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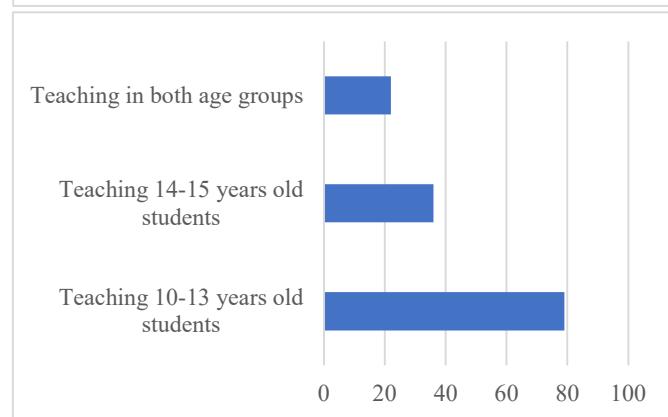
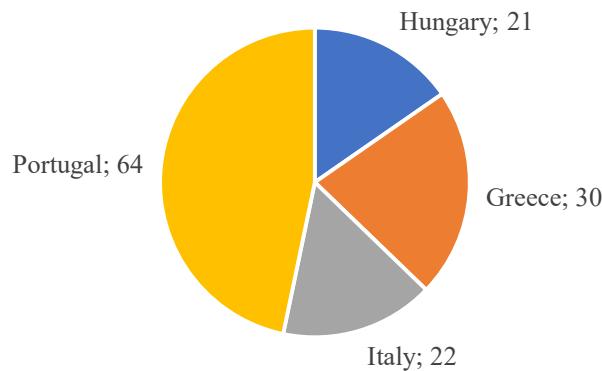
Teachers' results

Aims of the research

The aim of the research was to explore the mental health status of teachers, and help them to identify areas to focus on, to work on their own mental health. We applied some self-assessment questionnaires on the basis of which every teacher can assess themselves in terms of the following 5 areas: helping role, stress management, active listening, burnout prevention, conflict management.

Sample

The teachers's sample consist of 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.



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Method and results

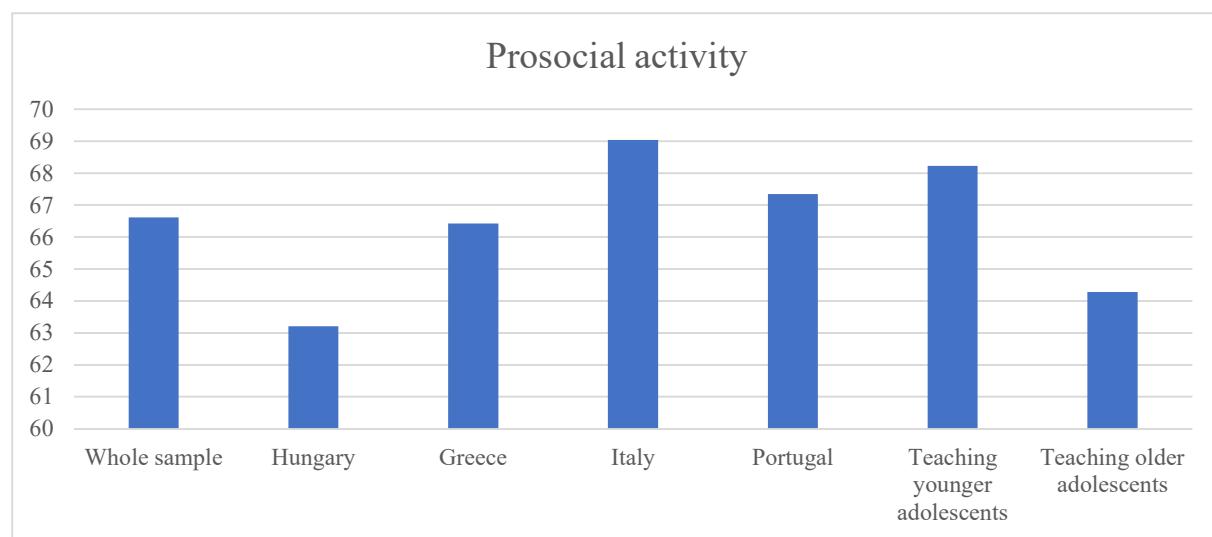
We used 5 questionnaires to explore the mental health status of teachers.

