

ŠIAULIAI UNIVERSITY

Daiva Bubelienė

**TEACHERS' OCCUPATIONAL STRESS AND
PRESUMPTIONS OF ITS REDUCTION BY EDUCATION
MANAGEMENT AND EDUCATIONAL MEANS**

Summary of the Doctoral Dissertation

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PRIELAIIDOS ŠVIETIMO VADYBOS BEI EDUKACINĖMIS
PRIEMONĖMIS**

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INTRODUCTION

In peripeteias of social changes and education reforms teachers' work found itself in the swirl of constant alternation process. It influences teacher's professional activities, its quality, work efficiency. A teacher became like a "wound mechanism", liable quickly to adapt to new challenges. Alternation of Lithuanian education system and innovations are influenced by political, social, demographical, economic, organisational changes, development of information technologies, globalization. These changes also alter the distribution of teacher's roles, requirements for his/her competences, motivation, social welfare and health.

Teacher's work has fundamentally changed nowadays. Developing new communication information technologies, faster life pace first of all influence intensive alternation in education system. University pedagogical preparation is not enough any more. Need for life long learning either individually or developing qualification in other institutions arises. During the recent decade reforms bring more worry, tension to education system than welfare. During recent years psychological, managerial, educational aspects of teacher's work appeared at the center of attention of many scientists.

Beck (1992) states that in risk society not only threats to environment and health appear – heaps of interlaced changes of modern social life function here – changeable occupation models, increasing uncertainty about the job, decreasing influence of traditions and conventions upon self-awareness identity, decay of traditional family models, and democratization of personal relationships (Giddens, 2005). According to Merkys (2006), teacher's profession is distinguished by uniqueness that is not yet properly recognized and evaluated. The author emphasizes that in XXI c. teacher's situation is complicating since it loses its traditional assistants and allies. Traditional socialization institutes are collapsing, transforming – family, theoretical community, religion, church. Society raises higher and not always real requirements to the school and the teacher. Teacher is one of the central, social characters of education process (Merkys, 2006). Is a teacher ready to take the requirements raised by the XXI c.? Occupational stress becomes a constant assistant of teacher's working activities.

Stress and its reduction opportunities – a multidisciplinary concept that is relevant in many scientific spheres – medicine, biology, social and occupational psychology, management, education. In foreign countries differently than in Lithuania, prevalence of teachers' stress and opportunities of application of its negotiation, reduction means in an organisation are widely investi-

gated (McCormick, 1992; Soyibo, 1994; Ross, Altmaier, 1994; Travers, Cooper, 1996; Wisniewski, Gargiulo, 1997; Okorie, 1997; Kyriacou, 2001; Salo, 2002; Shan, Austin, Muncer, 2005; Pearson, Moomaw, 2005; Montgomery, Rupp, 2005; Ravichandran, Rajendran, 2007; Milner, Khoza, 2008).

Occupational stress is familiar on a world scale as a main challenge to employees' health and prosperity of their organisations. European Agency for Safety and Health at Work informs that stress at work causes more than a quarter of all health disorders related to work due to which a person loses capacity for work for two or more weeks¹. Statistics of 1999 show that work-related stress annually costs at least 20 milliards euros² for European Union countries. Work-related stress may cause depression mood, worry, nerves, tiredness and then serious diseases. It also greatly influences work efficiency, creativity, and competitiveness.

Work in person's life became especially important and significant; more researches are being carried out regarding work-related stress. Working life quality is emphasized as an inseparable part of life quality (Datta, 1999; Schabracq, Cooper, 2000; Bandzienè, 2009). Results of performed researches show that employees' stress costs much not only to the organisation but to the whole country as well. Employees that experience stress get ill more often, are less motivated or satisfied with their job.

Performed researches in foreign countries concentrate attention on expression of stress, e.g. tiredness when it is difficult to concentrate attention to a certain activity. Teacher's profession is designated as one of the most stressful, characterized by quantity of work load, weak career structure, low salary (Jenkins, Calhoun, 1991; McCormick, 1992). Majority of scientists emphasize that representatives of teacher's profession experience occupational stress most (Montgomery, Rupp, 2005; Pearson, Moomaw, 2005; Travers, Cooper, 1996; Kyriacou, 2001). The researches also emphasize stress of teacher's roles, i.e. highlight the conflict of roles and ambiguity of roles (Conley, 2000); links of teachers' stress and responsibility are analysed, social and political contexts are emphasised. Expanding variety of activities and modernized school cause stress to pedagogues (Hepburn, Brown, 2001), that today is becoming an achievement-oriented organisation. The aspects of satisfaction with work distinguishing individual's personal characteristics that have influence on satisfaction with work and organisation's factors that influence employee's satisfaction with work are analysed (Butt, Lance, 2005), burn-out and exhaustion are emphasised (Kimberly, 2007; Maslach, et

¹ Work-related health problems in EU 1998-1999, Eurostat. Luxembourg, 2001.

² Guidance on work-related stress – spice of life or kiss of death? European Commission. Luxembourg, 2001.

al, 1997, 1996). Researches about teacher's phobias from the aspect of their evaluation are performed (Conley, Glasman, 2008). Greater attention is paid to stress researches about pedagogues working with the disabled children (Forlin, 2001; Wisniewski, Gargiulo, 1997).

In the researches Joiner (2001) analyses stress links with the head's social expectations and organisation's culture emphasizing nation's culture. Fotinatos-Ventouratos, Cooper (2005) analyse stress from the aspect of gender, stress dimensions influencing dissatisfaction with work in women or men's groups relating this to social class. Bertoch, Nielsen et al (1988) carrying out teachers' stress researches analyse environment's stressors that involve the problems of pupils' discipline and attitudes, views, teacher's competences, teacher-administration interrelations; level of responsibility, high number of pupils in a classroom, low salary, great dependence upon children and decreasing society's support are considered as additional stressors. Moreover, the authors distinguish stressors caused at an individual level that are related to self-image. In the sphere of occupational health psychology much attention is paid to researches of links of occupational tension and heart diseases (Theorell, Karasek, 1996).

In Lithuania very few researches concerning stress subject are carried out. Only during the recent years a few works appeared that reflect psychological stressors at work in the sphere of biomedical science (Pajarskienė, 1999), women's stress in working environment (Valackienė, 2001, 2002), recognition of stress and its negotiation from psychological aspect (Pikūnas, Palujanskienė, 2005), furthermore, research performed in the sphere of psychology science about stress and behavior's self-regulation (Grakauskas, 2006; Grakauskas, Valickas, 2006). In the context of management science identification of stress management means is carried out as well as their efficiency (Bandzienė, 2009). Foreign authors in the sphere of management science analyse the factors of working environment that influence stress (Mattseon, 1989, Clarke, Cooper, 2004). In the sphere of education some stress aspects are analysed by Bulajeva (2001) in dissertational research about pedagogues' self-education factors under the conditions of education alternation. Although the author does not name the distinguished factors influencing pedagogue's self-education as factors causing stress, but from psychological aspect they might be considered as stressors. Bagdonas (2007) in dissertational research about expression of school phobia and educational factors of its negotiation emphasizes expression of phobia which might be treated as a factor of teacher's occupational stress occurring during pupils' exams, competitions, various events organized at school's level or among schools, teacher's phobia to lose a job, etc. In addition, it becomes obvious that only

pupils' phobia expression is being analysed whereas the aspects of teacher's phobia and stress expression at school are especially important.

Stress phenomenon has been mainly investigated in the spheres of psychology, medicine sciences. Today stress phenomenon is more often discovered in the researches of occupational psychology, management sciences. However, according to Bandzienė (2009), scientific literature lacks complex evaluation of stressors and it is not agreed which of them cause the greatest stress. Researches of occupational stress mainly pay attention to etiology, evaluation, and tertiary interventions, i.e. help programmes to employees at an individual level (Kenny et al, 2000). In scientific literature attention is paid more to consequences evaluated at organisation's level or measurements of individual level.

However, despite the mentioned positive cultivation of researches of occupational stress aspects, we must admit that the researches little emphasize application of education management and education reduction means of teachers' occupational stress. We miss the researches of teachers' occupational stress reduction by education management and educational means that investigate this phenomenon in a wider context, i.e.: *at macro level* – improvement of education and work statute, creation of prestige of teacher's work, rating of work load, development system of continuous qualification, etc.; *at organisational level* – organisation's culture, educational culture and educational traditions, pupils' contingent, parents' cooperation and disposition to cooperate with a school, structure of school's staff, staff's age, education, school's educational achievements, social relationships, their nature among various school's social characters (administration, teaching staff, pupils); *at micro and intrapersonal levels* – private teacher's environment, family, personal resources, health status, professional competence.

The presented reasoning and arguments determined the decision of such **dissertational topic**: “Teachers' occupational stress and presumptions of its reduction by education management and educational means”.

The **problem of dissertational research** may be defined by the following questions the answers to which require special scientific researches:

1. Is occupational stress in Lithuanian pedagogical professional community widely (or only marginally) spread? Is occupational stress in Lithuanian pedagogical professional community strongly or (not strongly) expressed? What percentage of Lithuanian pedagogues approximately suffer from occupational stress at such degree that, possible to say, limits their life quality, professional satisfaction and quality of professional activity? Is (or is not) occupational stress in Lithuanian pedagogical community expressed in the way that would require special interventions: a) correc-

tion of education policy; b) improvement of statute finetuning school and pedagogue's professional activities; c) improvement of school's management and changes of school's organisational culture; d) development of motivation system of pedagogues' work; e) improvement of system of pedagogues' professional training, selection, certification and continuous qualification?

2. Does the existing system of pedagogues' preparation, practical training and continuous qualification sufficiently prepare (not prepare) pedagogues to meet stress at school? Do pedagogues know the symptoms of occupational stress, specific ways and techniques of stress negotiation? What specific relaxation ways and techniques Lithuanian pedagogues apply in order to recover from negative influence of occupational stress, to regain equanimity? What subjective theories and what kind of knowledge such relaxation techniques refer to? How much are such means of "home", "folk" level, how much do they refer to religious-mystic consciousness or how much are they based on knowledge of modern science about autogenous training, psychotherapy, neurolinguistic programming, psychology of positive thinking, etc.?
3. How effective might be the following educational means (in general sense) when reducing pedagogues' occupational stress: a) autodidactics, b) empirical learning from life, c) reflexive learning at work (individually and in partnership networks with colleagues), d) pedagogues' professional press, medias' education and other possible means?
4. What indicators and dimensions might be used to help to identify and evaluate Lithuanian pedagogues' occupational stress? What is expression of pedagogues' stress according to separate structural stress dimensions, how are they interrelated?
5. Do distinctive statistical pedagogues' types characterized by different profiles of stress expression exist in Lithuanian pedagogues' professional community?
6. Do culturally specific features of pedagogues' occupational stress expression characteristic to Lithuanian pedagogical professional community exist?
7. What external factors influence pedagogues' occupational stress most?

The **object of dissertational research** – occupational stress.

The **subject of research** – expression of pedagogues' occupational stress and its reduction by education management and educational means.

The **aim of dissertational research** – to disclose expression of Lithuanian pedagogues' occupational stress (degree of prevalence and intensity) as well as to substantiate education management and educational means enabling to reduce negative circumstances of occupational stress.

