



Healthy Teachers and Professionals in Education



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Methodology Report

Results of a desk research
Analysis of the user needs analysis
of teachers

Methodology Report

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EXECUTIVE SUMMARY

This Methodology report includes the results of the desk research and the analysis of the user needs analysis of teachers, teacher trainees and other professionals working in the field of education implemented during the period March-May 2014 in Germany, Spain, Italy, Poland and Slovenia (DE, ES, IT, PL, SI, from now on) including conclusions and recommendations for the establishment of the learning environment.

The methodology adopted to research the training needs of the teachers has consisted in a 3-step exercise including the Identification of the **field of investigation**; the Issue of a final operational proposal including **desk research, survey and interviews questionnaires** that was integrated by all partners in EN during the month of March in (<http://www.help.odl.org/index.php/en/help-online-survey>) and the completion of national survey **and analysis** by Scienteer España of the results achieved by all the partners which are all included in this final deliverable.

We had a total of **342 valid questionnaires** from Germany, Spain, Italy, Poland and Slovenia (DE, ES, IT, PL, SI, from now on).

Looking at the **PROFILE OF THE RESPONDENTS**: Almost 72% of the respondents were **School teachers**. The average experience years in teaching are 25 years.

Regarding the gender of all the respondents we can see that **the great majority (73%) are female**.

Regarding **WORK CONDITIONS**, **heavy workload and job becoming more demanding throughout years seems to be the most stressful conditions pointed out by the surveyed respondents**. Also, we can notice that most of the teachers are not worried about their permanent situation as teaching staff. **The average number of students in the class is 23 and 6 the average number of “difficult” students. They work 20 teaching hours per week and 97% of the respondents were in active teaching service.**

Regarding the tasks that have to be done, those the teachers consider out of place more frequently are: *Do you have work tasks to take care of, which keep you wondering if...*

-they would not exist (or could be done with less effort) if organised differently (3,42) and
-they just exist because some people simply demand it this way (3,37).

As to **STRATEGIES IN DEALING WITH STRESS**: the statements in dealing with stress pointed out with highest ratings from 2 to 3 (that is from *sometimes* to *quite frequently*) are those related with **difficulties in getting relaxed**:

- *I found it hard to wind down (2.16)*
- *I find it difficult to relax (2.13)*
- *I found myself getting agitated (2.06)*
- *I felt that I was rather touchy (1.98)*

Concerning the **STRATEGIES TO COPE WITH STRESS/"BURNOUT"**: the respondents replied with an average 4,46 (from often 4 to very often 5) to the positive statements reflected in the questionnaire, those with highest ratings are:

- *I am enthusiastic about my job*
- *I am proud of the work that I do*
- *I am immersed in my work*

The majority of respondents DO NOT consider to be burnout and the strategies reported to be used more often to relax are **drinking coffee or tea (5.79)**, **Try to relax at home (5.65)**, **watching TV (5.56)** and **make a phone call to a friend, family member**, etc. (4.87) while **therapy, wellness, collective sports, relaxations techniques and creative activities** are those reported less frequently, as the wordle shows:



Regarding **TRAINING/LEARNING NEEDS**:

1 (*strongly disagree*) 2 (*disagree*) 3 (*agree*) 4 (*strongly agree*)

The preferred (those pointed as more than 3: agree) learning topics are related to better know (**major sources of stress, attitudes that cause stress resources to cope...**), become more aware of positive attitudes and learning how:

1. ...to react in a helpful way when I discover stress signals 3,22
2. ...to become aware of my personal stress signals 3,11
3. ...how to develop more positive, helpful attitude 3,10
4. ...about my resources in coping with stress 3,09
5. ...about attitudes that cause stress in my life 3,07
6. ...which are the major sources of stress in my life 3,01.

These are complemented by "Other learning topics" reported:

- Learn how to be more calm (IT)
- How to deal with the most negative evaluation of people towards my profession (DE)
- Dealing with authorities (school management) (DE)

Only 30% of the respondents have heard about Internet-based stress prevention training and only 5% have participated in a training course of that kind. It seems that it was not on the planning of the respondents to participate in an internet-based stress prevention training action.

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The preferred course features, by rating with more than 3 (*1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)*) are:

1. **Flexibility of time and date** 3,33
2. **High quality of learning contents** 3,28
3. **Materials easy to read** 3,24
4. **User friendly website** 3,22
5. Little or **no cost** 3,17
6. **Anonymous participation** 3,12
7. **Adaptation of the course contents** to my needs 3,11
8. **Short loading time of websites** 3,00

And finally, the **INTEREST IN THE HELP PROGRAMME**: 1/3 say no but the rest are **hesitating (46%) and would love to (21%)**.

The final conclusions have been structured according to content and technological Implications:

Regarding the **CONTENT**, we advise:

- Regarding the **THEORETICAL BACKGROUND**, to:
 - *Support future teachers before and in the course of their studies;*
 - *Burnout prevention strategies in schools: offer courses on coping with stress and courses on classroom management;*
 - *Introduce organizational development that promotes social support and networking among teachers (colleagues and peers);*
 - *Offer occupational health management in institutions;*
 - *Creation of a “good and healthy schools” network where education and health are combined.*
- **CASE EXAMPLES** from the practical daily job routine of educational professionals across Europe: Starting from the results of table 9 (page 39), in which we can see that the majority of respondents do not feel to be burnout, and complemented, by the results of table 7 (page 37 *Statements about Strategies in dealing with stress*) we can see that the surveyed respondents selected those statements more closely related to difficulties in getting relaxed:
 - *I found it hard to wind down*
 - *I find it difficult to relax*
 - *I found myself getting agitated*
 - *I felt that I was rather touchy*

So we would advise to make up case examples related to the situations that would lead teachers to feel as above. Also in this regard, the WP leaders are encouraged to adapt the case exemplars to the piloting countries.