1. Prosocial activity, helping role

Prosocial behavior refers to voluntary actions intended to benefit others. This concept encompasses a wide range of activities, including helping, sharing, donating, cooperating, and volunteering. Prosocial behavior is a fundamental aspect of human social interaction, and it is crucial in teachers' work too. Several factors can influence the likelihood and extent of prosocial behavior: for example individual differences, situational factors, developmental factors and cultural influences.

Results

According to the statistical analyses we can observe that teachers show high level of prosocial activity in all countries. They can give maximum 90 points, and in all countries the scores are in the second third of the total score. Our results have also demonstrated that teachers show significantly higher level of prosocial activity against younger adolescents compared to older ones. The diagram shows the prosocial activity in the whole sample and among the different countries



This result is really important because understanding prosocial behavior has significant implications for education. Promoting prosocial behavior in educational settings can foster a



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positive and cooperative learning environment. Programs that teach empathy and social skills can enhance students' interpersonal interactions.

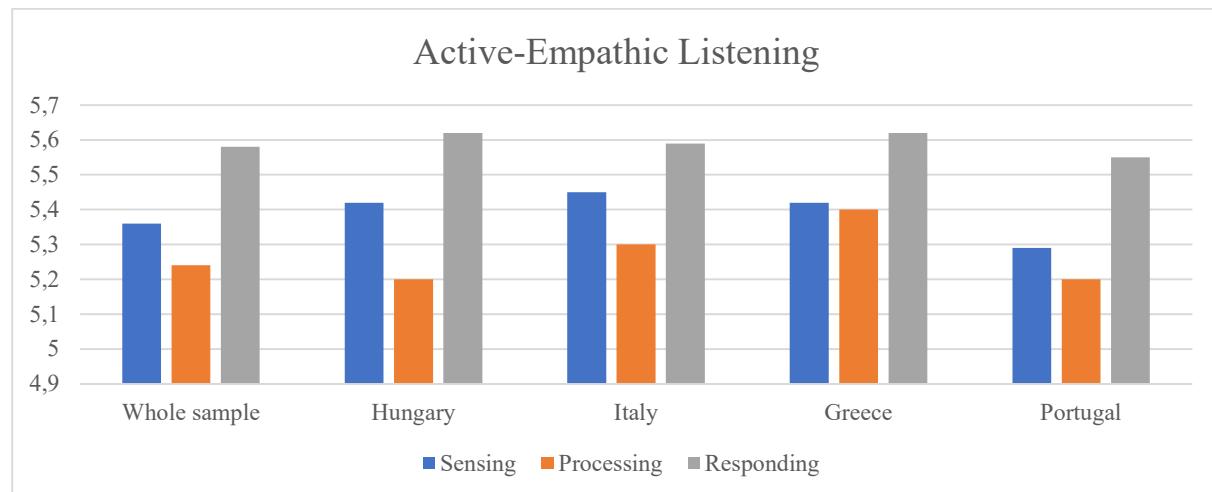
2. Active-empathetic listening

Active-empathetic listening (AEL) is a communication technique that combines active listening with empathy to improve understanding and emotional connection between individuals. It involves not only paying attention to the content of what is being said but also recognizing and responding to the speaker's emotions and underlying messages. AEL is considered a crucial skill in various fields, including counseling, education, healthcare, and everyday interpersonal interactions.

Results

In our study we used the Active-Emphatic listening scale (Bodie, 2011) which has three dimensions. *Sensing* describes an ability to understand the rational aspects of speech. *Processing* is the cognitive aspect of listening, *responding* is the behavioral output of listening.

The statistical analyses demonstrated that there is no significant differences between the countries in relation to the three dimensions. The diagram shows 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**



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We measured the teachers' conflict management strategies to explore the different conflict management styles. With our questionnaire we were able to identify five conflict management strategies:

- **accomodating style:** This strategy entails giving in to the other party's demands or wishes. The accommodating party prioritizes maintaining the relationship over their own needs or desires.
- **avoiding style:** This strategy involves ignoring the conflict or sidestepping the issue. The goal is to avoid confrontation by delaying or avoiding discussion of the problem.
- **collaborating style:** This strategy involves working together to find a solution that fully satisfies the concerns of both parties. It emphasizes open communication, cooperation, and creative problem-solving.
- **competing style:** This strategy involves assertively pursuing one's own interests at the expense of others. It is a power-oriented approach where the goal is to win
- **compromising style:** This strategy seeks to find a middle ground where both parties give up something to reach a mutually acceptable solution. It involves negotiation