The general aim of this dissertational project was being achieved implementing specific, partial **aims of the research**:

- 1) to analyse scientific literature about occupational tiredness, occupational burn-out and occupational stress as well as about opportunities to reduce the mentioned negativities by the means of work policy and labour law, organisations' management and educational means;
- 2) to prepare a research design of pedagogues' occupational stress based on coordination of different quantitative and qualitative methodics: quantitative written survey, pedagogues' group interview, analysis of discourse of pedagogues' professional press and analysis of education content of teacher training;
- 3) to carry out quantitative measurements, to test the validity and credibility of the instrument of standardized survey, to collect empirical data according to determined qualitative methods, to determine the expression of Lithuanian pedagogues' occupational stress and factors influencing it; to carry out planned qualitative researches;
- 4) to execute interpretation of empirical researches' (quantitative and qualitative) data, to present specific recommendations how to reduce negative circumstances of pedagogues' occupational stress by education management and educational means.

Theoretical basis of dissertational research consists of combination of theoretical and conceptual attitudes of various social sciences:

1. human resources science, labour and organisations' psychology, labour and organisations' sociology knowledge about: a) occupational tiredness, occupational burn-out and occupational stress, factors influencing it and presumptions of reduction of negative stress consequences; b) about necessity to match effective, achievement-oriented organisation's model and staff's satisfaction with work as well as comfort; c) about influence of professional life on subjective feeling of happiness and life quality;
2. clinical psychology knowledge about stress;
3. education management and pedagogical psychology knowledge about pedagogues' occupation tiredness and stress;
4. knowledge of conceptual attitudes and specific researches of teacher training and continuous qualification;
5. human resources science and modern education knowledge about empirical learning "from life", reflexive learning, learning at work place and learning in partnership networks;
6. modern education knowledge about autodidactics, distance teaching and learning, education of medias.

Methodological basis of the research consists of teaching of modern social sciences methodology about empirical, social research and its alternative modifications – quantitative research and qualitative research. Quantitative research in this dissertational project is prepared referring to classical tests' theory and methodological teaching about selective quantitative written survey. Qualitative research in the dissertational project is prepared referring to modern conceptions about: a) group interview; b) discourse analysis.

Empirical basis of the dissertational research and applied research **methods**:

1. During the research 77 articles of professional periodical “Dialogas” of 2005-2008 have been analysed performing discourse analysis.
2. Teachers' group interview has been carried out. During group interviews five teachers' groups from different schools have been interviewed. From 6 to 14 teachers participated in the groups. Totally 45 pedagogues from five different “X” city and “Y” district schools have been questioned.
3. Analysis of education content of teacher training and continuous qualification documents has been carried out.
4. Questionnaire survey has been performed. Questionnaire consisted of 25 diagnostic blocks. Totally 961 teachers from different city and district schools have been questioned.

Scientific novelty of the dissertational research is that by the means of empiric research (combining qualitative and quantitative methods) abundant actual material about expression of pedagogues' occupational stress under the conditions of Lithuanian (its education and school) culture has been collected.

Theoretical meaning of the research may be defined as expanding and specifying scientific theoretical images about specific expression indicators and dimensional-categorical structure of pedagogues' occupational stress as quantitatively measured and qualitatively “observed” construct as well as about various factors influencing expression of Lithuanian pedagogues' occupational stress.

Practical meaning of the research may be described by the fact that the system of specific, theoretically and empirically grounded means and recommendations, enabling to reduce stress in Lithuanian pedagogues' community, to reduce its negative consequences by education management and educational means has been formulated.

Defended statements of the dissertation:

- Ability of stress negotiation that is exceptionally important for effective activities of the teacher and the school obviously is represented

insufficiently in valid programmes of teacher training and modules of continuous qualification. From this point of view the documents of the mentioned type should be reviewed and improved.

- Using different scientific sources of information, different ways (methods) of information collection and processing it has been determined that in the professional community of Lithuanian teachers job (occupational) stress emerges systematically, moreover, stress emerges according to all diagnostic dimensions theoretically hypothetically involved in the structure of research variables and/or discovered by empirical inductive way.
- Mass teachers' survey revealed some systematically repetitive consistent patterns of the hierarchy (rating) of indicators and contexts of stress expression. According to subjective teachers' perception, conditionally the most strongly emerging stress sources and contexts are related to the factors of macro level (general social pessimism, shortage of profession's prestige, increased work load with low salary, fear of changes and innovations, etc.). The lowest positions in the empirically formed rating of evaluation of stressors are occupied by the factors of intrapersonal and individual levels. Intermediate and/or indifferent position in the rating is occupied by the organisational level factors and contexts that take either low or medium positions.
- The most effective presumptions and means of reduction of teachers' occupational stress under the conditions of Lithuanian society and school's culture at present are related to the changes of macro level. Here we have in mind improvement of education policy and education statute, enhancement of prestige of pedagogue's profession, rationing of appropriate work load, work accounting, development of salary and motivation systems, fixing of democratic education policy, etc.
- Rather great unexploited opportunities to reduce occupational stress by educational means (distant learning, independent learning, education of medias, experiential learning) and management means of organisational level (organisational learning, alternation of organisation's culture) exist.

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REVIEW OF THE CONTENT OF THE DISSERTATION

INTRODUCTION. In the introduction the scientific problem of the dissertational work is validated, the object, subject the aim and the objectives of the research are defined, the applied methods, objects, samples of empirical research are described, scientific novelty of the dissertational work as well as theoretical and practical significance are revealed. The list of published scientific works is presented.

1. TEACHERS' OCCUPATIONAL STRESS AS AN OBJECT OF EDUCATION AND EDUCATION MANAGEMENT: THEORETICAL ASPECT

1.1. Occupational stress as a distinctive phenomenon and an object of interdisciplinary researches

1.1.1. Stress as a biomedical and psychosocial phenomenon.

In the chapter we are analysing stress conceptions, stress theories and models presented by various authors. It is emphasised that stress is a complex object of interdisciplinary investigation that can be meaningfully investigated also by social sciences.

1.1.2. Occupational (work) stress as a distinctive subclass of stress. In this chapter we are trying to show occupational stress as a distinctive subclass of stress. The author presents distinctive features of the conception of occupational stress referring to the definitions and conceptions of various scientists. Specific features, forms of expression and contexts of occupational stress are highlighted. The relationship of occupational and work stress is analysed, characteristics of work stress is presented.

1.2. Challenges to modern professional pedagogue's role as an occupational stressor

1.2.1. Features of school and pedagogue's professional activities in the changing society. In this chapter the deep influence of globalization and social alternation on teacher's professional, occupational activities is revealed. Essential features of professional activities of a changing school and a teacher are presented referring to the insight of various scientists, transformations of teacher's roles are demonstrated.

1.2.2. Expression and influencing factors of pedagogues' occupational stress. In this chapter attention is concentrated on

revealing the conception of teacher's occupational stress and highlighting the aspects of expression of pedagogues' occupational stress. In addition, it is indicated what factors influence expression of teacher's occupational stress and circumstances.

1.3. Modern conceptual attitude towards presumptions and opportunities of reduction of occupational stress

1.3.1. Macro level factors influencing expression of teachers' occupational stress. This chapter distinguishes such macro level factors as a social context of teacher's professional activities – globalization, social alternation, challenges to professional activities of the schools and the teacher; the ongoing macro level social processes in the country that create consequences for the school and teacher's professional activities, i.e. prestige of teacher's profession, the attitude of state leaders, education policy and statute, the role of trade-union of education employees, education market, competition among education institutions, demographical resources of citizens and school-age children, need for pedagogues, proportion of pedagogues demand and supply, system of teacher training and continuous qualification, parents' expectations and requirements to the school, school management, changes of management model, reform of schools' network, other education reforms.

1.3.2. Organisational level factors influencing expression of occupational stress. In this chapter we emphasise essential factors of organisational level: school's as distinctive work organisation's culture, school's educational culture and educational traditions, pupils' contingent, parents' cooperation and disposition to cooperate with the school, school's educational achievements. The importance of staff structure, age and education is emphasised. In addition, in this chapter we discuss school's organisational climate, social relationships, their character among various school's social characters – administration, teaching staff, pupils. School's material provision, comfort of working places and environment, aesthetics and ergonomics are distinguished.

1.3.3. Micro level and intrapersonal level factors influencing expression of occupational stress. In this chapter the importance of health condition and psychological self-regula-

tion is stressed. It is emphasized that negative attitude towards oneself, personal activities, destructive experiences influence teacher's inner world and destroys interpersonal relationships. Here it is difficult even to determine what the stress factor is, what the diagnostic symptom is, and what the consequence is. The following events, contexts and consequences such as unfulfilled expectations, unrealized needs, senseless and aimless actions, panic attacks and fear of future, unconstructive conflicts, ailing reminiscences, inadequate evaluations of events, etc. are related to this stress category. Besides, family's rehabilitation, relaxation function is emphasized, support in professional, work activities, in addition, the importance of various personal inner dispositions (e.g. emotional intelligence) as well as professional competences that are responsible for ability to overcome stress and to adapt in professional activities are distinguished.

1.4. Presumptions and resources of negotiation of pedagogues' occupational (work) stress by education management and educational means

1.4.1. Presumptions and resources related to activities of institutions of psycho-educational help and educational consultation. In this chapter opportunities and limitations of activities of educational consultation and psychopedagogical help institutions are revealed actively constructing the presumptions of reduction of teachers' occupational stress. Institutions of educational consultation are described that could help the teachers to reduce / overcome stress in their occupational, working activities.

1.4.2. Presumptions and resources related to education of medias. In this chapter the author explains the importance and significance of medias in teacher's professional activities. It is emphasized that educational significance of medias is important not only as didactical means, presumption of pupils' (self)education but also as necessary means for the technology of stress management in teacher's professional activities.

1.4.3. Optimization of means of specialists' selection, training and continuous qualification. In this chapter we are analyzing the opportunities of optimization of the means of teacher training, specialists' selection and continuous qualification. The necessity and possibilities to renew education curricu-

lum of specialists' selection and continuous qualification are emphasized. Management and planning of human resources in education system is stressed. This is a permanent process which aim is to provide the school with required specialists, necessary time and needed duties. It is stressed that in European space education and teaching became the priority of politics concentrating attention to the theories of human resources that emphasize high quality education and teaching, stimulating integration process, pursuing economical and social welfare (Merkys, 2004; Barkauskaitė, 2001).

1.4.4. Presumptions emerging from organisational teaching / learning. In the chapter the importance of teaching/learning in an organisation is distinguished. It is emphasized that teaching in an organisation may be used in order to help the organisations to adapt to changes since nowadays various educational innovations are thrusting in an organisation: *educational management* that is a distinctive form of supervision or a distinctive form of exercises alongside the supervision (Kiaunytė, 2009); it is also worth mentioning *supervision, mentorship* which essence is that more experienced and more competent employees constantly protect, lead, teach less experienced employees at their work place (Merkys, 2008; Linkaitytė, 2003a); *learning in partnership networks* (Jucevičienė, 2007). It is a very *universal learning "from life" method* trespassing the work frame of the organisation. Implementation of methodics of internal audit is emphasized as a great challenge to the schools. It is stressed that specialists responsible for the audit at school may organize a methodic circle in their district or city, to form partnership networks and constantly learn from each other (Merkys, 2008). The importance of a learning organisation and its main features are analysed: *learning, attitude towards changes, enabling, values and convictions. Group and organisational teaching/learning system* is emphasized that covers understanding and evaluation of oneself and another person, comparison of own opinion with the opinion of other people and the whole society. In addition, the educational novelty – *experiential learning* is stressed since nowadays in the science of education and staff development it is already known that the adults improve their competences mainly at

work places, while learning from their experience, from life. The role of distance learning is emphasized as well.