- Regarding the **EXERCISES TO BE USED AS SELF-REFLECTION OF COPING STRATEGIES**: Looking at the activities teachers have reported to prefer to relax: we can see that **drinking coffee or tea (5.79), try to relax at home (5.65), watching TV (5.56) and make a phone call to a friend, family member**, etc. (4.87) are those most often reported to be used to relax while *therapy, wellness, collective sports, relaxations techniques and creative activities*, the least (from *once a year to once a month*). These are complemented by “*Other strategies to relax*” reported, where the most commonly reported activities relate to caring about home, children and other activities different than work. From these activities we can see that teachers understand that many other activities they do on daily basis and enjoy, are actually strategies to relax and cope with the stress at work. This is considered as a very **good starting point for the Exercises to be used as self-reflection of coping strategies**, that is, asking them to reflect about what makes them relax and share it with the participants.

Also due to the “relatively low” interest in attending our online course on stress-prevention (*1/3 say no and the rest are hesitating -46% while 21% would love to*), it is also advised to produce:

- **Key resources as “further knowledge about the topic”** including other multimedia materials, games, books, films...etc. that would HELP teachers mature the learning objectives. In this frame, we advise all—“Piloting” partners to look for legal institutional and country specific issues.
- **A user-friendly Trainees’ handbook:** to be prepared before the pilot testing and combining both information about the structure of the course and the technology to be used and their implications for the trainees. The idea is to make up a simple and trainee oriented information guide, a support tool to facilitate understanding;
- **FAQ** which will solve questions divided into sections (contents, technical requirements...etc.).

As to the **TECHNOLOGY**, we have introduced some tips for designers before they prepare the online courses.

- Integrate a Variety of Technologies
- Set Clear Expectations
- Adopt a Clear Organizational System
- Select Active Learning Techniques
- Offer Differentiated Learning
- Tailor Teaching to an Assortment of Learning Styles
- Take Advantage of Online Resources
- Offer Collaborative Learning Options
- Allow for Easy Communication
- Use Multiple Assessment Methods

The flexibility in scheduling and format is critical to success, particularly in EU projects where a variety of languages and contexts are involved.

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We strongly advise the technology designers from ILI (DE) to work very closely and look for synergies with content designers from S- Klinik (DE) and also even with those responsible for the piloting from Virenze (NL) as key ingredient to success. It is also advised to play special attention to the School calendars in the piloting countries.

Finally, we will include some considerations for the **PILOT TRAINING**.

The **role of the partner coordinating the pilot training in each country, e-tutor, and in our case also the e-counsellor, is crucial** as this requires a transformation process to that of learning facilitator.

In this frame, we also recommend to:

- Place emphasis on the **motivation** of learners: consider the possibility to hold face to face sessions (recommended: at the beginning, in the middle and at the end of the online courses) and use *ad hoc* evaluation grids to be filled in by the participants.
- Consider the possibility to **make an initial survey of pilot participants in each country to check what motivates them the most and also to check their level of familiarity with the technology they will have to use**;
- Prepare and encourage the **tutors to also guide the participant teachers on the use of technologies (platform and mobile devices)**;
- Ask all the trainees who have participated in the learning courses in all the sessions to **report orally on previous experiences** and try to build on "*good practices examples*" while trying to cope with the problems the participant teachers have had in the past.
- fill in ***ad hoc assessment forms*** and base each session on the results of the previous evaluation results

Not all the trainees (participant teachers) will have the same needs and their role needs to be customised to the need of each trainee as much as possible.

1. INTRODUCTION: THE PROJECT AND THIS REPORT

1.1 THE HELP PROJECT

The working conditions in Europe have radically changed during the last 20 years. Companies fall apart or merge, unlimited job contracts are replaced by project contracts, the demanded working pace has increased, and employers expect permanent availability via email and smartphone. Work plays an increasingly dominant role in the life of European citizens, and the limit between job and private life blurs. Many jobholders feel unable to cope with the tightened pressure; sickness rates caused by stress and psychological overload are as dramatically growing as the fear of employees of losing their job. Twenty per cent of European jobholders state that job-related stress directly affects their state of health.

Professionals in the field of education are not only concerned by those general changes, but additionally suffer from specific challenges. In many European schools there is a lack of funds, teachers have to work at the limit in terms of working time and intensity and additionally stand in a tension zone of overstrained students showing unacceptable behaviour, non-supporting school officials and parents who put pressure on them.

The alarmingly high rates of early retirements of teachers due to health reasons since the 1990s has attracted the attention of European research and politics due to the potentially negative, unhealthy consequences of teachers' work. Psychosocial and work-related stress, *psychov vegetative* disorders, burnout syndrome, workplace bullying, absenteeism and early retirements seem to be widespread and dramatically increasing phenomena across Europe. They evoke not only individual suffering and breakdown but also enormous costs for public funds and health services. Furthermore the emotional exhaustion of teachers of course affects the quality of teaching and has negative consequences for pupils and students.

Against this background it is of high relevance **to train prospective and already working teachers with the aim to improve their professional handling of resources and to optimise their competences to cope with job-related stress.**

The main **aim of this project is therefore to develop and implement an Internet based interactive and appealing training programme that supports teachers:**

- to develop higher sensitivity towards the handling of their resources,
- to systematically reflect their strategies,
- to become gradually acquainted with alternative ways of acting
- and to establish them as far as possible, replacing unfavourable thinking and acting patterns.

