motivational conviction; rational or irrational professional belief.

On the basis of presented concepts it may be concluded that «burnout» is an integral element of people's actions related to commitment and dedication to «somebody» or «something». If in this dedication a person experience disappointments, failures, it loses the zeal, enthusiasm, motivation, desire for further work. «A complete change in proportions of feelings for a certain undertaking takes place: joy changes into sadness, fascination into reluctance, satisfaction into

indifference, faith into doubt, enthusiasm into tiredness, and success into failure» (Zbyrad T., 2006, p. 5).

The burnout syndrome is a frequently occuring phenomenon among teachers. And although the data regarding prevalence of the syndrome presented by various authors are quite divergent, nevertheless they emphasis the importance of the issue.

The oldest research results date back to 1933, when in the examination of 600 teachers it was verified that 17% of them were «usually irritated», and 11% suffered from nervous breakdown. Research carried out nearly 20 years later revealed, that the level of anxiety among teachers may have an impact on the level of anxiety among pupils. The results were confirmed in 1978 by B. Young, who added also that the level of anxiety among teachers may affect the way they deal with responsibilities at school (Sekułowicz M., 2005, p. 62).

Interesting research results concerning teachers' professional burnout, embracing 2796 people from 13 European countries, were presented by Verhoeven. While making a comparison in three groups: eastern-, western- and southern-European countries, he stated that teachers from eastern-European countries have the highest level of emotional exhaustion, but the lowest rate of depersonalization. What is more, they show slightly higher level of the sense of personal achievements when compared to teachers from western-European countries. Whereas teachers from western-European countries show the highest level of depersonalization and the lowest sense of work satisfaction (Ogińska-Bulik N., 2006, p. 79).

Numerous researches show, that also among Polish teachers burnout is a serious problem. The research by E. Mandal indicates that over 53% of primary and secondary school teachers face this problem, while teachers from secondary schools are more often burnt out when compared to those working in primary schools (Ogińska-Bulik N., 2006, p. 79).

However S. Tucholska claimed that the full burnout syndrome occured in 20% of teachers, and single symptoms of it were in 46% (Tucholska S., 2009).

M. Sekułowicz showed however, that teachers burn out differently, depending on the type of institution in which they work. Those employed in an ordinary school are more endangered with burnout, but the range od the phenomenon is much wider among teachers if special education needs schools. And thus, she has found a full burnout syndrome in 14.23% teachers of special needs schools and 6.38% teachers employed in ordinary schools (Sekułowicz M., 2002, p. 97). Whereby, a burnout of different range and strength was experienced by over 67% of teachers working with mentally disabled people.

M. Kliś i J. Kossewska have made a comparison of intensity of individual dimensions in professional burnout among teachers from schools of different type (special needs', primary, secondary grammas schools). The analysis of the data has shown that among grammar school teachers there is the highest level of emotional fatigue, the lowest level of satisfacion with professional achievements and tendency to depersonalyze. But teachers of primary schools show the lowest emotional fatigue. In other dimensions their results were comparable with the results of special needs schools' teachers. What results from this study, is that the type of school is related to the level and structure of burnout syndrome (Kliś M., 1998).

It also turned out that the most burned out group are teachers, who have been working in the profession for a relatively short time. People of this category have a high level of dissatisfaction with the results of work, and when fulfilling tasks they are obliged to do, they experience a huge stress, which they treat as a threat, and while defending themselves from it, they avoid difficulties and that depersonalize students. People who did not have any symptoms of burnout, have been working for the longest period of time, they treat their work as a challenge and they rarely treat stressors as threat, they have much more rational professional convictions (Sęk H., 2010, p. 152).

As S. Tucholska emphasizes, teachers with burnout syndrome can be characterized as not believing in themselves, having emotional instability, weak internal integration, lowered ability to set up and keep interpersonal contacts, low need for affiliation, having difficulties in reaching aims in life, huge emotional dependence on environment, low stress resistance and coping with it mainly by avoidance and escape (Ogińska-Bulik N., 2006, p. 81).