1.4.5. Autodidactics, self-education, independent learning. In this chapter we are revealing the importance and significance of independent learning, autodidactics provisions, self-education in today's world of changing activities. It is accentuated that learning always refers to the possessed knowledge and cognitive structures. It is the linking of earlier and new knowledge and skills. It is emphasized that today learning is becoming the feature of the changing society and is a constant person's assistant during all his/her conscious life. The role of autodidactics while improving teachers' ability to overcome (or at least to reduce) occupational stress and to adapt occupationally is distinguished.

1.5. Hypothetical model of reduction of teachers' stress by educational and education management means. In this chapter referring to the analysis of scientific literature we generalize the presumptions of reduction of teachers' stress by education management and educational means. Macro, organisational, micro and intrapersonal levels are distinguished where the factors causing teachers' occupational stress and presumptions of reduction from education management and educational aspects are reflected.

2. DESIGN AND RESULTS OF EMPIRICAL RESEARCH OF EXPRESSION OF TEACHERS' OCCUPATIONAL STRESS

2.1. General scheme of research design. This chapter includes information about research methodics as a united whole. The presented information explains how the aspects of expression of teachers' stress and its influencing factors have been analysed. It is explained how and in what samples the survey, group interview, discourse analysis, analysis of the documents of teacher training and continuous qualification education content have been performed. The population where the questionnaire has been distributed was characterized. Questionnaire's diagnostic blocks and variables composing them were presented; the structure of features that was investigated (measured) by the questionnaire was defined. It is emphasized that in this dissertation quantitative research – questionnaire survey, dominates as the main research, and as a subsidiary research – qualitative research, i.e. group interview, analysis of periodical press, analysis of the documents of teacher training and continuous qualification education curriculum.

- 2.2. Analysis and results of the discourse of teachers' professional periodical press.** In the chapter we present the discourse analysis of teacher's professional periodical press; generalizations about teachers' occupational stress are presented. The chapter reveals the subject lines, i.e. repetitive, already known and new dimensions of expression of occupational stress that were not reflected while composing the questionnaire and during group interviews. The discourses of different institutes such as institutes of analysts, teachers are distinguished that express different attitudes and opinions about teacher's profession, teacher's occupational stress.
- 2.3. Analysis and results of the documents of education content of teacher training and continuous qualification.** This chapter analyses education content of teacher training and continuous qualification. Active (registered) programmes of teacher training and modules of continuous qualification were analysed in particular. It has been stated that stress is discussed more during the modules of psychological character, however, it is oriented to the stress experienced by the pupils. Unfortunately, there are no modules and courses about teachers' occupational stress, its particularity, forms of expression, ways of stress negotiation and reduction. Only having reviewed the topics of modules, reference lists it is possible to presuppose that sometimes episodically, fragmentarily occupational stress, forms of its expression or presumptions/opportunities of its reduction are mentioned. The topic of exceptional importance – pedagogues' occupational stress – in the valid documents of teacher training and continuous qualification is represented too faintly.
- 2.4. Methodics and results of teachers' group interviews.** In the chapter it is emphasized that in this dissertational research qualitative methodics (group interview in particular) was considered as a subsidiary method. The author describes in short the characteristics of a particular selected school as an organisation and a short demographic and professional "portrait" of the formed group of informants. It is stressed that during group interviews the author was interested also in the dimensions that were reflected in theory, questionnaire or discourse analysis. However, during this research, new subject lines about stress expression appear that were not reflected in the questionnaire, the theory, the discourse. During group interviews, schools' situation since each of them are particularly different, also typological differences emerged among e.g. gymnasiums and main schools. The interview has confirmed that teachers receive neces-

sary knowledge about occupational stress neither during studies nor continuous qualification. However, it became clear that rather many teachers autodidactically, through experiential learning from life sometimes intuitively have discovered their own relaxation model. It includes traveling to other countries, continents, music, fishing, meditation and yoga, work in the garden, certain possession of life philosophy.

2.5. Methodics and results of teachers' mass survey by a closed-type questionnaire.

2.5.1. Survey instrument: content dimension and methodological quality. In this survey we present the survey instrument, sustenance of survey confidentiality. Contexts and aspects of teacher's professional activities hypothetically related to occupational tiredness and stress reflected in the questionnaire are described. Conceptions of dimensions and scales are presented in details. Standard procedure of verification of validity and credibility of measurement instruments is described. It is indicated that credibility of scales was verified using classic Cronbach-alfa coefficient that shows – internal consistency of test's (questionnaire's) scales; for the control of credibility besides Cronbach-alfa coefficient, Spearman Brown coefficient was used that is based upon the method of test's division in half. In order to evaluate the credibility of solitary questions, the index of unit's set was calculated, i.e. correlation of a solitary question's estimate and a general test's point (Bitinas, 2002; Merkys, 1999). Additionally, the control of methodological scales of formed scales was performed applying the method of Factorial Validity (Moosbrugger, Kelava, 2008). On the contrary to the mentioned coefficients that are based on elementary descriptive statistics, Factorial Validity, as it is obvious from the title, refers to the complex multidimensional statistical model – factorial analysis. It is emphasized that theoretically hypothetically formed diagnostic dimensions of the questionnaire as well as the formed structure of investigated primary characteristics (questions) are appropriate and scientifically grounded.

2.5.2. Description of research sample of the survey. The chapter presents characteristics and geography of research sample of the survey. It is stressed that only subject and primary forms' teachers participated in the research. It is emphasized that the

respondents and the schools where the survey was performed were characterized by strong motivation for the research and favourable cooperation behaviour. Respondents' distribution regarding the aspects of gender, age, the taught subject was described. The type of schools that dominated during the research, particularity of city-village, pupils' contingent was presented. The sampling error, calculated by the method of maximum spread, composes 3 %.

2.5.3. Results of teachers' standardized written survey. In the chapter we present the results of teachers' standardized written survey indicating the average percentage of approval. It is emphasized that the facts and consistent patterns obtained using the survey on the whole echo with the facts that were discovered while applying other methods and this only strengthens the validity and credibility of the conclusions of obtained results. It is accentuated that in teachers' guidelines that are related to subjective evaluation of occupational stressors, certain consistent patterns of the rating emerge. The strongest stressors are emphasized emerging from the context of macro level. Such scales as "General social pessimism", "Discomfort due to shortage", "The cult of competition and achievements at school" are highlighted, poorness of prestige of teacher's profession, changes and innovations are stressed. It is underlined that in the context of professional activities teachers do not tend to relate increased stress to the factors of individual or micro levels, and the so called the factors of occupational stress of organisational level as well as the contexts of expression take the average or low positions in the commented rating.

3. GUIDELINES OF TEACHER TRAINING AND EDUCATION MANAGEMENT DEVELOPMENT IN THE CONTEXT OF THE PERFORMED RESEARCH

3.1. Educational and education management presumptions of reduction of teachers' occupational stress. In this chapter referring to the research results presumptions of reduction of teachers' stress are revealed related to: improvement of education statute and work organisation; increase of prestige of teacher's profession and fair salary for work; improvement of teacher training and continuous qualification; alternation means of schools' organisational culture; pedagogy of medias and autodidactics.

3.2. Other presumptions of reduction of teachers' stress and perspectives of research's continuity. Other presumptions of reduction of teachers' stress and perspectives of research's continuity are presented emphasizing not only the population of pedagogues but also the spheres of other professions. It is emphasized that in the research it is purposeful to analyse much wider mass media, educational means, the variety of informants, i.e. it is possible to interview students, pupils, parents, representatives of education policy. It is purposeful to reveal the opportunities of reduction of occupational stress looking from the spheres of various sciences, preparing general means of stress reduction.

Generalising conclusions, interpretation, discussion

1. Conclusions consequent upon the review of scientific literature

Stress phenomenon has a multidisciplinary character and is analysed in the spheres of different sciences paying more attention to psychological and medical aspects. Stress may assert in different ways, for instance, loss of motivation, health disorders such as headache, pain in the back, constant tiredness, exhaustion, tension, etc. Researches of teachers' occupational stress are performed very widely in many countries. However, more attention is paid to psychological aspects. Teacher's occupational stress is analysed when penetrating into distribution of roles at working place, clarity, definiteness of roles, work load, pupils' behaviors, working conditions at school, psychological micro climate, staff's interrelations. Factors causing teachers' occupational stress are more like challenges asserting by high requirements at work, professional environment, constant alternation. Scientific literature analysis showed that presumptions of reduction of occupational stress are available at several positions: macro level, organisational level, micro or intrapersonal level.

2. Conclusions consequent upon research's methodological and methodic cultivation

Triangulation access that has foreseen coordination of various scientific information sources and various methods of collection and processing of this information was justified in the dissertational research. As scientific information sources in this research were also used: a) teachers' opinion and experiences; b) content and material of pedagogues' professional press; c) descriptions of programmes of teacher training and continuous qualification. The following were used as methods of scientific information collection: a) standardized survey in written; b) group interview; c) discourse and content analysis. Descriptive and multidimensional statistics and content analysis were

used as data processing methods. In particular cases coordination of information sources and methods helped to specify obtained scientific information, to validate its objectivity and reliability deeper. For instance, during group interviews different groups of informants independently from each other emphasized that they have never been prepared (nether during university studies nor during continuous qualification courses) for experiencing such an unpleasant phenomenon as teacher's occupational stress. Additional analysis of descriptions of programmes of teacher training and continuous qualification performed by the dissertant also validated such opinion. In separate cases new, formerly unknown aspects of the investigated phenomenon – teachers' stress – were discovered. The latter would not have been found if we have restricted to one information source and one research method.

3. Conclusions of empirical diagnostic research

3.1. The performed research of pedagogues' survey allows formulating the following main conclusions:

3.1.2. The facts and consistent patterns discovered during the survey in general echo the facts that were found when applying other methods – analysis of the discourse of pedagogical press, group interview of teachers. The latter circumstance consolidates the validity and credibility of the conclusions obtained by the means of the survey.

3.1.3. Expression of teachers' stress was stated according to all theoretically hypothetically constructed diagnostic blocks (dimensions) of the questionnaire and respectively in accordance with all levels of stress expression and factors. Here we have in mind stressors of macro level, organisational level and individual level as well as contexts of stress expression.

3.1.4. Certain consistent patterns of the rating (hierarchy) emerge in teachers' guidelines that are related, as characteristic to the questionnaires, to subjective evaluation of occupational stressors. The survey results unambiguously show that in the sense of subjective evaluation the strongest stressors emerge from the context of macro level. These stressors and contexts of stress expression are subjectively understood by the teachers as the most severe.