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2.2 PURPOSE OF THIS REPORT

The project is organised in 8 work packages, as in the table below

Title	Start Month*	End Month*	Results	Leader
1 Management And Coordination	01/11/2013	31/10/2015	Partner agreements Progress Report Final Report	IL (DE)
2 Methodology Development	01/11/2013	01/05/2014	Methodology Report	Scienter (ES)
3 Technical Development	01/02/2014	01/08/2014	Website and online learning environment	IL (DE)
4 Content Development	01/06/2014	01/06/2015	Course Curriculum Online Course	S- Klinik (DE)
5 Piloting of the Learning Environment	01/05/2015	31/10/2015	Piloting Report	Virenze (NL)
6 Dissemination	01/11/2013	31/10/2015	Dissemination Reports 1 and 2	Steps (IT)
7 Quality & Evaluation	01/11/2013	31/10/2015	Evaluation Plan 2 evaluation reports	Scienter (ES)
8. Exploitation of Results	01/12/2014	31/10/2015	Exploitation and Sustainability Plan Exploitation Report	IPAK (SI)

In the frame of this WP, 3 activities are mentioned:

- **DESK RESEARCH:** on the situation of existing strategies of teaching professionals to cope with stress and the risk and incidence of burnout in Europe by checking relevant and recent literature, research results, studies, projects, websites, etc.
- **FIELD RESEARCH:** An online questionnaire in the partner country languages was developed for the survey of educational professionals to find out about their real situation and their improvement needs, including questions about:
 - ✓ working conditions,
 - ✓ problematic situations in the job,
 - ✓ coping strategies and current thinking and acting patterns.
- **plus ANALYSIS OF RESULTS in order to:**
 - ✓ build the basis for the Content Development (WP4)

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- ✓ and the appropriate final version of the website and learning environment set up within the Technical Development (WP3).

The results of the before mentioned research have been integrated in this **Methodology Report** which describes all activities of WP2, mainly the results of the desk research and the analysis of the user needs analysis including conclusions and recommendations for the establishment of the learning environment.

DURATION: from month 1 to month 6: due to the complexity of the process followed, even though the initial month to finalise the work was April, the partnership agreed to postpone it to June 2014.

This document presents deliverable 2.4 Methodology Report.

1.3 TARGET GROUP ADDRESSED

The target groups of the project are **teachers, teacher trainees and other professionals working in the field of education** (e.g. head teachers, educators, lecturers, etc.).

1.4 METHODOLOGY

The methodology adopted to research the training needs in the Partners' countries has consisted in a 3-step exercise implemented from February 2014 until the end of June 2014:

1. Identification of the **field of investigation** and agreement on an operational proposal including the design of the tools and a first schedule to complete the research (this process started right after an initial proposal circulated before the kick-off meeting in Fürth, Germany);
2. Issue of a final operational proposal including **desk research, survey and interviews questionnaires** that was integrated by all partners in EN during the month of March. All the partners were requested to:
 - Translate it to their languages;
 - Insert the survey inputs onto an online questionnaire in DE, ES, IT, PL, SI, NL:
<http://www.help.odl.org/index.php/en/help-online-survey>
3. **Completion** of national survey and interview questionnaires by each partner, issue of excel and SPSS files by ILI, **and analysis** by Scienter España of the results achieved by all the partners plus issue of the final deliverable.

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The following graph summarises the methodology cycle described above:

Graph 1: Methodology cycle



At this point it is important to mention that we have included as annexes to this deliverable:

1. Annex 1 Survey results (excel)
2. Annex 2 SPSS per country

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1.5 DOCUMENT OVERVIEW

This document is organised as follows:

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SECTION 1: INTRODUCTION: THE HELP PROJECT AND THIS REPORT: this section includes the general information about the project, the target group addressed, the methodology followed for the finalisation of this report and this section, an overview of the contents:

- 1.1 The Help project
- 1.2 Target Group Addressed
- 1.3 Methodology
- 1.4 Document overview

SECTION 2: DESK research: this part presents the results of the research work carried out by the project partners in all they partner countries including an introduction to the term “burnout” and an overview in EU literature: :

- 2.1 An introduction to burnout, a complex term
- 2.2 Overview of teachers’ burnout in European literature

SECTION 3: USERS NEEDS ANALYSIS: THE HELP SURVEY: this section presents the results of the field research with an analysis both by sections and by country:

- 3.1 Short analysis by sections
- 3.2 Short analysis by Country

SECTION 4: CONCLUSIONS: this part presents the conclusions of the analyses and how they will affect the work to come:

- 4.1 Recommendations for content development: Methodological and Educational implications
- 4.2 Recommendations for Technological development

Annex 1 Catalogue of resources about burnout

Annex 2 Survey results (excel)

2. DESK RESEARCH

2.1 AN INTRODUCTION TO BURNOUT, A COMPLEX TERM

The present section aims at summarizing the empirical evidence gathered as part of the Methodology development work package, concretely:

*...."on the situation of coping strategies of teaching professionals and the risk and incidence of burnout in Europe by checking relevant and recent literature, research results, studies, projects, websites, etc. It will examine the risks and conditions leading to burnout and unhealthy coping, collect and evaluate existing preventive and therapeutic interventions, especially for the target group of teachers"*¹.....

This evidence has been gathered in all participating countries: Germany, Italy, Slovenia, Spain and Poland, by the project partners through a joint exercise between March and May 2014.

The sources used for this analysis included: books, articles, PhD or Master Thesis, reports and websites.

The template used for collecting this evidence was designed by Scienter, the institution in charge of coordinating the exercise and received the feedback from some partners to adapt it to the needs of the Help project:

Help: Template to facilitate the collection of references	
Title	
Translation in English, if necessary	
Nature: Book, report, web site, conference proceedings, etc.	
Author	
Year	
Other important data	
Content description	Why is useful for the Help project?
Reference*:	

¹ According to the Help Project proposal

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The following section includes the analysis of the collected resources about “Burnout” with special emphasis on teaching professionals, collected in the participant countries: Germany, Spain, Italy, Slovenia, Poland and The Netherland.

Altogether, **52 references were collected between Books, Books chapters, reports, articles and Studies, including PhD and/or Master Thesis**. Also five specialized websites on burnout were identified:

Table 1: desk research: number and type of references analysed

Books	Book Chapters	Reports	Articles	Websites	Study/PhD/Thesis
24	2	7	15	5	4

We have included as annex 1, the catalogue of resources we have used in our analysis.

What is burnout?