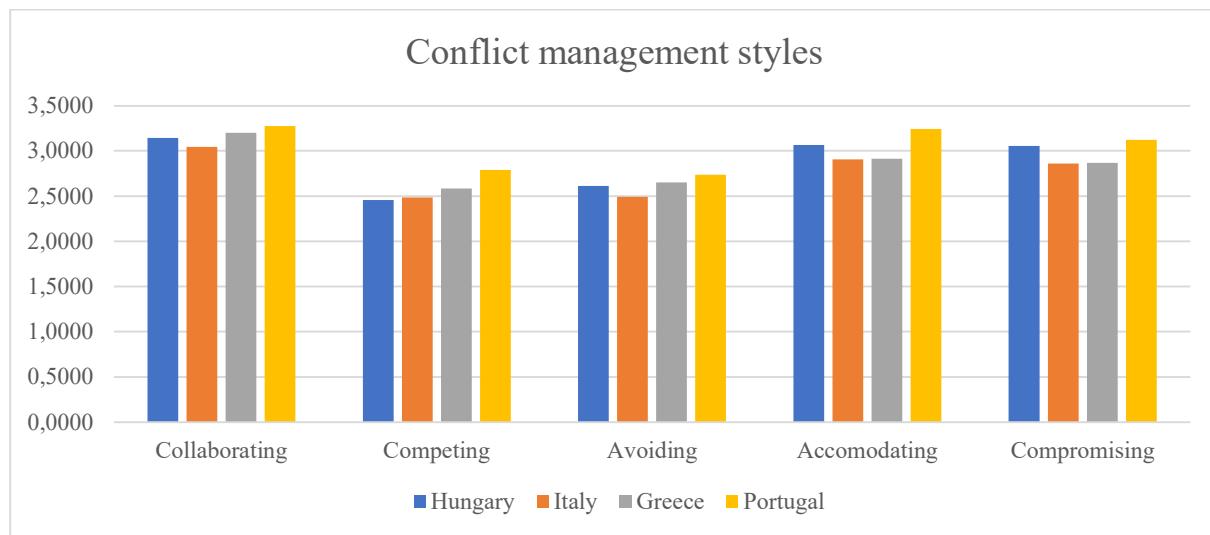
Results

According to the statistical analyses there were significant differences in competing, accomodating and compromising conflict management styles among countries. Our data showed that Portugal teachers' adapt competing, accomodating and compromising styles much frequently compared to the other countries (see Fig. below). But it is really important that the effectiveness of a conflict resolution method depends on the requirements of the given conflict situation and how well it is applied. No one is characterized by a single, rigid style, but it can be said that everyone can use certain conflict resolution methods more effectively.



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4. Teachers' burnout

Conflict resolution and teacher burnout are critical issues in the educational environment, significantly impacting both teachers' well-being and students' learning experiences. Understanding the dynamics of these phenomena is essential for developing strategies to support teachers and improve the educational system.

Teacher burnout is a psychological syndrome resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

1. **Emotional Exhaustion:** Feelings of being emotionally drained and depleted of emotional resources.
2. **Depersonalization:** Developing a cynical attitude towards students, colleagues, and the job itself.
3. **Reduced Personal Accomplishment:** A sense of inefficacy and a lack of achievement and productivity at work.