3.1.5. This conclusion about the factors of macro level stressors and the contexts of expression is to be detailed. The average approval to twelve statements of the scale of "General Social Pessimism" reaches even 85 % and varies from 66,9 % to 92,5 %. The average approval to the scale statements that

reflect increased teacher's work load reaches 74 %. Although work load is an individual parameter, partly depending upon the will of the employee, the volume and rationing of pedagogue's work load emerges from certain social standards, traditional understanding what the teacher must do and how much this costs. Teacher's will to have big load emerges from the will to receive higher salary. Teacher's work load and rationing are considered as the parameters that macro level sets first of all. Averagely 52 % of the teachers agree to the statements of the scale "discomfort due to the shortage". A rather big stressor reaching very high average percentage of approval (73 %) is "the cult of competition and achievements at school". From the point of view of stress expression and origin, the teachers are traumatized by the poor profession prestige. Average approval to the statements of the scale of the corresponding title reaches 70 %. Changes and innovations constantly descending upon the school cause stress to the teachers. Average approval of the corresponding scale reaches 57 %.

3.1.6. Teachers do not conditionally tend to relate increased stress in the context of occupational activities to individual and macro level factors. This is witnessed by the low percentage of approval that is usually reflected by the statements representing the mentioned level of the context of stress factors and stress expression. The average approval to the statements that diagnose probably insufficient teacher's professional skills as the source of job stress reaches only 9,7 %. Averagely 25,5 % of the teachers agree to the statements of the scale "Low satisfaction with profession". Teacher's family and private environment also is not recognized as a more meaningful source of job tension and occupational stress. The statements reflecting problems in a family, limited opportunities for a teacher to relax at home, to get support due to the difficult profession, etc. are characterized by low average percentage of approval (21,5 %).

3.1.7. It is very symptomatic that the so called factors of organisational level of occupational stress and expression contexts take either average or low positions in the commented rating. Referring to the survey, the higher stress to the teachers is possibly caused not by the relations with the colleagues

or administration, but relations with the parents. Averagely 42 % of the teachers agree to the diagnostic statements of the scale “The shortage of parents’ help and support to the teacher”. Averagely 19,6 % of the teachers agree to the statements of the scale “Pedagogues’ interrelations and psychological climate of the staff” that reflect possible stress sources. Only 17,6 % of the pedagogues agree to the statements of the scale “Administration’s support to the teacher and management style” that reflect possible stress sources and contexts of its expression. The activities of the specialists of education help (speech therapist, social pedagogue, psychologist) do not become a more significant stress source and the context of expression at school. It is natural that the mentioned professionals are at school in order to help a teacher. Only 20,7 % of the teachers agree to the negative aspects of the mentioned scale.

In a computerized modern school internal communication is rather fluent and this aspect usually does not become a source of occupational stress. Only 14,3 % of the teachers agree to the negative statements of the scale “Spread of information and communication at school”. The average positions in the commented rating are occupied by such phenomena as school break and equipment of teacher’s work place. The average approval to the negative indicators of the mentioned scales reaches 40,6 % (school break) and 44 % (Teacher’s work environment, material facilities of working environment”).

- 3.1.8.** The consistent patterns of the rating determined during mass survey about various sources of teachers’ stress and the contexts of expression let us, upon the rights of hypothesis, formulate a generalizing conclusion and recommendations. The main levers of stress reduction in the field of teacher’s profession are related namely to macro level factors. First of all, it is worth mentioning such matters as: 1) improvement of education policy and education statute; 2) planning, rationing and accounting of pedagogues’ work; 3) fair salary for teacher’s work; 4) improvement of prestige of teacher’s profession (not by sound phrases but really, radically), etc.

3.2. Conclusions of qualitative research

3.2.1. Conclusions of group interviews carried out with the teachers

During group interviews with the teachers it became obvious that stress is a known and relevant problem to teachers. Pedagogues unfamiliar with teachers' occupational stress revealed and thematized very diverse aspects of pedagogues' occupational stress. This demonstrates that investigated professional community is subjectively very absorbed in the investigated phenomenon; we may presume that occupational stress is deeply experienced, "suffered" and a very well-known matter to the teachers. Besides, while learning from everyday life and learning from professional activities teachers intuitively discover, form and test suitable for them rehabilitation means against occupational stress. Despite narrow volume, quite a big variety of such individual forms of emancipation and rehabilitation against occupational stress has been discovered. Some of these forms are really effective. This issue in the future is really worth to be investigated in details so that other teachers could be presented the examples of good experience. In the course of the research absolutely new stressors of pedagogical work have been discovered that according to our data have not been named in scientific literature yet. First of all, it is stress for "creative perfectionism". Creative and ambitious teachers are constantly thinking how to make every lesson unique, memorable, exclusive so that pedagogue every time meeting pupils during the lesson would interest them and would take them along the ways of cognition. It is feared boring and uncreative lessons. Eventually the efforts to invent pedagogical novelties and interesting things start to weary and exhaust a teacher. This is a new dimension of stress origin because routine of pedagogical work is more often considered as an occupational stressor. It is worth mentioning that stressor arising from "creative perfectionism" asserts only in some schools characterized by high educational culture, specific contingent of very motivated pupils. Secondly, it is stress arising due to the order of the state exams. It is absolutely Lithuanian, culturally specific phenomenon that is absent in other countries, hence, the particular stressor is not reflected in international scientific literature.

3.2.2. Results of the analysis of the discourses of teachers' professional press

Having analysed teachers' professional periodical press it became obvious that analysts pay much attention to the topics of prestige of teacher's profession. In this discourse the power of decisions is endowed to the representatives of the Ministry of Education and Science. Schools' administration emphasizes pedagogues' power to solve the problem of prestige of teachers' profession.

The discourse of teachers' rights and support becomes the most relevant to the pedagogues. It is suggested to solve this problem by concentrating attention to the documents finetuning education. The problem of creation of working conditions that might be solved by providing sufficient financing is emphasized. To eliminate the factors causing stressful situations with the help of administration. In addition, psychological, pedagogical services that are to provide help not only to pupils but teachers as well perform important role in this discourse. The role of assistants (helpers) is emphasized in the class, near the teacher.

Analysts, who according to teachers disorientate society regarding pedagogue's profession, speak more about teachers' occupational stress. This profession is becoming unvalued because usually pedagogical work is done by women who are emotionally more sensitive, oriented to external evaluation, recognition, support, feel great fear of changes and are not ready for them. The subject lines of factors, reflected, at macro level, organisational level, micro and intrapersonal levels, influencing teachers' occupational stress showed up.

3.2.3. Results of the analysis of teacher training and continuous qualification programmes

At teacher training institutions teachers have been absolutely unprepared for experiencing occupational stress. The same may be said about the present system of pedagogues' continuous qualification. In the modules of continuous courses of psychological field stress experienced by pupils is slightly mentioned, however, there are no modules or courses regarding teachers' occupational stress, its particularity, forms of expression, ways of negotiation and reduction. We may only presuppose that manifestations of teachers' occupational stress are mentioned in the subjects of management and pedagogical field. This conclusion echoes the analysis of the documents (descriptions of programmes modules) of education content of teacher training and continuous qualification

Discussion

Research data provides quite many arguments that curriculum of teacher training and continuous qualification is to be corrected. It should be corrected at the direction where a particular curriculum would contain the constructs of knowledge and competences about occupational stress, such specific modification as pedagogues' stress as well as concrete techniques and methodics of stress negotiation.

When preparing pedagogues, knowledge about occupational stress and

ways of its negotiation should reach the students several times and in different contexts. In our opinion, knowledge about occupational stress should be provided for the first time at the beginning of the studies, we suppose that the module “Introduction of Speciality” would suit best. Deeper knowledge about stress in general and such modifications as pedagogues’ stress and pupils’ school stress should be provided during the cycle of psychological subjects (e.g. General Psychology, Pedagogical Psychology, modules of Health Science, etc.). One more opportunity when, in our opinion, it is purposeful to return to the issues regarding pedagogues’ occupational stress is “Education Management” or another similar module. If in psychological modules occupational stress is presented from the positions of individuality, during the modules of management profile there is an opportunity to look at occupational stress through the context of school’s organisational and management culture, the context of human resources, through the prism of social relations and social climate in school’s community. Finally, in our opinion, it is very important in one or another way to integrate knowledge about pedagogues’ occupational stress and ways of its negotiation into the curriculum and process of pedagogical practice. Credibly, such multiplex and manifold future pedagogues’ introduction with appropriate knowledge would much better prepare future pedagogues for experiencing such dangerous and crafty phenomena as occupational stress, occupational exhaustion and occupational burn-out.

Having in mind that the system of continuous qualification is attended by pedagogues with rather big practical experience, the content and methodics of their “antistress preparation” could be a bit different comparing with the students. More attention could be paid to such matters as recognition of the symptoms of occupational stress and diagnostic analysis; mastering of particular antistress relaxation methodics and techniques, introduction with the good experience in the particular sphere; development of ability to model him/herself own individual antistress programme.

In our opinion, pedagogues’ stress and ways of its negotiation could and should become the object of interest of subject methodical circles. According to our data, activities of majority of such methodical circles are very useful and meaningful. Textbooks, teaching and learning methods, achievements of the pupils are analysed. However, the problem is that methodical circles usually restrict themselves to didactical activities and such phenomenon as pedagogues’ stress does not become the object of analysis of this collegial (team) organ. In methodical circles teachers could share their good experience, speaking with the colleagues, the fold creates quite good presumptions for group psychotherapy; sometimes a psychologist could be invited to the methodical circle.

In our opinion, a newly implemented model of schools' management as well as staff payment of teachers' work, standardization of pedagogues' work load, creation of civilized trade-unions and entrenchment in each school could contribute to the negotiation of pedagogues' stress at school. Besides, it is important to improve the education statute, the statute finetuning teacher's activities so that such phenomenon as "creative teacher's vacation" would not be just a declaration but a real matter.

Results of the research are presented in the following publications:

Bubelienė D., Merkys G. (2010). Bandyamas žvelgti į pedagogų profesinį stresą kompleksiskai: empirinio tyrimo duomenys. *Mokytojų ugdymas*. Nr. 14 (1). Šiauliai. (*Adopted by the press*).

Merkys G., Bubelienė D. (2009). Profesinis stresas pedagogų akimis: grupinių interviu rezultatai. *Mokslas ir edukaciniai procesai*, Nr. 2 (9). Šiauliai. P. 115–134.

Bubelienė D. (2007). Mokytojų darbinis stresas: konceptualizacija ir empirinės studijos. *Jaunųjų mokslininkų darbai*, Nr. 1 (12). Šiauliai. P. 56–60.

Bubelienė D. (2006). Laiko reikšmingumas mokytojo vaidmenų kaitos kontekste. *Jaunųjų mokslininkų darbai*. Nr. 4 (11). Šiauliai. P. 54–57.

Other publications:

Bubelienė D. (2006). Teachers' Stress: Multidisciplinary Conceptions' Complexion. *Baltic Psychology in Global Context: Where Do We Stand?* Latvija: Rygos universitetas.

Bubelienė D. (2005). Педагогическая компетенция как компонент педагогической культуры. *Профессиональная культура специалиста: методологические, идеологические, психолого-педагогические аспекты формирования*. Барановичи. С. 13–15.

Bubelienė D. (2004). Факторы стресса, влияющие на педагогов: теоретический аспект. *Pedagogika: teorija ir praktika. Pedagogų švietimas: tradicijos ir tobulinimasis*. Liepoja: Pedagogikos akademija.