The burnout concept was first described in the 1970s and originally referred to a *reaction on interpersonal stressors on the job* (e.g., Maslach, Schaufeli & Leiter, 2001; Schaufeli, Leiter & Maslach, 2008). The concept was traditionally examined in the context of human services, such as health care, social work, psychotherapy and teaching.

One of the most prominent definitions describes burnout “*as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity*” (Maslach, Jackson & Leiter, 1996, p. 4).

Exhaustion occurs as a result of one’s emotional demands. Depersonalization refers to a cynical, negative or detached response to care recipients / patients. The reduced personal accomplishment refers or a belief that one can no longer work effectively with clients / patients / care recipients.

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There is not a single definition on “burnout” but a variety of definitions, which depend on the discipline dealing with it. In our desk research we have found out that burnout is

mainly investigated in the fields of Medicine (occupational medicine and psychiatry), Psychology and Sociology.

The definitions provided below, reflect the different backgrounds:

Hillert & Baum, [2014]: Burnout is a non-stigmatizing model of illness that explains symptoms and causes at the same time. In contrast to the expert-written diagnostic systems of ICD and DSM², the concept seems to reflect the needs of many people who feel overloaded by work. For people who suffer from manifest mental disorders, burnout also provides an explanatory model of symptoms.



(Picture by Scienteer España using Tagxedo)

Vittorio Lodolo D’Oria and others [2004]: physical and emotional exhaustion, apathy, cynical attitude, and poor personal accomplishment and reduced self-control.

Roberto Baiocco and others [2004]: Burnout is a syndrome that results from occupational stress and has characteristics of defence and maladjustment toward risk related to emotional involvement with the sufferings and traumatic experiences of others³.

Guido Contessa [1981 - 1982]: Defines "short-circuited" any health operator subject to burnout. "*Short-circuited is a health operator who, in response to the question whether he/she is willing to perform the same job in the same place in ten years, replies: I'd rather be dead.*"⁴

² <http://www.apa.org/monitor/2009/10/icd-dsm.aspx>

³ (...) il burnout è una sindrome che deriva da uno stress lavorativo, ha caratteristiche di difesa e disadattamento per protegersi dai rischi derivanti da un coinvolgimento emotivo con le sofferenze degli utenti e i loro vissuti traumatici.

⁴ Un contributo significativo in Italia sulla definizione di burnout è stato dato da Contessa [1981- 1982] che chiama "cortocircuitato" l'operatore soggetto a burnout: "cortocircuitato è l'operatore che alla domanda se sarebbe disposto ad essere fra dieci anni allo stesso posto a fare lo stesso lavoro, risponde: preferirei essere morto".

Pedro R. Gil-Monte: From a psychosocial perspective, the burnout syndrome in the work can be defined as *a process where interfere cognitive aptitudes variable (low personal realisation in work), emotional variable (emotional exhaustion) and attitudinal variable (depersonalisation)*.⁵

I WOULD NOT TEMPT A SUMMARY (TOO RISKY)

In summary, burnout could be defined as *feelings of exhaustion, a cynical attitude toward the job and people involved in the job and involving a reduced personal accomplishment or work efficiency.*

2.2 OVERVIEW OF TEACHERS' BURNOUT IN EUROPEAN LITERATURE

From the literature review we have carried out, we propose to divide this section in 2 parts: the health situation of teachers and Intervention and Prevention strategies, which we introduce here below:

2.2.1 Health Situation of Teachers

The rapid socio-cultural changes of the last decades are forcing schools to adapt as a venue for development, education and youth education with high demands on teachers. According to different studies, especially the relational dynamics and the expectations are affecting the teaching profession.

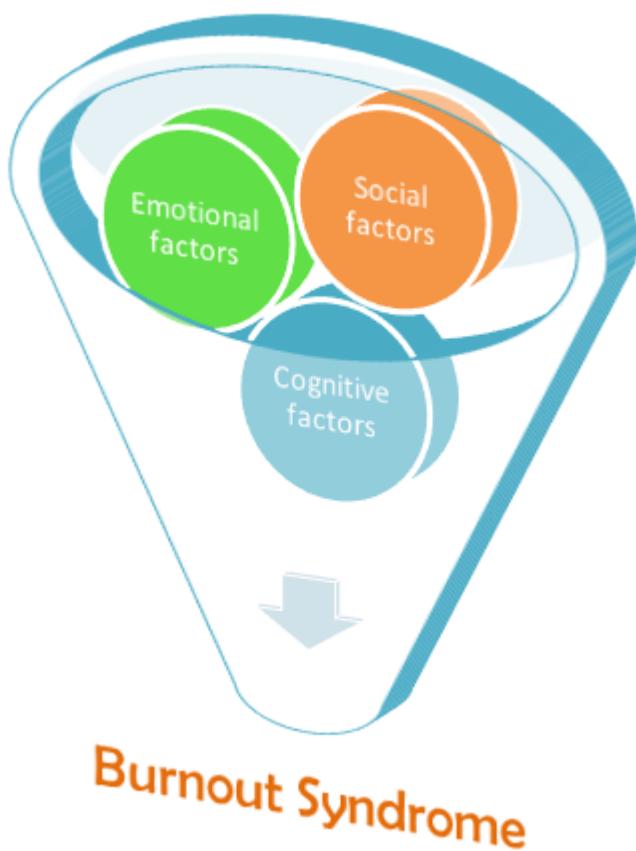
Currently **teachers** are required to have many abilities which are not only confined to the didactic knowledge but they also involve other skills such as building significant educational relations with pupils, colleagues, the parents of the students. The success of the educational process and the personal and professional well-being of those who teach **also depend on them**. These skills bring to light *the relational dimension* of the role of the teacher, which is classified as an "**aid and help related profession**". These "aid related professions" are based on intervention and supporting actions, such as those of nurses, doctors, and psychologists, who work in contact with those suffering and **are subjected to constant events of stress (burnout risk)**. (P. Gabola 2008)

In national and international literature the risk of teachers to incur in the burnout syndrome during their career has been widely studied in relation to protection factors (Albanese et al., 2008; Greenglass, Burke, & Konarski, 1997; Brouwers, Will, & Welko, 2001; Hakanen, Bakker, & Schaufeli, 2006; Day & Qing, 2009; Doudin et al., 2009a).

