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Professional burnout and lecturer

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Professional burnout and lecturer

Professional combustion – is „a syndrome of physical and emotional exhaustion, including the development of negative self-esteem, negative attitude to work and loss of understanding and compassion towards the other person”; it is „no loss of creative potential, not a reaction to boredom, exhaustion and reaction that occurs on the background” stress caused by interpersonal communication [Maslach 1979]. Thus, combustion is a professional stress response, resulting from long-term occupational stress average. Emotional burnout is a term that researchers of professional sphere of human activity indicate a situation where staff communication, auxiliary occupations where personal responsibility exceed than external control, after several months or years of diligent realization of their duties „burn out”, showing signs nervousness, intensity, apathy etc. Health is one of the people in both local and global problems, i.e. those that are vital for each person, each state and for humanity as a whole.

The term „health” belongs a number of complex medical and philosophical ideas. Currently, there are a relatively large variety of the directions, structure and content of definitions of „health”. A list of 79 definitions of the essence of human health was compiled by T.Kalju on the basis of studying of global information, but it is far from complete. General „health” – a natural body condition that is characterized by its equilibrium with the environment and the absence of any pathological changes.

The life way of a person, the stages of his/her formation, critical periods of life, self-determination, self-realization and self-development – one of the main psychological problems (K. Abulhanova-Slavskaya, B. Ananiev, V. Morgun, V. Fishing, S. Rubinstein, and others). Biodromal is regarded as a stage in which important decisions for a long time are taken by people. Such important moments in life are determined by scientists as a „*crisis*” (E. Erickson), „*critical situation*” (E. Krupnik), „*difficult life situations*” (L. Antsiferova), „*a biographical event*” (A. Kronik), „*the situation of social instability*” (K. Wasilewska), „*stressful situation*” (L. Peltsman), „*a turning situation, an extreme situation*” (M. Magomed-Emin), „*impossible situation*” (K. Artemova), „*traumatic situation*” (T. Kirilenko), „*the critical state of existence*” (I. Manokha) and others. Calling somehow above human life situations, it may be noted that the authors

of these concepts are investing *close semantic content*. It was at this time in adult life may be such problems:

- *reduction of vitality, poor health* leads to switch energy from the physical to the mental activity. In the minds of people recognizing the value of physical force changes to the value of wisdom;
- *physiological changes* that induce a person to balance the social and sexual aspects in relationships, his/her communication with the opposite sex is deployed to a friendly basis and not on sexual intimacy, or competition;
- *emotional impoverishment of everyday life* that requires an extraordinary personality of emotional flexibility. The reason could be family breakdown, separation from friends, cooling from the fact that locks onto the preceding stages of life;
- *mental rigidity*, that is, a tendency too stubbornly adhere to their rules of life, with a distrust of new ideas. It is rise to its previous experience, habits, and set the style of reasoning. The problem of further and mental flexibility of the individual are actualized by all this. Career lecturer is one of the most stressful profession of present. Peculiarities of negative impact of professional is marked in documents of the World Health Organization. Burnout as a psychological phenomenon is a three components system, consisting of emotional exhaustion (caused by long stay in an emotionally overloaded situations of communication), depersonalization (worsening attitude toward themselves and others) and reductions of their own personal achievements.

So, in this context, particular importance is the study of the problems preventing "burnout" a lecturer as *emotionally „extinct”*, the lecturer can not work productively, as it has reduced the level of psychological readiness for innovation, personal and professional self-improvement, worsening relations with students, colleagues, as well as in the family. In addition, professional burnout, the contribute to barriers in communication with students: *fear of pedagogical mistakes, fear of a student group, a distorted perception of students (or lecturers), and negative forms of calming, a direct role-based opposition, discordance in evaluations and criteria, authoritarian forms of addressing and methods of communication, etc.* So, the traditionally „professional burnout” is interpreted as *long-term stress response that occurs as a result of the impact on a person professionally inherent stresses in occupations such as „man-man”*. Specialist with a such syndrome is characterized by:

- *emotional exhaustion* (he feels that he can not be given to work as before),
- *depersonalization* (develops a negative attitude towards clients, patients, students),
- the *reduction of personal accomplishment* (negative self-perception in the professional aspect), as well as a defensive reaction in the form of partial or complete elimination of emotions in response to a traumatic impact.

Despite the fact that the *essential content and structure of the „burnout”* was justified by a number of authors – M. Burish, L. Karamushka, M. Leiter,

C. Maslach, S. Maksymenko, E. Makher, F. Storli, B. Perlman, E. Hartman, R. Schwab; *analysis of determinants of syndrome of „burnout”* was introduced by M. Borisova, T. Zaichikova, Kh. Kyuynarpuu; *developed psychodiagnostic tools* belong – V. Boiko, N. Vodopoj, J. Greenberg, T. Ronginskyj, A. Rukavishnikov, A. Serebryakova and others; *searching of means of prevention and correction of the indicated syndrome* – A. Kozlova, K. Kondo, D. Trunov, H. Freydenberger and others.