MOKYTOJŲ PROFESINIS STRESAS IR JO REDUKAVIMO PRIELAIDOS ŠVIETIMO VADYBOS BEI EDUKACINĖMIS PRIEMONĖMIS

ĮVADAS

Socialinių pokyčių ir švietimo reformų peripetijose mokytojų darbas atsidūrė nuolatinio kaitos proceso sūkuryje. Tai įtakoja mokytojo profesinę veiklą, jos kokybę, darbo efektyvumą. Mokytojas tapo tarsi „užsuktas mechanizmas“, privalantis greitai prisitaikyti prie naujų jam keliamų iššūkių. Lietuvos švietimo sistemos kaitą ir naujoves joje įtakoja politiniai, socialiniai, demografiniai, ekonominiai, organizaciniai pokyčiai, informacinių technologijų plėtra, globalizacija. Šie pokyčiai keičia ir mokytojo vaidmenų pasiskirstymą, reikalavimus jo kompetencijai, motyvaciją, socialinę gerovę ir sveikatą.

Mokytojo darbas iš esmės šiandien pasikeitė. Atsirandančios naujos komunikacinės informacinės technologijos, vis didesnis gyvenimo tempas pirmiausia švietimo sistemoje įtakoja intensyvią kaitą. Nebeužtenka universitetinio pedagogo parengimo. Kyla poreikis mokytis visą gyvenimą tiek savarankiškai, tiek keliant kvalifikaciją kitose institucijose. Paskutinį dešimtmetį vykstančios reformos į švietimo sistemą įneša daugiau nerimo, įtampos nei gerovės. Mokytojų darbo psichologiniai, vadybiniai, edukaciniai aspektai per pastaruosius metus atsidūrė daugelio mokslininkų dėmesio centre.

Beckas (1992) teigia, jog rizikos visuomenėje reiškiasi ne vien grėsmės aplinkai ir sveikatai – čia veikia aibės susipynusių šiuolaikinio socialinio gyvenimo pokyčių: permainingi užimtumo modeliai, stiprėjantis netikrumas dėl darbo, mažėjanti tradicijų ir papročių įtaka savimonės identitetui, tradicinių šeimos modelių irimas ir asmeninių santykių demokratizavimas (Giddens, 2005). Kaip teigia Merkys (2006), mokytojo profesija pasižymi išskirtinumu, kuris iki šiol nėra tinkamai atpažintas ir įvertintas. Autorius pabrėžia, kad XXI a. mokytojo situacija komplikuojasi, kadangi jis netenka savo tradicinių talkininkų ir sąjungininkų. Griūna, transformuojasi tradiciniai socializacijos institutai – šeima, teritorinė bendruomenė, religija ir bažnyčia. Visuomenė kelia mokyklai ir mokytojui vis didesnius ir ne visada realius reikalavimus. Mokytojas yra vienas centrinių ugdymo proceso socialinių veikėjų (Merkys, 2006). Ar mokytojas yra pasiruošęs priimti XXI amžiaus keliamus reikalavimus? Profesinis stresas tampa nuolatinio mokytojo darbinės veiklos palydovu.

Stresas ir jo redukavimo galimybės – multidisciplininis konceptas, kuris yra aktualus daugelyje mokslo sričių – medicinos, biologijos, socialinės ir darbo psichologijos, vadybos, edukologijos. Užsienio šalyse, skirtingai nei

Lietuvoje, yra plačiai tyrinėjamas mokytojų streso paplitimas ir jo įveikos, redukavimo priemonių taikymo galimybės organizacijoje (McCormick, 1992; Soyibo, 1994; Ross, Altmaier, 1994; Travers, Cooper, 1996; Wisniewski, Gargiulo, 1997; Okorie, 1997; Kyriacou, 2001; Salo, 2002; Shan, Austin, Munce, 2005; Pearson, Moomaw, 2005; Montgomery, Rupp, 2005; Ravichandran, Rajendran, 2007; Milner, Khoza, 2008).

Darbinis stresas yra pažįstamas pasauliniu mastu kaip pagrindinis iššūkis darbuotojų sveikatai ir jų organizacijų klestėjimui. Europos saugos ir sveikatos darbe agentūra praneša, kad stresas darbe sukelia daugiau nei ketvirtadalį visų su darbu susijusių sveikatos sutrikimų, dėl kurių netenkama darbingumo dviems ar daugiau savaitių³. 1999 m. statistika rodo, kad Europos Sąjungos valstybėms kasmet stresas darbe kainuoja mažiausiai 20 milijardų eurų⁴. Stresas darbe gali sukelti depresišką nuotaiką, nerimą, nervingumą, nuovargį, o ilgainiui ir sunkias ligas. Jis taip pat labai ženkliai įtakoja darbo našumą, kūrybingumą ir konkurencingumą.

Darbas žmogaus gyvenime tapo itin svarbus ir reikšmingas, atliekama vis daugiau tyrimų apie stresą darbe. Pabrėžiama darbinio gyvenimo kokybė kaip neatsiejama gyvenimo kokybės dalis (Datta, 1999; Schabracq, Cooper, 2000; Bandzienė, 2009). Atliekamų tyrimų rezultatai rodo, kad darbuotojų patiriamas stresas itin daug kainuoja ne tik organizacijai, bet ir visai šaliai. Darbuotojai, kurie patiria stresą, yra žymiai dažniau sergantys, mažiau motyvuoti ar patenkinti savo darbu.

Atliekami tyrimai užsienio šalyse dėmesį sutelkia į streso raišką, pavyzdžiui nuovargį, kai yra sunku sukonzentruoti dėmesį į tam tikrą veiklą. Mokytojo profesija įvardijama kaip viena stresiškiausių, charakterizuojama darbo krūvio kiekybe, silpna karjeros struktūra, mažu atlyginimu (Jenkins, Calhoun, 1991; McCormick, 1992). Daugelis mokslininkų pažymi, kad pedagogo profesijos atstovai yra vieni iš labiausiai patiriančių profesinį stresą (Montgomery, Rupp, 2005; Pearson, Moomaw, 2005; Travers, Cooper, 1996; Kyriacou, 2001). Tyrimuose akcentuoja ir mokytojo vaidmenų stresą, tai yra išryškina vaidmenų konfliktą ir vaidmenų dviprasmiškumą (Conley, 2000); analizuojamos mokytojų streso ir atsakomybės sąsajos, akcentuojamas socialinis ir politinis kontekstas. Pedagogams kelia stresą besiplečianti veiklą įvairovė ir modernėjanti mokykla (Hepburn, Brown, 2001), kuri šiandien tampa į pasiekimus besiorientuojančia organizacija. Analizuojami pasitenkinimo darbu aspektai, išskiriant individo asmenines savybes turinčias poveikį pasitenki-

³ Su darbu susijusios sveikatos problemos ES 1998–1999, Eurostatas. Liuksemburgas, 2001.

⁴ Patarimai dėl streso darbe – gyvenimo prieskonis ar mirties pabučiavimas? Europos Komisija, Liuksemburgas, 2001. (Guidance on work-related stress – spice of life or kiss of death?) European Commission. Luxembourg, 2001.

nimui darbu ir organizacijos veiksniais įtakančius darbuotojo pasitenkinimą darbu (Butt, Lance, 2005), pabrėžiamas perdegimas ir išsekimas (Kimberly, 2007; Maslach ir kt., 1997, 1996). Atliekami tyrimai apie mokytojo baimes jų įvertinimo aspektu (Conley, Glasman, 2008). Didelis dėmesys yra skiriamas streso tyrimams apie pedagogus dirbančius su neįgaliaisiais vaikais (Forlin, 2001; Wisniewski, Gargiulo, 1997).

Joiner (2001) tyrimuose analizuoja streso sąsajas su vadovo socialiniais lūkesčiais ir organizacijos kultūra, pabrėždamas tautos kultūrą. Fotinatos-Ventouratos, Cooper (2005) analizuoja stresą lyties aspektu, streso dimensijas įtakančias nepasitenkinimą darbu moterų ir vyrų kolektyvuose siejant tai su socialine klase. Bertoch, Nielsen ir kt. (1988), atlikdami mokytojų streso tyrimus, analizuoja aplinkos stresorius, kurie apima moksleivių drausmės ir nuostatų, pažiūrų problemas, mokytojo kompetencijas, mokytojo – administracijos tarpusavio santykius, kaip papildomi stresoriai skiriami atsakingumo lygis, didelis moksleivių skaičius klasėje, mažas atlyginimas, didelė priklausomybė nuo moksleivių, ir mažėjantis visuomenės palaikymas. Taip pat autoriai skiria individualiu lygmeniu sukeltus stresorius, kurie siejami su savivoka. Profesinės sveikatos psichologijos srityje daug dėmesio skiriama darbinės įtampos ir širdies ligų sąsajų tyrimams (Theorell, Karasek, 1996).

Lietuvoje streso tema atliktų tyrimų ištis mažai. Tik pastarųjų metų eigoje pasirodė keletas darbų, kuriuose atsispindi psichosocialiniai stresoriai darbe biomedicinos mokslų srityje (Pajarskienė, 1999), moterų stresas darbo aplinkoje (Valackienė, 2001, 2002), streso atpažinimas ir įveikimas psichologiniu aspektu (Pikūnas, Palujanskienė, 2005), taip pat psichologijos mokslų srityje atliktas tyrimas apie stresą ir elgesio savireguliaciją (Grakauskas, 2006; Grakauskas, Valickas, 2006). Vadybos mokslų kontekste atliktas streso valdymo priemonių identifikavimas, jų veiksmingumas (Bandzienė, 2009). Užsienio šalių autoriai vadybos mokslo srityje analizuoja darbo aplinkos veiksniais įtakančius stresą (Mattseon, 1989, Clarke, Cooper, 2004). Edukologijos mokslų srityje kai kurie streso aspektai nagrinėjami Bulajevo (2001) disertaciniame tyrime apie pedagogų saviugdos veiksniais švietimo kaitos sąlygomis. Nors autorė išskirtus veiksniais, įtakančius pedagogo saviugdą, jų neįvardija kaip stresą įtakančius veiksniais, tačiau pažvelgus psichologiniu aspektu, galima juos įvardinti kaip stresorius. Bagdonas (2007) disertaciniame tyrime, apie mokyklos baimės raišką ir jos įveikimo edukacinius veiksniais, akcentuoja baimės raišką, kurią galima traktuoti kaip mokytojo profesinio streso veiksnį, pasireiškiantį per moksleivių egzaminus, konkursus, įvairius mokyklos mastu ir tarp mokyklų organizuojamus renginius, mokytojo baimę prarasti darbą ir pan. Beje, išryškėja ir tai, kad yra analizuojama tik moksleivių baimės raiška, kuomet yra itin svarbūs ir mokytojo baimės, streso raiškos aspektai mokykloje.