⁵ "Desde una perspectiva psicosocial, el syndrome de quemarse por el trabajo se conceptualiza como un proceso en el que intervienen variable cognitivo-aptitudinales (baja realización personal en el trabajo), variables emocionales (agotamiento emocional) y variables actitudinales (despersonalización)".

In this regard, a decisive role is played by:

- *social factors* (such as the support received in situations of difficulty),
- *emotional factors* (such as teachers' emotional and relational competence) and
- *cognitive factors* (in particular, teachers' conceptions and representations of the development of students' intelligence and of the role played by the process of teaching-learning).



Picture by Scienteer España

The main results may be described as follows:

- **Concerning social factors** the lack of support on the part of colleagues and managers has significant effects on burnout. In particular, the social support received in the work environment is considered a predictor of low levels of depersonalisation and high levels of professional fulfilment.
- In relation to **emotional factors**, teachers with low levels of burnout better seem to regulate the emotions than those with high levels of burnout.
- Finally, in regards to the **cognitive factor**, some research about this subject focus on the conceptions of constructive intelligence which are related to high levels of professional fulfilment and low levels of emotional exhaustion and depersonalisation. (Gil-Monte, Peiró, Valcárcel 1998; Anczewska, Switaj, Roszynska 2005).

As evidence widely in the different studies collected, burnout has consequences both for the individual as well as for the organization: some organizational commitment, lower job performance, and higher intention to leave the job. Negative effects on the individual level are: **health problems, reduced well-being, and deteriorated mental health.**

Although “burnout” is widely covered by literature (only for the purpose of this project, the consortium collected 52 resources dealing with the burnout syndrome, and especially of the teaching professionals) and can be considered as a “trending topic” of research in the past 10 years, in Germany, the first author to draw public attention to the health situation of teachers was Schaarschmidt in 2003 developing a specially designed instrument (AVEM) raising high interest in teachers health, burnout and mental disorders present in the teaching profession. Other studies that identify a correlation between burnout and other mental health conditions and contemporary teaching are Pedditzi (2005), Herrera Eslava (2009), Gatti, Confalonieri (2014), Marten (2007), Kirenko, Zubrzycka (2009).

In Italy, the outcomes of a study (Lodolo D’Oria, Pecori Giraldi, Della Torre) revealed that teachers’ risk to develop psychiatric disorders is 2-, 2.5-, and 3-fold higher than that of clerks, healthcare professionals and blue collars, respectively and also that teachers presented an approximately 1.5 - 2 fold higher risk of developing neoplasia⁶, compared to other public servants.

Other studies revealed that compared to the general population, teachers are less concerned by muscular-skeletal symptoms but more about exhaustion, nervousness/irritability, and sleep problems (Lehr 2011). Here below a summary of the main finding:

⁶ is an abnormal mass of tissue as a result of abnormal growth or division of cells.

- *Lack of skills to tackle negative emotions and heavy work-load, especially in young teachers,*
- *Insufficient capacity to build-up efficient relations with students, poor support from colleagues and parents (Gavisch and Friedman, 2010)*
- *Teachers with a personality able to “regulate positively emotions”, how ask for other teachers for help are more able to master difficult situations and is less exposed to stress and de-personalization. (Meneghini et al.)*
- *Teachers who believe that learning can increase intelligence seem to be less stress victims than teachers who believe in a static intelligence. (Albanese, Fiorilli, Gabola e Zorzi, 2008).*
- *Teachers who believe in the “growth theory” are more inclined to advance in personal teaching methodology and feel well supported by peers and by the families. They rely on dialogue with students and less on punishment*
- *Teachers and headmasters without support network suffer isolation feel frustrated and even useless. These sensations are all signals for an imminent burnout. (Haken, Bakker and Schaufeli, 2006), (Cenkseven-Onder e Sari, 2009) A poor support network negatively impacts on self-perception and self-efficacy.*
- *Social support (social factor) in critical situations at school is an important resource to reduce the risk of burnout, in fact emotional exhaustion and depersonalization levels increase when support is not provided. (P. Gabola 2004).*

In the light of what has just been said, "**How can this syndrome be avoided or reduced and well-being promoted?**"

2.2.2 Intervention and Prevention strategies:

Starting from the existing evidence, the research provides us with different recommendations on how to promote teachers health:

Schaufeli (1995) found that intervention consisting of **cognitive and relaxation exercises** were successful in decreasing the emotional component of burnout.

A combined person and organization directed interventions led to significant positive changes in burnout. The burnout component emotional exhaustion was best influenced (Awa et al., 2010). Participatory involvement in organizational changes improves mental health (Andersen, Borritz, Christensen, Diderichsen, 2010).

Properly planned intervention programs, which include aspects of both, person and organization directed prevention measures, are expected to positively influence burnout and worksite mental health. Intervention programs, which include refresher courses at appropriate intervals after the end of the program, can result in longer lasting positive effects on burnout. Intervention programs can be counterproductive. In order to avoid such a backlash program design and implementation should take specific needs of participants into consideration (Awa et al., 2010).

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Some show evidence on the **effectiveness of stress prevention training** in general and describes trainings that have been developed especially for teachers (Lehr, Dirk).

We will more in-depth with the concepts of prevention, specialized training and classroom management:

PREVENTION: acquire basic knowledge about stress, discover stress signals and employ mindfulness strategies; understand dysfunctional patterns and thought that accelerate stress, find solutions for distressing situation in work; understand the recovery process, set priorities and keep recovery activities.