Results

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



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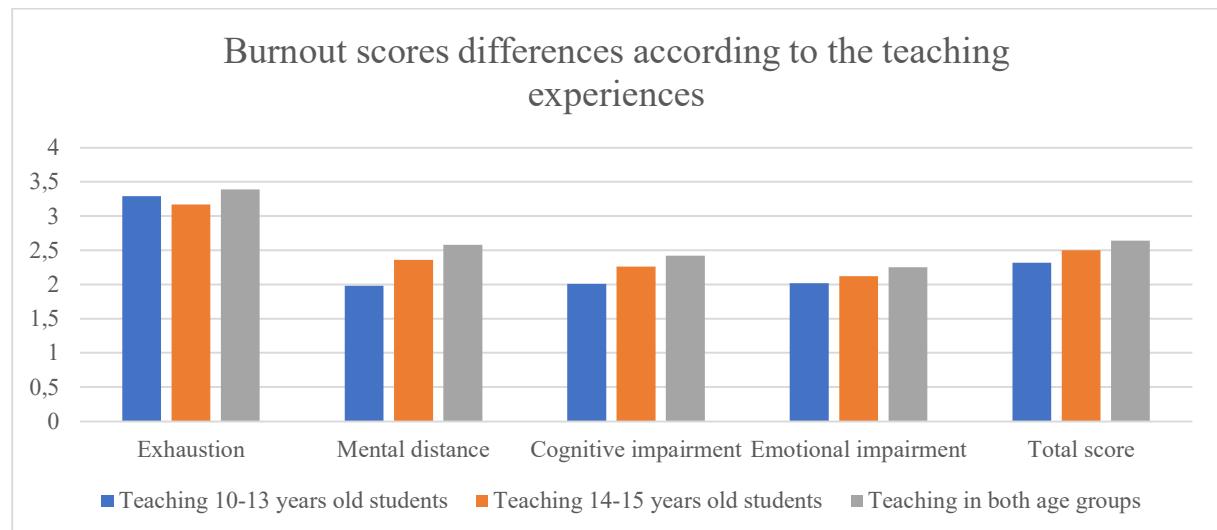


The table 1 shows the scores for the whole sample where the teachers showed high level of burnout.

Table 1. The burnout scores for the whole sample according to the statistical norms

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

According to the statistical analyses we could observe that in the whole teacher sample the burnout scores were high in two dimensions, namely they showed high level of exhaustion and high level of emotional impairment. Our data also demonstrate that the total burnout score was also high. This means that these teachers showed the symptoms of burnout in some field. It was also interesting that those teacher who teach elementary and secondary students as well showed significantly higher scores in mental distance compared to those who deal with only one age group. In addition, they showed higher burnout values in all dimensions. On the next diagram we can see the exact data.

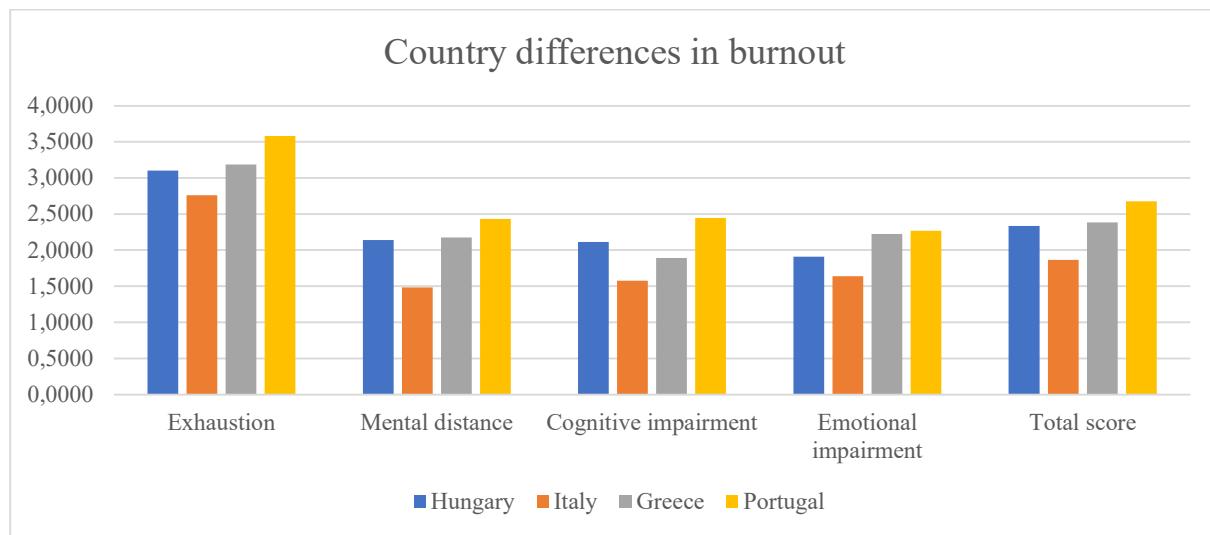


There were also significant differences between the countries in burnout values. According to the statistical analyses we can observe that burnout scores in every dimensions were the highest in Portugal.