Streso fenomenas daugiausiai tirtas psichologijos, medicinos mokslų srityse. Šiandien vis dažniau streso reiškinys aptinkamas darbo psichologijos, vadybos mokslų tyrimuose. Tačiau, kaip teigia Bandzienė (2009), mokslinėje literatūroje pasigendama kompleksinio stresorių vertinimo bei nesutariama, kurie iš jų sukelia didžiausią stresą. Profesinio streso tyrimai daugiausiai dėmesį sutelkia į etiologiją, įvertinimą, ir tretines intervencijas, tai yra pagalbos darbuotojams programas individualiu lygmeniu (Kenny ir kt., 2000). Mokslinėje literatūroje labiau dėmesys sutelkiamas į organizacijos lygmenyje vertinamas pasekmes arba individualaus lygmens matavimus.

Vis dėlto, nepaisant minėto pozityvaus profesinio streso aspektų tyrinėjimų įdirbio, tenka konstatuoti, jog tyrimuose mažai akcentuojamas mokytojų profesinio streso švietimo vadybos ir edukacinių redukavimo priemonių taikymas. Pasigendama mokytojų profesinio streso redukavimo švietimo vadybos ir edukacinėmis priemonėmis tyrimų, nagrinėjančių šį fenomeną žymiai platesniame kontekste, tai yra: *makro lygmenyje* – švietimo ir darbo teisyno tobulinimas, mokytojo profesijos prestižo kūrimas, darbo krūvio normavimas, tęstinio kvalifikavimo tobulinimo sistema ir pan.; *organizaciniu lygmeniu* – organizacijos kultūra, edukacinė kultūra ir edukacinės tradicijos, mokinių kontingentas, tėvų kooperatyvumas ir nusiteikimas bendradarbiauti su mokykla, mokyklos personalo struktūra, personalo amžius, išsilavinimas, mokyklos edukaciniai pasiekimai, socialiniai santykiai, jų pobūdis tarp įvairių mokyklos socialinių veikėjų (administracijos, pedagogų personalo, mokinių); *mikro ir intrapersonaliniu lygmenyse* – privati mokytojo aplinka, šeima, asmenybiniai resursai, sveikatos būklė, profesinė kompetencija.

Išdėstyti samprotavimai ir argumentai lėmė tokios disertacinio **tyrimo temos** pasirinkimą: „Mokytojų profesinis stresas ir jo redukavimo prielaidos švietimo vadybos bei edukacinėmis priemonėmis“.

Disertacinio **tyrimo problema** gali būti apibūdinta šiais klausimais, atsakymų į kuriuos paieška, reikalauja specialių mokslinių tyrimų:

1. Ar profesinis stresas Lietuvos pedagoginėje profesinėje bendruomenėje yra plačiai (arba tik nežymiai) išplitęs? Ar profesinis stresas Lietuvos pedagoginėje profesinėje bendruomenėje yra stipriai (arba nestipriai) išreikštas? Koks apytiksliai nuošimtis Lietuvos pedagogų kenčia nuo profesinio streso tokiu mastu, kuris, galima sakyti, riboja jų gyvenimo kokybę, profesinį pasitenkinimą ir profesinės veiklos kokybę? Ar Lietuvos pedagogų bendruomenėje profesinis stresas yra (nėra) tiek išreikštas, kad reikalautų specialių intervencijų: a) švietimo politikos koregavimo; b) mokyklos ir pedagogo profesinę veiklą reglamentuojančio teisyno tobulinimo; c) mokyklos valdymo tobulinimo ir mokyklos organizacinės kultūros pokyčių; d) pedagogų darbo motyvavimo sistemos tobulinimo; e) pedagogų pro-

fesinio rengimo, atrankos, atestacijos ir tęstinio kvalifikavimo sistemos tobulinimo?

2. Ar egzistuojanti pedagogų rengimo, praktinio mokymo ir tęstinio kvalifikavimo sistema pakankamai parengia (neparengia) pedagogus susitikimui su stresu mokykloje? Ar pedagogai žino profesinio streso simptomus, konkrečius streso įveikimo būdus ir technikas? Kokius konkrečius relaksacijos būdus ir technikas Lietuvos pedagogai taiko norėdami atsigauti nuo neigiamo profesinio streso poveikio, atgauti dvasinę pusiausvyrą? Kokiomis subjektyviomis teorijomis ir kokio pobūdžio žiniomis remiasi tokios relaksacinės technikos? Kiek tokios priemonės yra „buitinio“, „liaudiško“ lygmens, kiek jos remiasi religine-mistine sąmone arba, kiek jos yra paremtos modernaus mokslo žiniomis apie autogeninę treniruotę, psichoterapiją, neurolingvistinį programavimą, pozityvaus mąstymo psichologija ir kt.?
3. Kiek efektyvios, redukuojant pedagogų profesinį stresą, gali būti tokios edukacinės (plačiąja prasme) priemonės kaip: a) autodidaktika, b) patirtinis mokymasis iš gyvenimo, c) refleksyvus mokymasis darbe (individualiai ir partnerystės tinkluose su kolegomis, bendraminčiais), d) pedagogų profesinė spauda, medijų pedagogika ir kitos galimos priemonės?
4. Kokių indikatorių ir dimensijų pagalba gali būti identifikuojamas ir vertinamas Lietuvos pedagogų profesinis stresas? Kokia yra pedagogų streso raiška pagal atskiras struktūrines streso dimensijas, kaip jos tarpusavyje susiję?
5. Ar Lietuvos pedagogų profesinėje bendruomenėje egzistuoja saviti statistiniai pedagogų tipai, pasižymintys skirtingais streso raiškos profiliais?
6. Ar egzistuoja kultūriškai specifiški pedagogų profesinio streso raiškos bruožai, būdingi būtent Lietuvos pedagogų profesinei bendruomenei?
7. Kokie išoriniai veiksniai stipriausiai paveikia pedagogų profesinį stresą? Disertacinio **tyrimo objektas** – profesinis stresas.

Tyrimo dalykas – pedagogų profesinio streso raiška ir jo redukavimas švietimo vadybos bei edukacinėmis priemonėmis.

Disertacinio **tyrimo tikslas** – atskleisti Lietuvos pedagogų profesinio streso raišką (paplitimo ir stiprumo laipsnį), taip pat pagrįsti švietimo vadybos ir edukacines priemones, įgalinančias mažinti neigiamas profesinio streso pasekmes.

Šio disertacinio projekto bendro tikslo buvo siekiama įgyvendinant konkrečius dalinius **tyrimo uždavinius**:

- 1) išnagrinėti mokslinę literatūrą apie profesinį nuovargį, profesinį perdėgimą ir profesinį stresą, taip pat apie galimybes minėtas neigiamas mažinti darbo politikos ir darbo teisės, organizacijų vadybos ir edukacinėmis priemonėmis;

- 2) parengti pedagogų profesinio streso tyrimo dizainą, paremtą skirtingų kiekybinių ir kokybinių metodikų derinimu: kiekybinės apklausos raštu, pedagogų grupinio interviu, pedagogų profesinės spaudos diskurso analizė ir pedagogų rengimo ugdymo turinio analizė;
- 3) atlikti kiekybinius matavimus, patikrinti standartizuotos apklausos instrumento validumą ir patikimumą, surinkti empirinius duomenis užsibrėžtais kokybiniais metodais, nustatyti Lietuvos pedagogų profesinio streso raišką ir ją paveikiančius veiksnius; atlikti suplanuotus kokybinius tyrimus;
- 4) atlikti empirinių tyrimų (kiekybinio ir kokybinių) duomenų interpretaciją, pateikti konkrečias rekomendacijas kaip švietimo vadybos ir edukacinėmis priemonėmis švelninti neigiamas pedagogų profesinio streso pasekmes.

Disertacinio tyrimo **teorinį pagrindą** sudaro įvairių socialinių mokslų teorinių ir koncepcinių nuostatų derinys:

- 1) žmogiškųjų išteklių mokslo, darbo ir organizacijų psichologijos, darbo ir organizacijų sociologijos žinios apie: a) profesinį nuovargį, profesinį perdegimą ir profesinį stresą, jį paveikiančius veiksnius ir neigiamų streso pasekmių mažinimo prielaidas; b) apie būtinybę derinti efektyvios, į pasiekimus orientuotos organizacijos modelį ir personalo pasitenkinimą darbu bei komfortą; c) apie profesinio gyvenimo įtaką subjektyviam laimės pojūčiui ir gyvenimo kokybei;
- 2) klinikinės psichologijos žinios apie stresą;
- 3) švietimo vadybos ir pedagoginės psichologijos žinios apie pedagogų profesinį nuovargį ir stresą;
- 4) pedagogų rengimo ir tęstinio kvalifikavimo koncepcinių požiūrių ir konkrečių tyrimų žinios;
- 5) žmogiškųjų išteklių mokslo ir šiuolaikinės edukologijos žinios apie patirtinį mokymąsi „iš gyvenimo“, refleksyvų mokymąsi, mokymąsi darbo vietoje ir mokymąsi partnerystės tinkluose;
- 6) šiuolaikinės edukologijos žinios apie autodidaktiką, nuotolinį mokymą ir mokymąsi, medijų pedagogiką.

Tyrimo **metodologinį pagrindą** sudaro šiuolaikinės socialinių mokslų metodologijos mokymas apie empirinį socialinį tyrimą ir jo alternatyvias atmainas – kiekybinį tyrimą ir kokybinį tyrimą. Kiekybinis tyrimas šiame disertaciniame projekte yra parengtas klasikine testų teorija ir metodologiniu mokymu apie atrankinę kiekybinę apklausą raštu. Kokybinis tyrimas disertaciniame projekte parengtas šiuolaikinėmis sampratomis apie: a) grupinį interviu; b) diskurso analizę.

Disertacinio tyrimo **empirinė bazė** ir taikyti tyrimo **metodai**:

- 1) Tyrimo metu išanalizuoti 2005–2008 metų profesinio periodinio dienraščio „Dialogas“ 77 straipsniai, atliekant diskurso analizę;
- 2) Atliktas mokytojų grupinis interviu. Grupinių interviu metu apklaustos penkios mokytojų grupės iš skirtingų mokyklų. Grupėse dalyvavo nuo 6 iki 14 mokytojų. Viso apklausti 45 pedagogai iš penkių skirtingų „X“ miesto ir „Y“ rajono mokyklų;
- 3) Išanalizuotos pedagogų rengimo ir tęstinio kvalifikavimo dokumentų ugdymo turinio analizė;
- 4) Atlikta anketinė apklausa. Klausymą sudarė 25 diagnostiniai blokai. Viso apklausta 961 mokytojai iš skirtingų Lietuvos miestų ir rajonų mokyklų.

Disertacinio tyrimo **mokslinis naujumas** pasireiškia tuo, kad empirinio tyrimo priemonėmis (derinant kokybinius ir kiekybinius metodus) surinkta gausi faktinė medžiaga apie pedagogų profesinio streso raišką Lietuvos (jos švietimo ir mokyklos) kultūros sąlygomis.

Tyrimo **teorinė reikšmė** gali būti apibūdinta tuo, kad praplėsti, patikslinti moksliniai teoriniai vaizdiniai apie pedagogų profesinio streso, kaip kiekybiškai matuojamo ir kokybiškai „stebimo“ konstrukto, konkrečius raiškos indikatorius ir dimensinę-kategorinę struktūrą, taip pat apie įvairius veiksnius, paveikiančius Lietuvos pedagogų profesinio streso raišką.