SPECIALIZED TRAINING: Existent training offering the following modules: 1) Basic module: acquire basic knowledge about stress, discover stress signals and employ mindfulness strategies. 2) 'Thinkability' module: understand dysfunctional patterns of thought that accelerate stress, interrupt brooding and rumination cycles. 3) 'Possibility' module: find individual solutions to distressing situations in work life. 4) Recovery module: understand the recovery process, set priorities and keep recovery activities. (Hillert; Lehr; Koch; Bracht; Maren; Sosnowsky-Waschek; 2012)

CLASSROOM MANAGEMENT: *Problems with discipline and difficult students in the classroom are major sources of stress for teachers.* When teachers gain more personal and social competences for efficient classroom management, they learn to exercise control over certain stressors that result from their interaction with students in the classroom. Therefore training in classroom management can be used as stress prevention training. (Kiel; Frey and Weiss, 2013).

Taking into consideration the existing evidence, **the recommendations on how to promote teachers health go in the following directions:**

- **Support future teachers before and in the course of their studies;**
- **For burnout prevention in schools, offer courses on coping with stress and courses on classroom management;**
- **Introduce organizational development that promotes social support and networking among teachers (colleagues and peers);**
- **Offer occupational health management in institutions;**
- **Creation/promotion of “good and healthy schools” where education and health are combined.**

3. USERS NEEDS ANALYSIS: THE HELP SURVEY

3.1 INTRODUCTION

The **UNIVERSE** considered is formed by **teachers, teacher trainees and other professionals working in the field of education** from the partner countries Germany, Spain, Italy, Poland, and Slovenia (DE, ES, IT, PL, SI, from now on).

Regarding the **SAMPLE**, we have used a sampling methodology called “*Judgement sampling*”, particularly, *purposive sampling*, in which each sample does not have a known probability of being selected; that is, partners have selected teachers, teacher trainees and other professionals working in the field of education providing interesting information for the survey according to a selection process followed in each country. By using this sampling methodology, we have obtained a strategic representation of the universe considered, not due to the size but to the information provided.

As for the **SIZE OF THE SAMPLE**, we have had a total of **342 valid questionnaires** filled in, distributed as follows:

Table 2: Questionnaires per Country

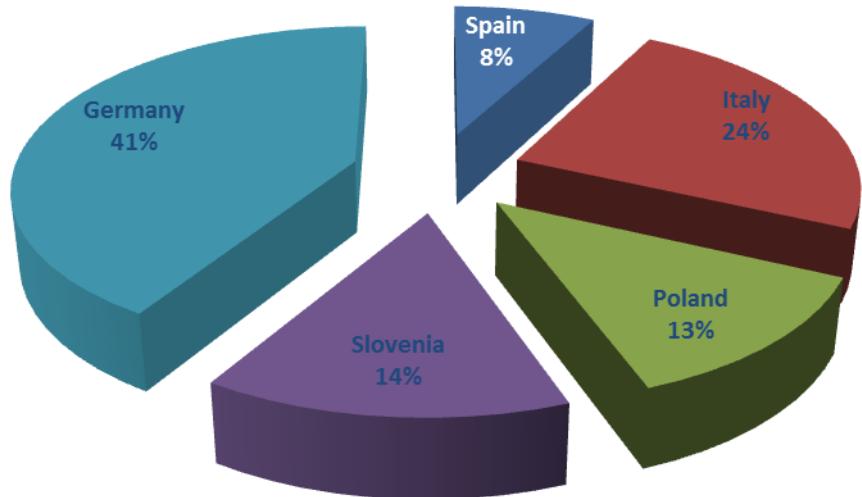
COUNTRY	INVALID QUESTIONNAIRES ⁷	VALID QUESTIONNAIRES ⁸
Spain	10	27
Italy	16	82
Poland	7	43
Slovenia	15	49
Germany	33	141
TOTAL	81	342

⁷ The questionnaire was opened in the language of the country and the country of origin was selected but no fields were filled in.

⁸ More than 80% of the questionnaire was filled in.

In the following graph we have illustrated the distribution by country:

GRAPH 2: Distribution of questionnaires per country



As to the structure of the questionnaire, here below, it was agreed to be structured in 6 sections, namely:

- Introduction
- Your work conditions
- Your strategies in dealing with stress
- Your strategies to cope with stress/"burnout"
- Your training/learning needs
- Your interest in the help programme

Its contents were agreed by the partners in a participative process:

Section 1: INTRODUCTION

1. Please provide us with some basic information about you:

- 1.1. Country:
- 1.2. Gender: M F
- 1.3. Age: 20-29 30-39 40-49 50-59 60+
- 1.4. Category: Head-teacher, teacher, teacher trainee, teacher special needs, other
- 1.5. Work experience in years
- 1.6. School type: Primary, Lower secondary, Secondary, Special school for disabled, VET, Other:
- 1.7. School financing: Public, private, mixed,
- 1.8. Average number of students in your class:
- 1.9. Number of "difficult" students in class
- 1.10. Number of teaching hours per week:
- 1.11. In service: Yes, No

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If not, please explain: (*medical leave, unemployed, etc.*)

Section 2: WORK CONDITIONS

In order to maintain a high level of productivity, a positive work environment is absolutely essential. Although many aspects of the workplace are completely under your control, other might not. We would like to know about your situation in the workplace and find out to what extent are the following situations a stress factor to you.

2.1. *The following items refer to your present occupation. For each of the following statements, please indicate whether you strongly disagree, disagree, agree or strongly agree⁹.*

1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

1 2 3 4

I have constant time pressure due to a heavy work load	
I have many interruptions and disturbances while performing my job	
Over the past few years, my job has become more and more demanding	
I receive the respect I deserve from my superior or a respective relevant person	
My job promotion prospects are poor	
I have experienced or I expect to experience an undesirable change in my work situation	
My job situation is not permanent	
Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	
Considering all my efforts and achievements, my job promotion prospects are adequate	
Considering all my efforts and achievements, my salary/income is adequate	
I get easily overwhelmed by time pressure at work	
As soon as I get up in the morning I start thinking about work problems	
When I get home, I can easily relax and "switch off" work	
People close to me say I sacrifice too much for my job	
Work rarely lets me go, it is still on my mind when I go to bed	
If I postpone something I was supposed to do today I'll have trouble sleeping at night	

Activities with students¹⁰: Sometimes certain activities don't seem to be very useful but need to be done. Having in mind the last two weeks, how often did you pose yourself the following questions in your work?

