



GUIDE TO HEALTH

MENTAL HEALTH STATUS OF TEACHERS

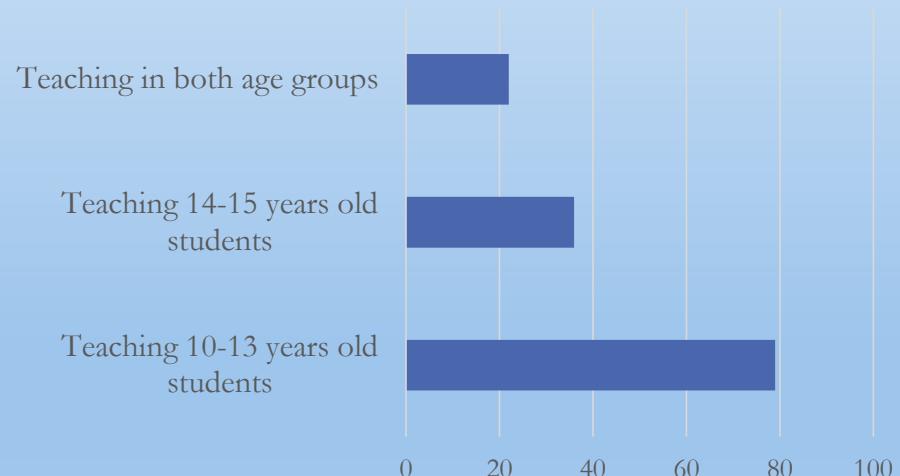
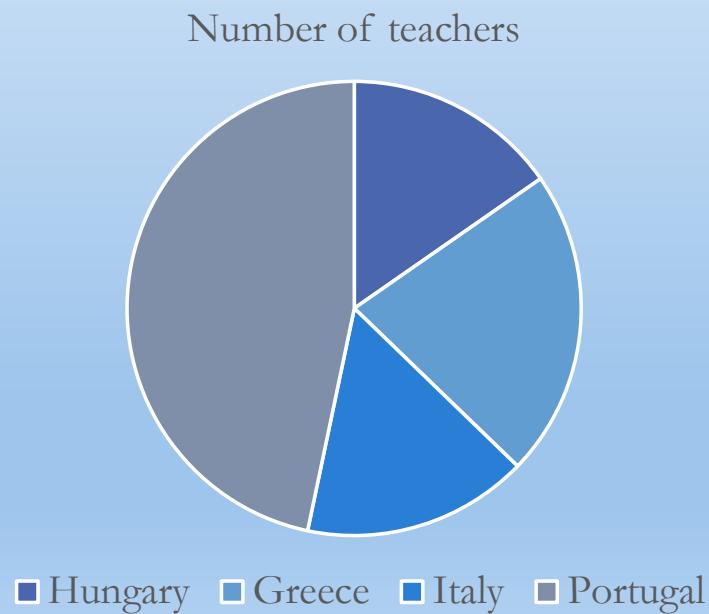
EVALUATION OF SELF-ASSESSMENT QUESTIONNAIRES

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SAMPLE

- 137 teachers from four countries
- 57.7 % of teachers teach students aged 10-13, 26.3 % teach students aged 14-18 while 16.1 % of teachers deal with both age groups





METHODS

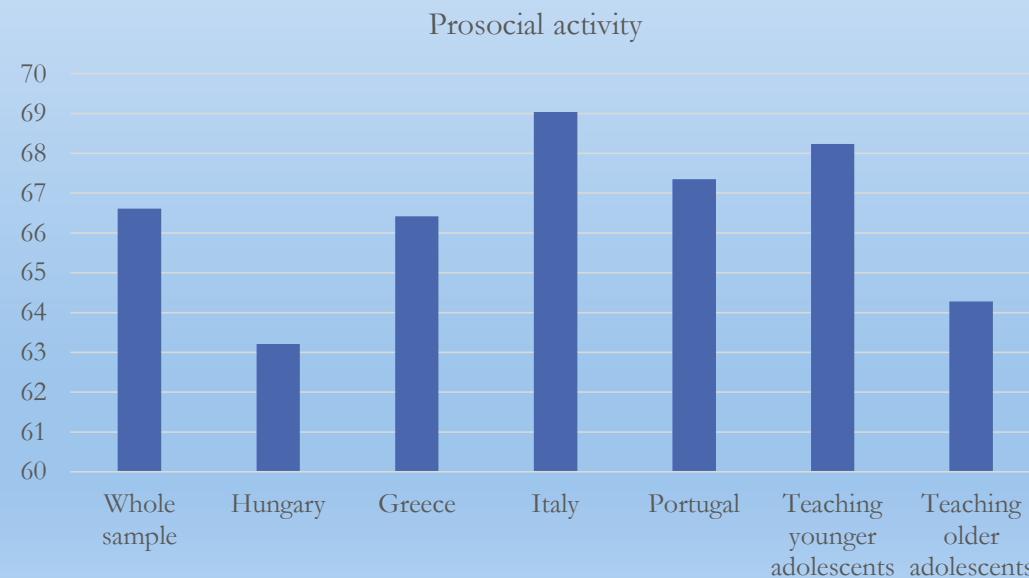
5 questionnaires to explore the mental health status of teachers:

1. **Prosocial activity, helping role:** voluntary actions intended to benefit others
2. **Active-emphatic listening:** communication technique → active listening with empathy to improve understanding and emotional connection between individuals
3. **Conflict management:** five conflict management strategies
 - **accommodating style:** prioritizes maintaining the relationship over their own needs or desires
 - **avoiding style:** avoiding confrontation by delaying or avoiding discussion of the problem
 - **collaborating style:** working together to find a solution that fully satisfies the concerns of both parties
 - **competing style:** assertively pursuing one's own interests at the expense of others; power-oriented approach
 - **compromising style:** finding a middle ground where both parties give up something to reach a mutually acceptable solution, involves negotiation
4. **Teachers' burnout:** a psychological syndrome resulting from chronic workplace stress that has not been successfully managed. 3 dimensions: **emotional exhaustion, depersonalization, reduced personal accomplishment**
5. **Coping:** cognitive and behavioral efforts used to manage the internal and external demands of stressful situations



1. PROSOCIAL ACTIVITY, HELPING ROLE

- teachers show high level of prosocial activity in all countries
- teachers show significantly higher level of prosocial activity towards younger students compared to older ones

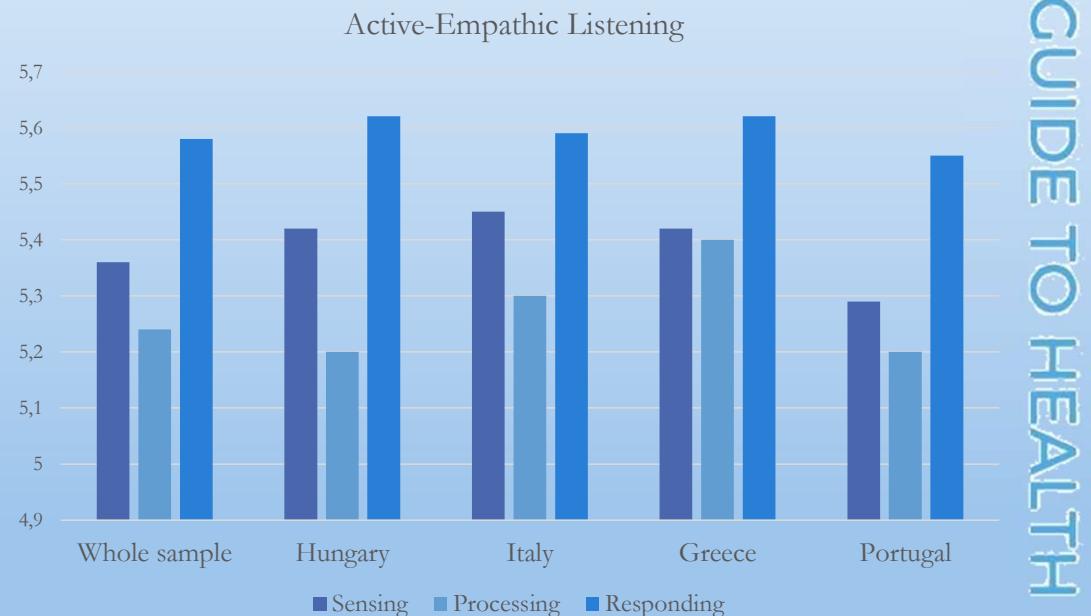




2. ACTIVE-EMPATHIC LISTENING

3 dimensions:

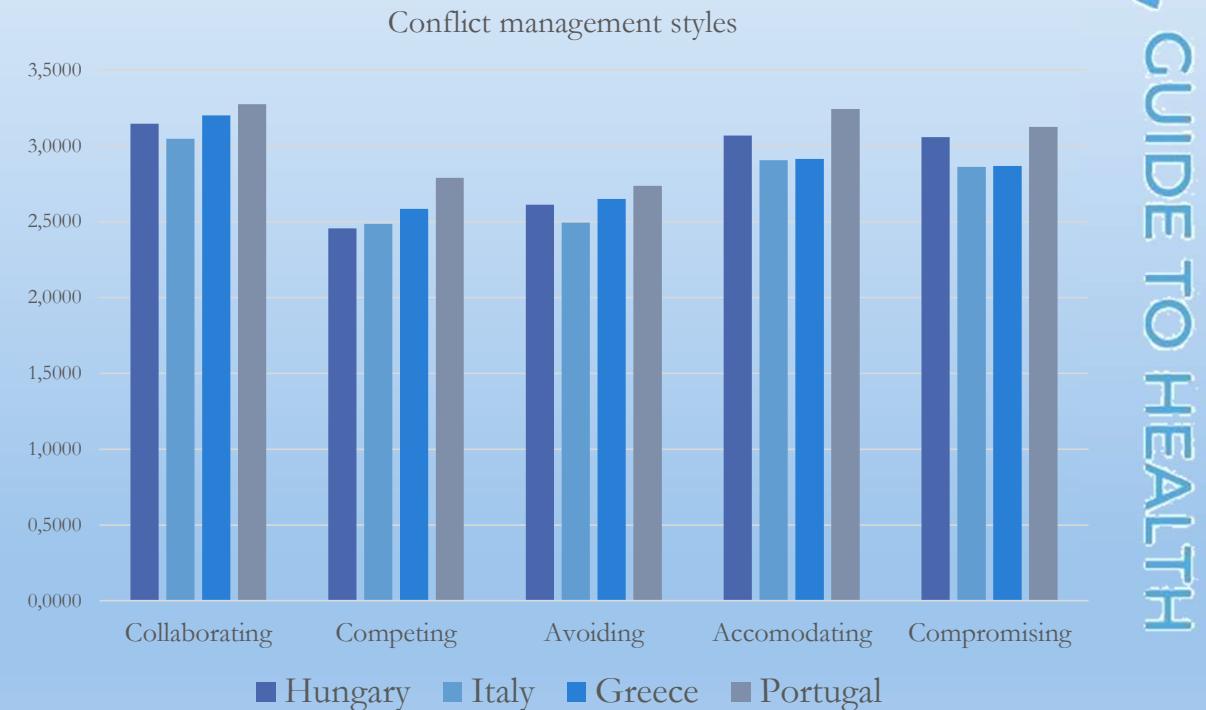
- **Sensing:** ability to understand the rational aspects of speech
- **Processing:** cognitive aspect of listening
- **Responding:** behavioral output of listening
- no significant differences among the countries in relation to the three dimensions
- in all countries the behavioral output of listening got the highest score which means teachers adapt the **verbal and nonverbal feedback much frequently** compare to sensing or processing.





3. CONFLICT MANAGEMENT

- Significant differences in competing, accommodating and compromising conflict management styles among countries
- Portuguese teachers adapt competing, accommodating and compromising styles much frequently compared to the other countries.
- No one is characterized by a single, rigid style.





4. BURNOUT

- Teachers' burnout was measured with the short version of Burnout Assessment Tool (BAT, Schaufeli, De Witte, & Desart, 2019): measurement of the core symptoms of burnout, like exhaustion, mental distance, cognitive impairment and emotional impairment. For each subscales they can get a maximum of 5 points.

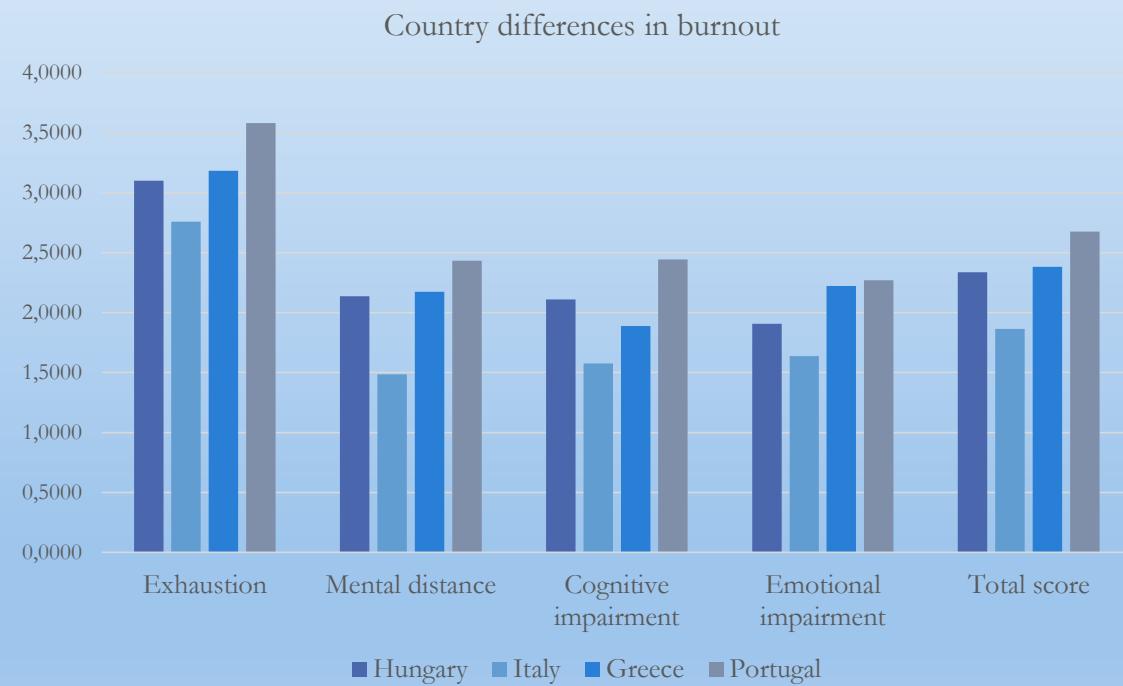
The level of burnout	Exhaustion	Mental distance	Cognitive impairment	Emotional impairment	Total score
Low					
Average		2.17	2.14		
High	3.28			2.10	2.42