The influence of burnout on quality and efficiency of work is also important, and it leads to (Mastalski J., 2005, p. 15): imitative actions, which can be described as a lack of initiative in educational work, disturbances in relations between teacher and pupil, apparent activity leading to a considerable decrease in educational effeciency, being bored with work, which reveals in impatience with a pupil, didactic schematism disclosing as copying the ineffective educational methods, decourse to illusion giving a substitute of self-realization, permanent complaints which spread to pupils as well, contestation attitude as a threat of one-sided evaluation of educational situations.

As it can be concluded that «burnout has negative consequences both individual and social. A burned out teacher, trying to cure his ill body, he gives himself a rest from creativity, innovative thinking, modern didactics, which in many cases mean a comeback to «normality», which can be assumed as professional death. «Normality» being characteristic for an ineffective routinist teacher, who does not modify his actions and does not adapt to changing requirements in teaching; he uses archaic methods of work; relations between teacher and student he understands as basing on unquestionable respect for the teacher with a simultaneous ignorance of the student's point of view; he often has difficulties in keeping discipline in the classroom caused by an adopted teaching style and the level of expectations he has for students (Kazimierowicz M., 2010, p. 29-30). It

carries a high risk of forming pupils' personalities on the basis of a negative teacher model, who instead of being a person showing the «perspective» to the students, expanding their interests, showing them a joy emerging from a cognitive process, a person who shows a trust for other people, but under the burden of «burnout» he becomes a person who, in a way, denies his own role. Discouragement, and at the same time the lack of willingness to change anything, the tiredness (with oneself as well) becomes a source of many allarming changes in personality, affecting the pupils aswell.

Negative consequences of professional burnout do not relate only to work, but also they have an impact on other life spheres. There are noticeable difficulties in playing roles outside the workplace, which has unfavorable impact on family life, upbringing of children and leads to the increase in social pathologies. Burnout influences also the demographic structure of society, causing the increase of the number of single people, a postponement of establishing families, a decrease of the number of births, a growing number of divorces and one-parent families.

To summarize, a burnout is an individual and social problem, it happens to young and old, to more and less experiences teachers. It's an alarming state, because besides the harm for the burning out person, there are also social costs. Burnout causes «a huge waste of employees' education and talent; it also has harmful consequences of the psychological nature, both for employees and their clients» (Maslach Ch., 1998, p. 628). With regard to the above, taking up the issue of professional burnout, revealing mechanisms of its formation and the analysis of the consequences are hihgly needed, because they can help finding effective means to avoid this phenomenon and it can become a vital changing factor for the professional circumstances of all employees, espacially teachers.

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Криштоф Ющак

ЧИ ПОТРІБНО ГЛИБШЕ ДОСЛІДЖУВАТИ ПРОБЛЕМУ ПСИХІЧНОГО ВИСНАЖЕННЯ ВЧИТЕЛІВ?

Професія вчителя – це одна із тих професій, в якій, для того, щоб досягти успіху, крім знань, також потрібний тісний емоційний контакт з людьми. Відповідно до джерел, в яких розглядалося дане питання, люди, які працюють у цій сфері, особливо схильні до синдрому психічного виснаження. Оскільки незаперечним фактом є те, що результати виснаження учителів стосуються не лише самих учителів, але й впливають на людей, з якими вони взаємодіють завдяки їхній роботі, проблема психічного виснаження постає, як над- звичайно важлива проблема. Професійне виснаження все більше й більше спостерігається серед працівників сучасних шкіл. За останні роки з'явилось багато публікацій, в яких чітко вказується на наявність цієї про- блеми серед польських учителів. Ця ситуація тривожить, оскільки синдром професійного виснаження несе негативний вплив не лише на самого учителя, але й на людей, з якими він знаходиться у контакті на роботі та у особистому житті. Тому, аналіз цього багатогранного явища, якому присвячене дане дослідження, є цілком обґрунтованим.

Ключові слова: *стрес; деперсоналізація; виснаження.*

Krysztof Juszczak

CZY NALEŻY GŁĘBIEJ BADAĆ PROBLEM WYCZERPANIA PSYCHICZNEGO W ŚRODOWISKU NAUCZYCIELI?