1 (never) 2 (rarely) 3 (once in a while) 4(rather often) 5 (frequently)

⁹ ERI –S 10 items. Version 22.11.2012. J Siegrist, University of Duesseldorf.

¹⁰ Berne Illegitimate Tasks Scale (Semmer&Jacobshagen)

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2.2. Do you have work tasks to take care of, which keep you wondering if.....

<i>1 never</i>	<i>rarely</i>	<i>once in while</i>	<i>rather often</i>	<i>5 frequently</i>	
					1 2 3 4 5
...they have to be done at all?					
...they make sense at all?					
...they would not exist (or could be done with less effort), if it were organised differently?					
...they would not exist (or could be done with less effort), if some other people made less mistakes?					
...they just exist because some people simply demand it this way?					

2.3. Do you have work tasks to take care of, which you believe....

<i>1 never</i>	<i>rarely</i>	<i>once in while</i>	<i>rather often</i>	<i>5 frequently</i>	
					1 2 3 4 5
...should be done by someone else?					
...are going too far, which should not be expected from you?					
...put you in an awkward position?					
...are unfair that you have to deal with them?					

Section 3: STRATEGIES IN DEALING WITH STRESS

Stress can cause changes in those experiencing it. In some cases there are clear signs that people are experiencing stress at work and if these can be identified early, action can be taken before the pressure becomes a problem. The following questions will measure your physical and emotional signs of stress and/or anxiety.

3.1 Please read each statement and cross the number 1,2,3 or 4 which indicates how much the statement applied to you over the past week. There are no right or wrong answers¹¹.

<i>1 (never)</i>	<i>2 (sometimes)</i>	<i>3 (quite frequently)</i>	<i>4 (most of the time)</i>	
				1 2 3 4
I found it hard to wind down				
I was aware of dryness of my mouth				
I couldn't seem to experience any positive feelings at all				
I experienced breathing difficulties (eg. Excessively rapid breathing, breathlessness in the absence of physical exertion)				
I found it difficult to work up the initiative to do things				
I experienced trembling (eg. In the hands)				
I felt that I was using a lot of nervous energy				
I was worried about situations in which I might panic and make a fool of myself				
I felt that I had nothing to look forward too				
I found myself getting agitated				
I find it difficult to relax				
I felt down-hearted and blue				

¹¹ DASS21. Please note that item 6 in the original DASS21 (I tended to over-react to situations) has not been included in our report.

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I was intolerant of anything that kept me from getting on with what I was doing

I felt I was close to panic

I was unable to become enthusiastic about anything

I felt I wasn't worth much as a person

I felt that I was rather touchy

I was aware of the action of my heart in the absence of physical exertion

I felt scared without any good reason

I felt that life was meaningless

*Note:

3.2 Work and Well-being

The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job¹².

0 (never) 1(almost never) 2(rarely) 3 (sometimes) 4 (often) 5 (very often) 6 (always)

1 2 3 4 5 6 7

At my work, I feel bursting with energy

At my job, I feel strong and vigorous

I am enthusiastic about my job

My job inspires me

When I get up in the morning I feel like going to work

I feel happy when I am working intensely

I am proud of the work that I do

I am immersed in my work

I get carried away when I'm working

Section 4: STRATEGIES TO COPE WITH STRESS/"BURNOUT"

In this section we would like to know your experience with "burn-out" syndrome and the frequency you realise some of the following activities to recover from a stress situation. If there isn't any activity and/or you use additional ones to recover, please feel free to complete the section below.

4.1. Regarding "burning out" do you have the feeling that:

1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

1 2 3 4

You have been burnt out in the past

You consider yourself being "burnt out" now

You have never been "burnt out"

¹² Work and Well-being Surveys (UWES) Schaufeli&Bakker (2003).

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4.2. When you feel stressed, what do you do for recovery?

0 (never) 1 (once a year) 2 (once a month) 3 (a few times a month) 4 (once a week) 5 (a few times a week) 6 (everyday)

	1	2	3	4	5	6	7
Try to relax at home							
Try to read a book or a newspaper							
Drinking coffee or tea							
Make a phone call to a friend, family member, etc.							
Listen to music							
Go shopping							
Cultural activities (<i>theatre, cinema, etc.</i>)							
Dinner with friends/partner/family							
Individual sports (<i>e.g. Walking, trekking, biking, swimming</i>)							
Collective sports: (<i>e.g. football, volleyball, aerobic</i>).							
Creative activities (<i>e.g. music, painting, writing, etc.</i>)							
Watching TV							
Relaxation techniques (<i>meditation, yoga</i>)							
Wellness (<i>sauna, massage, etc.</i>)							
Siesta (<i>short nap</i>)							
Therapy							

Other, please specify:.....

Section 5: TRAINING/LEARNING NEEDS

The following section deals with your attitude towards different forms of support available when people account stress at work.

Stress prevention trainings support individuals in coping with stress by providing them with a number of strategies targeting different sources of stress. In the following section, please tell us how strongly you would be interested in learning about different topics and coping skills in stress prevention training.