- high level of exhaustion and high level of emotional impairment
- the total burnout score was high: teachers showed the symptoms of burnout in some fields
- those teachers who teach elementary and secondary school students as well showed significantly higher scores in mental distance compared to those who deal with only one age group



4. BURNOUT

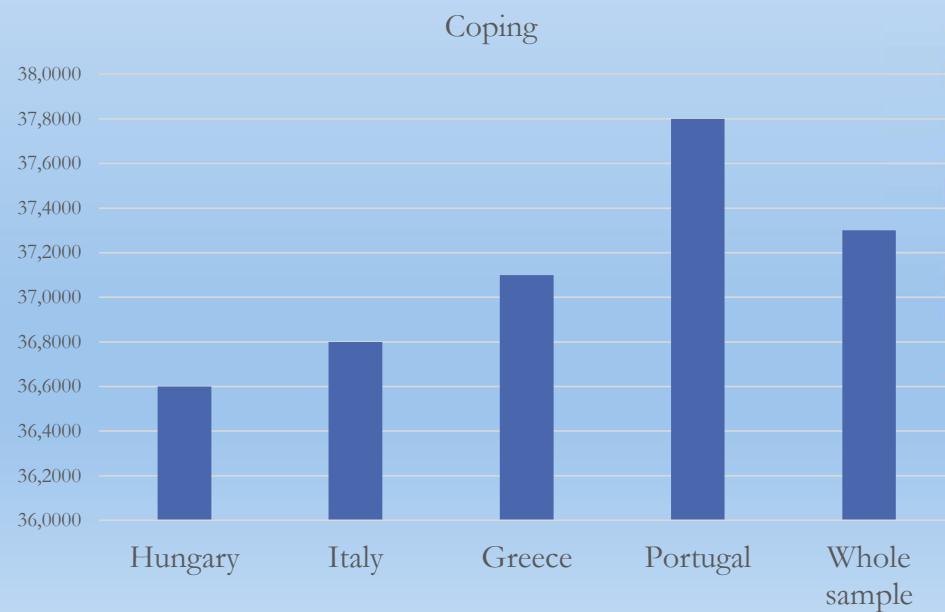
- burnout scores in every dimensions were the highest in **Portugal**





5. COPING

- Coping Scale (Hamby, Grych, & Banyard, 2013): cognitive, emotional, and behavioral methods of dealing with problems
- Each answer category was assigned a value from 4 to 1. Higher scores indicate higher levels of coping. They can get a maximum of 52 points.
- According to the statistical analyses we can observe that there were no significant differences among the countries.
- Every country showed a high level of coping.
- **Hungary:** lowest score (coping should be improved)





FUTURE DIRECTION

- It is very important to **enhance teachers' prosocial activities** and organize a **prevention program** to reduce symptoms **of burnout**.
- It is essential to develop and implement **programs that enhance prosocial behaviors** among teachers. Prosocial activities, which involve behaviors that benefit others and promote positive social interactions, can improve teachers' well-being and job satisfaction.
- **Prevention programs specifically designed to mitigate burnout symptoms** are crucial.
- Supportive and positive work environment through prosocial activities and targeted prevention programs is vital for maintaining the health and effectiveness of educators.



THANK YOU FOR YOUR
ATTENTION!