Tyrimo **praktinė reikšmė** pasireiškia tuo, kad suformuluota konkrečių, teoriškai ir empiriškai pagrįstų priemonių ir rekomendacijų sistema, įgalinanti redukuoti Lietuvos pedagogų profesinėje bendruomenėje kylantį stresą, mažinti jo neigiamas pasekmes švietimo vadybos ir edukacinėmis priemonėmis.

Publikacijos disertacijos tema recenzuojamuose periodiniuose mokslo leidiniuose:

Bubelienė D., Merkys G. (2010). Bandytas žvelgti į pedagogų profesinį stresą kompleksiskai: empirinio tyrimo duomenys. *Mokytojų ugdymas*. Nr. 14 (1). Šiauliai. (Priimta spaudai).

Merkys G., Bubelienė D. (2009). Profesinis stresas pedagogų akimis: grupinių interviu rezultatai. *Mokslas ir edukaciniai procesai*, Nr. 2 (9). Šiauliai. P. 115–134.

Bubelienė D. (2007). Mokytojų darbinis stresas: konceptualizacija ir empirinės studijos. *Jaunųjų mokslininkų darbai*, Nr. 1 (12). Šiauliai. P. 56–60.

Bubelienė D. (2006). Laiko reikšmingumas mokytojo vaidmenų kaitos kontekste. *Jaunųjų mokslininkų darbai*. Nr. 4 (11). Šiauliai. P. 54–57.

Disertacijos tema paskelbtos publikacijos kituose šaltiniuose:

Bubelienė D. (2006). Teachers' Stress: Multidisciplinary Conceptions' Complexion. *Baltic Psychology in Global Context: Where Do We Stand?* Latvija: Rygos universitetas.

Bubelienė D. (2005). Педагогическая компетенция как компонент педагогической культуры. *Профессиональная культура специалиста: методологические, идеологические, психолого-педагогические аспекты формирования*. Барановичи. С. 13–15.

Bubelienė D. (2004). Факторы стресса, влияющие на педагогов: теоретический аспект. *Pedagogika: teorija ir praktika. Pedagogų švietimas: tradicijos ir tobulinimasis*. Liepoja: Pedagogikos akademija.

Apibendrinančios išvados, interpretacija, diskusija

1. Išvados išplaukiančios iš mokslinės literatūros apžvalgos

Streso fenomenas yra multidisciplininio pobūdžio ir analizuojamas įvairių mokslų srityse, didesnę dėmesį sutelkiant į psichologinius ir medicininius aspektus. Stresas gali pasireikšti labai įvairiai, pavyzdžiui motyvacijos praradimu, sveikatos sutrikimais tokiais kaip galvos, nugaros skausmai, nuolatinis nuovargis, išsekimas, įtampa ir pan. Mokytojų profesinio streso tyrimai daugelyje šalių atliekami itin plačiai. Tačiau didesnis dėmesys sutelkiamas į psichologinius aspektus. Mokytojo profesinis stresas analizuojamas gilinantis į vaidmenų paskirstymą darbo vietoje, vaidmenų aiškumą, apibrėžtumą, darbo krūvį, moksleivių elgesį, darbo sąlygas mokykloje, psichologinį mikroklimatą, kolektyvo tarpusavio santykius. Mokytojų profesinį stresą keliantys veiksniai yra daugiau kaip iššūkiai, pasireiškiantys dideliais reikalavimais profesinėje darbinėje veikloje, nuolatine kaita. Mokslinės literatūros analizė parodė, kad profesinio streso redukavimo prielaidos galimos iš trijų pozicijų: makro lygmens, organizacinio lygmens, mikro ir intrapersonalinio lygmens.

2. Išvados išplaukiančios iš tyrimo metodologinio ir metodinio įdirbio

Trianguliacinė prieiga, kuri numatė įvairių mokslinės informacijos šaltinių ir įvairių šios informacijos surinkimo bei apdorojimo metodų derinimą, disertaciniame tyrime pasiteisino. Kaip ir mokslinės informacijos šaltiniai šiame tyrime buvo naudojami: a) mokytojų nuomonė ir patirtys; b) pedagogų profesinės spaudos turinys ir medžiaga; c) mokytojų rengimo ir tęstinio kvalifikavimo programų aprašai. Kaip mokslinės informacijos surinkimo metodai buvo naudojami: a) standartizuota apklausa raštu; b) grupinis interviu; c) diskurso ir turinio analizė. Kaip duomenų apdorojimo metodai buvo naudojami aprašomoji ir daugiamatė statistika, diskurso ir turinio analizė. Atskirais atvejais informacijos šaltinių ir metodų derinimas padėjo patikslinti gautą mokslinį

nę informaciją, giliau pagrįsti jos objektyvumą ir patikimumą. Antai grupinių interviu metu skirtingos informantų grupės nepriklausomai viena nuo kitos akcentavo, jog niekada (nei studijų universitete metu, nei tęstinio kvalifikavimo kursų metu) nebuvo parengti susitikimui su tokiu nemalonių reiškiniu kaip mokytojo profesinis stresas. Papildomai disertantės atlikta pedagogų rengimo ir tęstinio kvalifikavimo programų aprašų analizė šitokią nuomonę tik patvirtino. Atskirais atvejais buvo rasti nauji, anksčiau nežinomi, tiriamo reiškinių – mokytojų streso – raiškos aspektai. Pastarieji nebūtų buvę rasti, jeigu būtų apsiribota tik vienu informacijos šaltiniu ir vienu tyrimo metodu.

3. Empirinio diagnostinio tyrimo išvados

3.1. Atliktas pedagogų apklausos tyrimas leidžia formuluoti šias pagrindines išvadas:

3.1.2. Apklausos būdu rasti faktai ir dėsniumai visumoje susišaukia su tais faktais, kurie buvo rasti, taikant kitus metodus – pedagoginės spaudos diskurso analizę, grupinius mokytojų interviu. Pastaroji aplinkybė sustiprina apklausos būdu gautų išvadų validumą ir patikimumą.

3.1.3. Mokytojų streso raiška buvo užfiksuota pagal visus teoriškai hipotetiškai sukonstruotus klausimyno diagnostinius blokus (dimensijas) ir, atitinkamai, pagal visus streso raiškos bei veiksmų lygius. Čia turima galvoje makro lygmens, organizacijos lygmens ir individualaus lygmens stresoriai bei streso raiškos kontekstai.

3.1.4. Mokytojų nuostatose, kurios susiję su, kaip apklausose įprasta, subjektyviu profesinių stresorių vertinimu, pasireiškia tam tikri reitingo (hierarchijos) dėsniumai. Apklausos rezultatai vienareikšmiškai rodo, kad, subjektyvaus vertinimo prasme, patys stipriausi stresoriai išplaukia iš makro lygmens konteksto. Šie stresoriai ir streso raiškos kontekstai mokytojų subjektyviai suvokiami kaip patys skaudžiausi.

3.1.5. Šią išvadą apie makro lygmens streso veiksmius ir raiškos kontekstus tikslinga detalizuoti. Antai vidutinis pritarimas dvylikai „Bendro Socialinio pesimizmo“ skalės teiginių siekia net 85 proc. ir svyruoja nuo 66,9 iki 92,5 proc. Vidutinis pritarimas skalės, atspindintiems padidintą mokytojo darbo krūvį, siekai 74 proc. Nors darbo krūvis yra individualus parametras, iš dalies priklausantis nuo dirbančiojo valios, visgi pedagogo darbo krūvio apimtis ir normavimas išplaukia iš tam tikrų socialinių standartų, tradicinio supratimo, ką ir už kiek turi padaryti mokytojas. Mokytojo noras turėti didelį krūvį

dažnai išplaukia iš noro turėti didesnę atlyginimą. Mokytojo darbo krūvis ir normavimas laikytini parametrais, kuriuos visų pirma užduoda būtent makro lygmuo. Skalės „diskomfortas dėl nepritekliaus“ teiginiams vidutiniškai pritaria 52 proc. mokytojų. Nemenkas stresorius, pasiekiantis labai aukštą vidutinį pritarimo procentą (73 proc.), yra „konkurencija ir pasiekimų kultas mokykloje“. Streso raiškos ir kilmės požiūriu mokytojus traumuoja menkas profesijos prestižas. Vidutinis pritarimas atitinkamo pavadinimo skalės teiginiams siekia 70 proc. Mokytojams stresą kelia ir pokyčiai bei naujovės, nuolat užgriūnantys mokyklą. Vidutinis pritarimas atitinkamos skalės teiginiams siekia 57 proc.

- 3.1.6.** Padidintą stresuotumą darbinės veiklos kontekste mokytojai sąlyginai nėra linkę sieti su individualiais ir mikrolygmens veiksniais. Apie liudija sąlyginai žemas pritarimo procentas, kurį paprastai atspindi teiginiai, reprezentuojantys minėtą streso veiksnių ir streso raiškos konteksto lygmenį. Antai vidutinis pritarimas teiginiams, kurie diagnozuoja galimai nepakankamą mokytojo profesionalumą kaip darbinio streso šaltinį, tesiekia tik 9,7 proc. Skalės „Menkas pasitenkinimas profesija“ vidutiniškai pritaria 25,5 proc. mokytojų. Mokytojo šeima ir privati aplinka respondentų taip pat nėra atpažįstama kaip reikšmingesnis darbinės įtampos ir profesinio streso šaltinis. Teiginiai, kurie atspindi problemas šeimoje, ribotas galimybes mokytojui namuose atsipalaiduoti, sulaukti palaiškymo dėl sunkios profesijos ir pan. pasižymi sąlyginai žemu vidutiniu pritarimo procentu (21,5 proc.).
- 3.1.7.** Labai simptomiška, kad vadinamieji organizacinio lygmens profesinio streso veiksniai bei raiškos kontekstai užima komentuojamame reitinge arba vidutines, arba žemas pozicijas. Pasak apklausos, didesnę stresuotumą mokytojams galimai kelia ne santykiai su kolegomis ar administracija, bet santykiai su tėvais. Skalės „Tėvų pagalbos ir paramos mokytojui stoka“ diagnostiniams teiginiams vidutiniškai pritaria 42 proc. mokytojų. Skalės „pedagogų tarpusavio santykiai ir kolektyvo psichologinis klimatas“ teiginiams, kurie atspindi galimus streso šaltinius, vidutiniškai pritaria tik 19,6 proc. mokytojų. Skalės „Administracijos teikiama pagalba mokytojui ir vadovavimo stilius“ teiginiams, kurie atspindi galimus streso šaltinius ir jo raiškos kontekstus, vidutiniškai pritaria

tik 17,6 proc pedagogų. Ryškesniu streso šaltiniu bei raiškos kontekstu mokykloje netampa ir švietimo pagalbos specialistų veikla (logopedo, socialinio darbuotojo, psichologo). Tai natūralu, kadangi minėti profesionalai tam ir yra mokykloje, kas mokytojui būtų lengviau. Negatyviems minėtos skalės aspektams vidutiniškai pritaria tik 20,7 proc. mokytojų.

Kompiuterizuotoje modernioje mokykloje vidinė komunikacija mokyklose vyksta gana sklandžiai ir šis aspektas paprastai netampa darbinio streso šaltiniu. Negatyviems skalės „Informacijos sklaida ir komunikacija mokykloje“ vidutiniškai pritaria tik 14,3 proc. mokytojų. Vidutines pozicijas komentuojamame reitinge užima tokie fenomenai kaip mokyklinė pertrauka ir mokytojo darbo vietos įrengimas. Vidutinis pritarimas negatyviems minėtų skalių indikatoriams siekia 40,6 proc. („mokyklinė pertrauka“) ir 44 proc. („Mokytojo darbo aplinka, darbinės veiklos materialinis aprūpinimas“).