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There are some implications of teacher's burnout, for example it has impact on teaching quality. Firstly, burnout can lead to decreased teaching effectiveness, lower student engagement, and reduced instructional quality. Secondly high levels of burnout are associated with increased teacher turnover, which can disrupt the continuity and stability of the learning environment. Thirdly chronic stress and burnout can lead to physical health problems such as fatigue, insomnia, and cardiovascular issues, as well as mental health issues like depression and anxiety.

5. Coping

Coping refers to the cognitive and behavioral efforts used to manage the internal and external demands of stressful situations. Among teachers, effective coping strategies are crucial for maintaining well-being, job satisfaction, and teaching efficacy. Given the demanding nature of the teaching profession, understanding and enhancing coping mechanisms can significantly impact teachers' professional and personal lives.

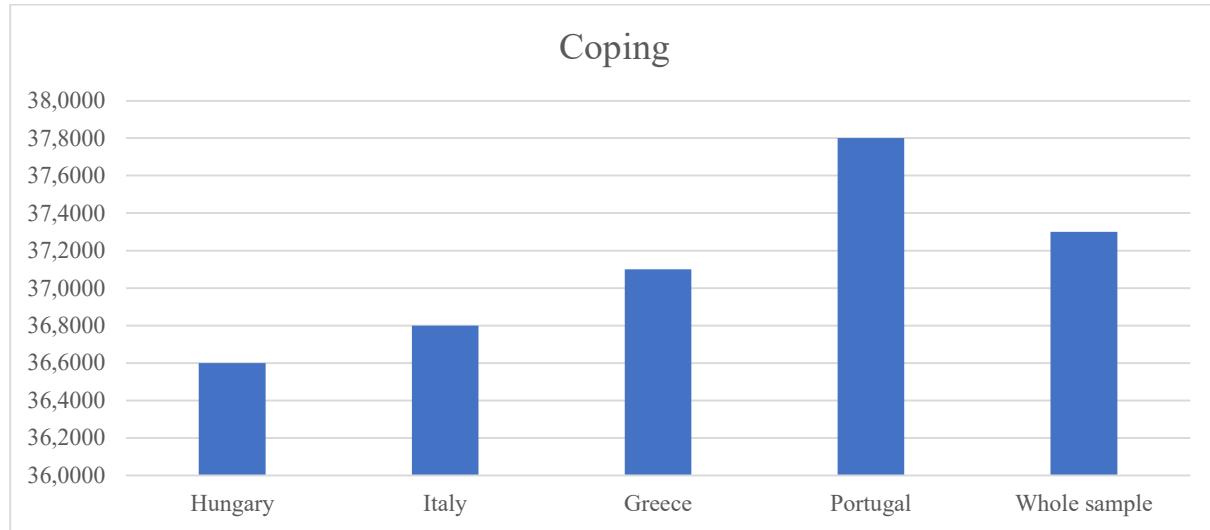
Results

In our study we used the Coping Scale (Hamby, Grych, & Banyard, 2013). This coping questionnaire assesses 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 maximum 52 points. According to the statistical analyses we can observe that there were no significant differences between the countries. Every country showed a high level of coping.



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Relations between the measured variables

According to the regression analyses we can observe on one hand that burnout can hamper prosocial activity. Which means if teachers show a high level of burnout it can inhibit the level of prosocial actions, they show less interest in the students and less often notice that they should help in certain situations. On the other hand our results also demonstrated that active-empathic listening and collaborating conflict management style can support prosocial activity. This result reflects that teachers' collaborative conflict resolution strategies and empathetic attitudes towards students support the number of supportive interactions.

Teachers who employ collaborative strategies and demonstrate empathy towards their students foster a more supportive and positive learning atmosphere. These strategies not only resolve conflicts more effectively but also promote an increase in supportive interactions among students.

Future directions

In light of the results, 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



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social interactions, can improve teachers' well-being and job satisfaction. These activities can include collaborative projects, peer support groups, and professional development opportunities focused on social and emotional skills. Additionally, prevention programs specifically designed to mitigate burnout symptoms are crucial. Such programs may involve stress management training, mindfulness practices, and the development of coping strategies. Providing teachers with resources and support to manage stress and build resilience can significantly reduce the risk of burnout.

Overall, fostering a supportive and positive work environment through prosocial activities and targeted prevention programs is vital for maintaining the health and effectiveness of educators. By prioritizing these initiatives, schools can enhance teacher retention, improve student outcomes, and create a more positive educational atmosphere.

Literature

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