But it is noted that the concept of „professional burnout” is ambiguous in content and is not clearly defined. In scientific literature there is terminological confusion concerning the status of an independent scientific study of the phenomenon of „burnout”. In particular, there are objections to the use of „burnout” as separate concepts, as well as its identification with a professional deformation, dysthymia, depression, occupational stress etc. Thus, in the result of theoretical analysis of psychological literature on the discussed topic allows us to state syndrome of „professional burnout” as a *complex multidimensional construct, the long-term stress response* that occurs as a result of the impact on the personality of monotone nervous and mental stress in the profession of „man-man”, which related to interpersonal communication, accompanied by emotional intensity and cognitive complexity, a defensive reaction in the form of partial or total exclusion emotions in response to traumatic exposure, as well as a *positive* (creative „burning”) and *negative* (exhaustion, distress, a form of maladaptation) phenomenon. The basis of understanding of the essential content of the „burnout” put the approach that the structure of the syndrome consists of three main components: *emotional exhaustion, depersonalization, and reduction of professional duties* (Boiko, 1996; C. Maslach, 1996; H. Freydenberger, 1974). It was proved that the „professional burnout” and professional deformation is a multi-component entities, both positive and negative symptoms of which manifest themselves in professional and nonprofessional fields. Specialist can be both a manifestation of „burnout” as well as professional deformation (in this case, self-evaluation becomes a conflict), and maybe having a „professional burnout”, and have no professional deformation. „Professional burnout” on the one hand, can act as a specific kind of psychological protection, while the other – accompanied by a variety of psychological protection of the individual: information, protecting against *external information, and stabilization, protecting from insider information*.

We can say the same about the profession of the lecturer of the university. The most vulnerable to the emergence of persistent negative psychological formations stage towards a professional becoming of lecturer is so-called period of professional maladjustment (experience in teaching approximately 15–20 years). As practice also shows, the emotional and mental overloading, stresses, sometimes causing significant harm to humans, distort his/her personality, influence the occurrence of not only his/her emotional, mental disorders, but severe diseases. The expression „all the diseases are from of the nerves” – is the best suit-

ed to pedagogical and medical professionals. Therefore, in the hierarchy of human values, *health takes a leading place*. Professional career of lecturers is one of the most stressful occupations of modern times. Hence, attention to occupational health who teaches and educates, their emotional hardening and prevent excessive stress – an important condition for success. We have to add that the most challenging experiences are frustrated in their own professional „I” when the lecturer begins to doubt his professional competence, it develops properly understated professional self-esteem, increased level of professional anxiety, – consisting of only negative components „I” – concept of a specialist. To become *invulnerable* from stress can be an experienced and a young teacher, upon condition – using a scientifically based *system of psychological self-regulation* (W. Bobritska, G. Meshko, O. Meshko and others).

Thus, mastering the so-called psycho technology we can avoid undue stresses, professional psychological and psychiatric disorders and diseases, form a resistance to stress among research and teaching staff of universities non-humanitarian direction, who have special education, but do not have the relevant psychological and pedagogical knowledge. Program of prevention and correction of emotion burnout syndrome symptoms in the group of lecturers should be aimed at understanding stressors and the mechanism of their action, increasing personal stress of partners, the development of emotional intelligence group members and mastering the skills of self-regulations. The main direction of further development of the designated problem includes the development of recommendations, programs for scientific and pedagogical staff of non-humanitarian educational institutions in order to familiarize them with the latest theoretical and practical achievements of the forms of assistance to persons who are prone to a syndrome of mental and emotional burnout.

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Abstract

The author considers the problem of professional burnout as a term that researchers of professional sphere of human activity indicate a situation where staff of communication, auxiliary occupations where personal responsibility exceed than external control, after several months or years of diligent realization of their duties „burn out”, showing signs nervousness, intensity, apathy, etc.

Key words: teacher, crisis, burnout, stress, emotions, the sphere of professional, way of life

Профессиональное выгорание и преподаватель

Резюме

Автор рассматривает проблему профессионального выгорания как термин, которым исследователи профессиональной сферы жизнедеятельности человека обозначают ситуацию, когда работники коммуникативный, вспомогательных профессий, где личная ответственность превышает внешний контроль, после нескольких месяцев или лет работы прилежного выполнения своих обязанностей „выгорают”, проявляя признаки раздражительности, напряженности, апатии и т.д.

Ключевые слова: преподаватель, кризис, личность, выгорание, стресс, эмоции, профессиональная сфера, жизненный путь, эмоциональное обеднение.

Wypalenie zawodowe nauczycieli

Streszczenie

Autorka rozważa problem wypalenia zawodowego nauczycieli, który funkcjonuje w życiu zawodowym człowieka i oznacza sytuację, w której pracownik traci zdolność komunikacji pomiędzy osobistą odpowiedzialnością a kontrolą zewnętrzną podejmowanych działań. Po kilku miesiącach lub latach sumiennej realizacji swoich obowiązków następuje wypalenie zawodowe, którego oznaki to: zdenerwowanie, apatia itp.

Słowa kluczowe: nauczyciel, kryzys, wypalenie zawodowe, stres, emocje, sfera zawodowa, droga życiowa.