Zawód nauczyciela – to jeden z tych zawodów, w którym, w celu osiągnięcia sukcesu, oprócz wiedzy, potrzebny jest również szczególny emocjonalny kontakt z ludźmi. Według źródeł, w których zbadany został ten problem, ludzie, którzy pracują w tej dziedzinie szczególnie są podatni na syndrom wyczerpania psychicznego. Bo faktem jest to, że skutki wyczerpania nauczycieli dotyczą nie tylko samych nauczycieli, ale również mają wpływ na ludzi, z którymi współdziałają oni w swojej pracy, problem wyczerpania psychicznego pojawia się jako bardzo ważna kwestia. Wyczerpanie zawodowe coraz częściej możemy obserwować wśród pracowników współczesnych szkół. W ostatnie lata pojawiło się wiele publikacji, które wyraźnie wskazują na istnienie tego problemu w środowisku polskich nauczycieli. Ta sytuacja jest alarmująca, gdyż zespół wyczerpania zawodowego ma negatywny wpływ nie tylko na samego nauczyciela, ale także ludzi, z którymi ma kontakt w pracy i życiu osobistym. Dlatego analiza tego wielowymiarowego zjawiska, któremu poświęcone jest niniejsze badanie, jest całkiem uzasadniona.

Słowa kluczowe: stres; depersonalizacja; wyczerpanie.

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Діана Попова

ПОЛІКУЛЬТУРНА ОСВІТА В КОНТЕКСТІ СОЦІАЛЬНОЇ ПРОФІЛАКТИКИ ЕКСТРЕМІЗМУ ТА КСЕНОФОБІЇ

В статті обґрунтована необхідність полікультурної освіти як ефективного та дієвого засобу соціальної профілактики екстремізму і ксенофобії серед молоді. Автор розкриває роль полікультурної освіти у підготовці молодої людини до міжнаціонального діалогу в полікультурному соціальному та культурному середовищі. Проаналізовано соціально-психологічні стратегії і напрями виховної роботи з підготовки молодого покоління до полікультурної конструктивної взаємодії в умовах глобалізації. Запропоновані заходи раннього попередження психологічної агресії (екстремізм, ксенофобія, етнічна ненависть, етнічні конфлікти і т.д.), представлені критерії оцінки пропонованих заходів.

Ключові слова: глобалізація; екстремізм; заходи раннього попередження; ксенофобія; полікультурна конструктивна взаємодія; полікультурна освіта; програми профілактики; соціальна профілактика; соціально-психологічні стратегії.

Вступ. В останні десятиліття етнокультурна специфіка набуває все більшого значення в процесі самоідентифікації індивідів і соціальних спільнот. При цьому уваги дослідників вимагають не тільки питання індивідуальних взаємин представників різних культур, а й глобальні проблеми цивілізаційної взаємодії. У цьому контексті особливо актуальною стає проблема безконфліктного співіснування національних культур в одній державі або регіоні, соціальна профілактика екстремізму та ксенофобії, що повинна мати всеохоплюючий та комплексний характер.

Україна, на перший погляд, є благополучною в етнічному сенсі, толерантною європейською державою. Проте процеси державотворення супроводжуються переглядом пріоритетів у етнонаціональних відносинах, частішають прояви ксенофобії – етнічної, політичної, релігійної.

Моніторинг Уповноваженого з прав людини свідчить, що в суспільстві наростають негативні тенденції щодо проявів ксенофобії, релігійної, національної та расової нетерпимості. Впродовж останніх років залишається значною кількість випадків насильства та екстремізму на релігійному, етнічному та расовому ґрунті. На негативні тенденції в цій сфері також вказують представники міжнародних інституцій. В одному з пунктів Третьої доповіді по Україні Європейської комісії проти расизму та нетерпимості зазначено, що іноземні студенти «стають мішенню нападів расистського характеру, які вчиняють члени груп скінхедів як в межах, так і поза межами університетських містечок (в метро, клубах, ресторанах тощо)» (Європейська комісія проти расизму та нетерпимості. Третя доповідь по Україні. Страсбург, 2008).

Екстремізм (від латинського extremus – крайній) – діяльність фізичної особи або (та) юридичної особи, або (та) об'єднання громадян чи їхні публічні заклики або (та) підбурювання, які спрямовані на насильницьке захоплення влади чи незаконне втру-