- 3.1.8.** Masinės apklausos būdu nustatyti reitingo dėsniumai apie įvairius mokytojų streso šaltinius ir raiškos kontekstus leidžia, hipotezės teisėmis, formuluoti apibendrinančią išvadą ir rekomendaciją. Pagrindiniai streso redukavimo mokytojo profesijos lauke svertai yra sietini būtent su makro lygmens veiksniais. Visų pirma čia paminėtini tokie dalykai, kaip: 1) švietimo politikos ir švietimo teisyno tobulinimas; 2) pedagogų darbo planavimas, normavimas ir apskaita; 3) teisingas atlygis už mokytojo darbą; 4) mokytojo profesijos prestižo gerinimas (ne skambiomis trafaretinėmis frazėmis, o realiai ir iš esmės) ir kt.

3.2. Kokybinio tyrimo išvados

3.2.1. Grupinių interviu, atliktų su mokytojais, išvados

Grupinių interviu su mokytojais metu išryškėjo, kad stresas yra žinoma ir aktuali mokytojams tema. Su mokytojo profesiniu stresu nesusipažinę pedagogai, atskleidė ir tematizavo labai įvairius pedagogų profesinio streso aspektus. Tai rodo, kad tirta profesinė bendruomenė subjektyviai yra į nagrinėjamą reiškinį labai įsigilinus. Profesinis stresas, galima daryti prielaidą, yra mokytojų giliai pergyventas, „išskentėtas“ ir gerai žinomas dalykas. Maža to, mokytojai mokymosi iš kasdienio gyvenimo ir mokymosi iš profesinės veiklos būdu grynai intuityviai atranda, susiformuoja ir išbando sau tinkančias reabilitavimosi nuo profesinio streso priemones. Nepaisant nedidelės imties, buvo aptikta nemenka tokių individualių emancipavimosi ir reabilitacijos nuo profesinio streso formų įvairovė. Kai kurios tų formų yra tikrai efektyvios.

Šį klausimą ateityje tikrai verta patyrinti detaliau, kad kitiems mokytojams galima būtų pateikti gerosios praktikos pavyzdžius.

Tyrimo eigoje buvo rasti visiškai nauji pedagoginio darbo stresoriai, kurie, mūsų duomenimis, mokslinėje literatūroje iki šiol įvardinti nebuvo. Pirma, tai stresas, dėl „kūrybinio perfekcionizmo“. Kūrybingi ir ambicingi mokytojai nuolat galvoja, kaip padaryti, kad kiekviena pamoka būtų nepakartojama, įsimintina, išskirtinė, kad pedagogas, kiekvieną kartą susitikęs pamokoje su mokiniais, juos sudomintų ir nusivestų pažinimo keliais paskui save. Yra bijomasi nuobodžios nekūrybingos pamokos. Ilgainiui pastangos nuolat išrasti pedagoginių naujovių ir įdomybių ima varginti ir išsekina mokytoją. Tai nauja streso kilmės dimensija, kadangi dažniau kalbama apie pedagoginio darbo rutiną, kaip apie profesinį stresorių. Pažymėtina, kad stresorius, kylantis dėl „kūrybinio perfekcionizmo“, pasireiškia tik kai kuriose mokyklose, pasižyminčiose aukšta edukacine kultūra, specifiniu labai motyvuotu mokinių kontingentu. Antra, tai stresas kylantis dėl valstybinių egzaminų svarbos. Tai grynai lietuviškas kultūriškai specifinis fenomenas, kurio nėra kitose šalyse, vadinasi atitinkamas stresorius tarptautinėje mokslinėje literatūroje nėra atspindėtas.

3.2.2. Pedagogų profesinės spaudos diskursų analizės rezultatai

Išanalizavus pedagogų profesinę periodinę spaudą išryškėjo, kad apžvalgininkai nemažą dėmesį sutelkia mokytojo profesijos prestižo tematikai. Šiame diskurse sprendimų galia suteikiama švietimo ir mokslo ministerijos atstovams. Mokyklų administracija pabrėžia pačių pedagogų galią spręsti mokytojų profesijos prestižo problemą.

Mokytojų teisių ir palaikymo diskursas tampa aktualiausias pedagogams. Šią problemą siūloma spręsti dėmesį sutelkiant į švietimą reglamentuojančius dokumentus. Pabrėžiama darbo sąlygų sudarymo problema, kurią išspręsti galima skyrus pakankamą finansavimą. Stresines situacijas keliančius veiksnius šalinti administracijos pagalba. Taip pat šiame diskurse atlieka svarbų vaidmenį psichologinės pedagoginės tarnybos, kurios privalo suteikti pagalbą ne tik mokiniams, bet ir mokytojams. Pabrėžiamas ir asistentų (pagalbininkų) vaidmuo klasėje, šalia mokytojo.

Apie mokytojų profesinį stresą yra kalbama plačiau pačių apžvalgininkų, kurie, pasak mokytojų, dezorientuoja visuomenę apie pedagogo profesiją. Ši profesija tampa nevertinama dėl to, kad pedagoginį darbą dažniausiai dirba moterys, kurios yra emociškai jautresnės, orientuojasi į išorinį įvertinimą, pripažinimą ir palaikymą, jaučia didelę pokyčių baimę ir jiems nėra pasiruošusios. Išryškėjo mokytojų profesinį stresą įtakojančių veiksnių siužetinės linijos, kurios atsispindi makro lygmenyje, organizaciniame lygmenyje, mikro ir intrapersonaliniame lygmenyje.

3.2.3. Pedagogų rengimo ir tęstinio kvalifikavimo programų analizės rezultatai

Mokytojai susitikimui su profesiniu stresu pedagogų rengimo institucijose visai nebuvo paruošti. Tas pats pasakytina ir apie dabartinę pedagogų tęstinio kvalifikavimo sistemą. Psichologinės pakraipos tęstinių kursų moduluose dar šiek tiek kalbama apie stresą, kurį patiria mokiniai, tačiau būtent apie mokytojų profesinį stresą, jo specifiką, raiškos formas, įveikimo ir redukavimo būdus kursų ir modulių nėra. Galima tik numanyti, kad yra užsimenama apie mokytojų profesinio streso apraiškas vadybinės ar pedagoginės pakraipos dalykuose. Ši išvada susišaukia su pedagogų rengimo ir tęstinio kvalifikavimo ugdymo turinio dokumentų (programų ir modulių aprašų) analize.

Diskusija

Tyrimo duomenys suteikia nemažai argumentų apie tai, jog turėtų būti koreguojamas pedagogų rengimo ir tęstinio kvalifikavimo turinys (curriculum). Jis turėtų būti koreguojamas ta linkme, kad atitinkamame turinyje atsirastų žinių ir kompetencijų dariniai apie profesinį stresą, tokią jo specifinę atmainą kaip pedagogų stresas, bei konkrečias streso įveikimo metodikas ir technikas. Rengiant pedagogus žinios apie profesinį stresą ir jo įveikimo būdus studentus turėtų pasiekti kelis kartus ir skirtinguose kontekstuose. Mūsų nuomone pirmą kartą žinios apie profesinį stresą turėtų būti suteiktos dar studijų pradžioje, tarkime, tam ypač tiktų „Specialybės įvado“ modulyje. Gilesnės žinios apie stresą apskritai taip pat tokias jo atmainas kaip pedagogų stresas ir mokinių mokyklinis stresas turėtų būti suteikiamos dėstant psichologijos disciplinų ciklą (pvz., bendrąją psichologiją, pedagoginę psichologiją, sveikatos mokslo modulius ir pan.). Dar viena galimybė, kuomet mūsų nuomone, tikslinga grįžti prie pedagogų profesinio streso klausimų yra „Švietimo vadybos“ ar kitas panašus modulis. Jei psichologijos moduluose profesinis stresas pateikiamas iš individualybės pozicijų tai vadybinio profilio moduluose atsiranda galimybė pažvelgti į profesinį stresą per mokyklos organizacinės ir vadybinės kultūros, jos žmogiškųjų išteklių kontekstą, per socialinių santykių ir socialinio klimato mokyklos bendruomenėje prizmę. Galiausiai, mūsų nuomone, labai svarbu žinias apie pedagogų profesinio streso ir jo įveikimo būdus vienaip ar kitaip integruoti į pedagoginės praktikos turinį ir procesą. Šitoks daugkartinis ir daugiaplanis būsimų pedagogų supažindinimas su atitinkamomis žiniomis, tikėtina, žymiai geriau parengtu būsimojus pedagogus susitikimui su tokiais pavojingais ir klastingais reiškiniais kaip profesinis stresas, profesinis išsekimas ir profesinis perdegimas.

Turint galvoje, kad į tęstinio kvalifikavimo sistemą ateina pedagogai jau turintys nemenką praktinę patirtį, jų „antistresinio parengimo“ turinys ir meto-

dika galėtų būti kiek kitokie nei studentų. Galėtų būti daugiau susikoncentruojama į tokius dalykus kaip pedagoginio streso simptomų atpažinimas ir diagnostinė savianalizė; konkrečių antistresinių relaksacinių metodikų ir technikų įvaldymas, supažindinimas su gerąją patirtimi atitinkamoje srityje; gebėjimo pačiam susimodeliuoti savo individualią antistresinę programą ugdymas.

Pedagogų stresas ir jo įveikimo technikos, mūsų nuomone, galėtų ir turėtų tapti dalykinių metodikų ratelių interesų objektu. Mūsų turimais duomenimis daugelio tokių metodinių ratelių veikla yra labai naudinga ir prasminga. Nagrinėjami vadovėliai, mokymo ir mokymosi metodai, ugdytinių pasiekimai. Visgi problema yra ta, kad metodiniai rateliai paprastai apsiriboja didaktine veikla ir toks fenomenas kaip pedagogų stresas netampa šio kolegialaus (komandinio organo) analizės objektu. Metodiniame ratelyje mokytojai galėtų dalintis gerąją patirtimi, atsivėrimas, išsikalbėjimas bendraminčių tarpe sudaro neblogas prielaidas grupinei psichoterapijai, į metodinį ratelį laikas nuo laikas galėtų pasikviesti psichologą.

Prie pedagogų streso įveikimo mokyklose, mūsų nuomone, galėtų prisidėti naujai diegiamas mokyklų valdymo modelis, taip pat etatinis mokytojų darbo apmokėjimas, pedagogų darbo krūvio sunorminimas, civilizuotų profesijų kūrimasis ir įsitvirtinimas kiekvienoje mokykloje. Be to, svarbu tobulinti švietimo teisybę, mokytojo veiklą reglamentuojantį teisybę taip, kad toks reiškinys kaip „kūrybinės mokytojo atostogos“ būtų ne tuščia deklaracija, bet realiu dalyku.

Daiva Bubelienė

**TEACHERS' OCCUPATIONAL STRESS AND PRESUMPTIONS
OF ITS REDUCTION BY EDUCATION MANAGEMENT AND
EDUCATIONAL MEANS**

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