1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

5.1. I would like to learn:

1 2 3 4

...about the difference between acute and chronic stress
...about the ways in which my job contributes to my life in a positive way
...about burnout and what it implies
...the ways in which chronic stress can lead to illness
..to become aware of my personal stress signals
...how to react in a helpful way when I discover stress signals

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- ...which are the major sources of stress in my life
- ...how to develop a personal style of classroom management
- ...about my resources in coping with stress
- ...about how a perceived imbalance between the efforts and rewards at work can cause stress
- ...about attitudes that cause stress in my life
- ...how to develop more positive, helpful attitudes
- ..about how to deal with unwanted, circling thoughts
- ...how to set rules in the classroom
- ...how to use progressive relaxation techniques
- ...how to manage my time more efficiently
- ...how to set goals in a healthy, motivating way
- ...a way to approach problems in a systematical way
- ...about efficient classroom management
- ...how to resolve inner conflicts
- ...a way to use imagination to relax
- ...about the recovery process and the different phases it involves
- ...how to detach from work in my spare time
- ...about healthy sleep and its prerequisites
- ...about my social support network

Other, please specify:

Internet-based stress prevention training: In such trainings, information and practical exercises can be accessed via Internet. Participants can work through four to eight multimedia-based sessions individually from their homes whenever they want to. In most cases, participants can be supported by a personal e-coach who regularly gives feedback about the exercises and who can be contacted in case of problems. Experiences can be shared with other participants via an online platform. The technical skills needed to participate are comparable to the skills needed to write e-mails.

5.2. Internet-based stress prevention training:

YES NO

- I have heard about this kind of stress prevention training before
- I have already participated in a training course of that kind

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5.3. Please indicate if the following statements are true for you:

1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

1 2 3 4

I think that an internet-based stress prevention training would help me cope with stress at work

I think I have the willpower to attend an internet-based stress prevention training regularly, even if it goes along with efforts

I would like to participate in an internet-based stress prevention training within the next year

I have planned to participate in an internet-based stress prevention training

5.4. To what extent do you agree or disagree with the following course characteristics as incentives to your participation in online-based stress prevention training?

1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

1 2 3 4

Little or no cost

Flexibility of time and date

Anonymous participation

Interaction with an e-coach via email

Live interaction with an e-coach via chat

Interaction with other participants via an online platform

Adaptation of the course contents to my needs

E-mail reminders of sessions or exercises to do

SMS reminders of sessions or exercises to do

Self-assessment tools like quizzes or tests

Availability of print-out material

Video material

Audio material

High quality of learning contents

Good design of materials

Short loading time of websites

Materials easy to read

User friendly website

Frequently asked questions available

Availability of a blog

Availability of a forum

Availability of an online library

Possibility of certification

Section 6: INTEREST IN THE HELP PROGRAMME

One of the aims of the HELP project is to develop an e-learning course on stress relief strategies.
This course will be available from 2015.

6.1. Would you be interested in attending our online course on stress-prevention?

No, thanks Maybe Would love to

If yes, please provide us with your contact details:

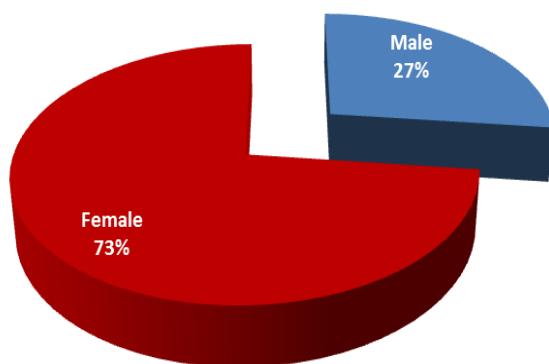
3.2 SHORT ANALYSIS BY SECTIONS

• Introduction: Basic information about the respondents

Almost 72% of the respondents were School teachers. The average experience years in teaching are 25 years. The average number of students in the class is 23 and 6 the average number of “difficult” students. They work 20 teaching hours per week and 97% of the respondents were in active teaching service.

Regarding the gender of all the respondents we can see that **the great majority (73%) are female.**

Graph 3: Gender of the respondents



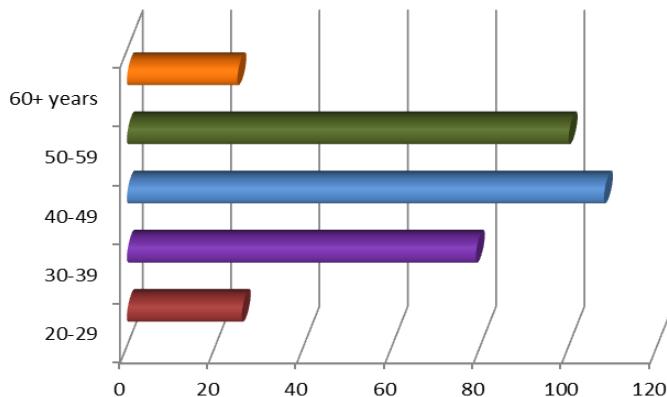
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In the table and graph below, we can see, illustrated, that the percentages are well distributed among the age groups being a bit more concentrated in the 40-49 and 50-59:

Table 2: Age group of respondents: Number and percentages

20-29	30-39	40-49	50-59	60+ years
26	79	108	100	25
8%	23%	32%	30	7%

Graph 4: Age group of the respondents

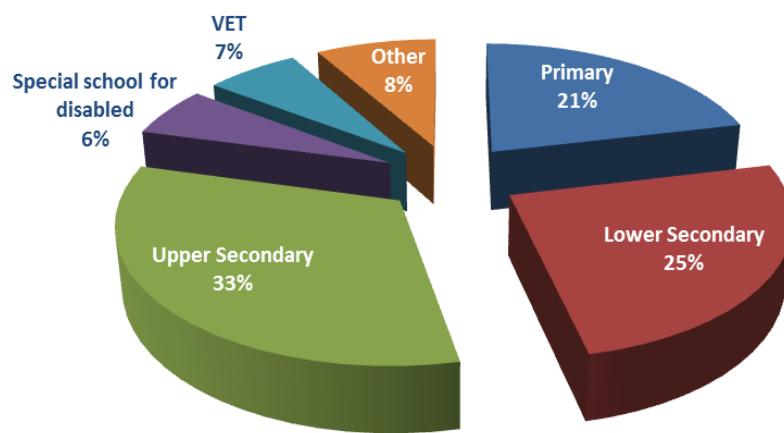


More than half of the respondents do teach in upper and lower secondary Schools:

Table 3: Type of School

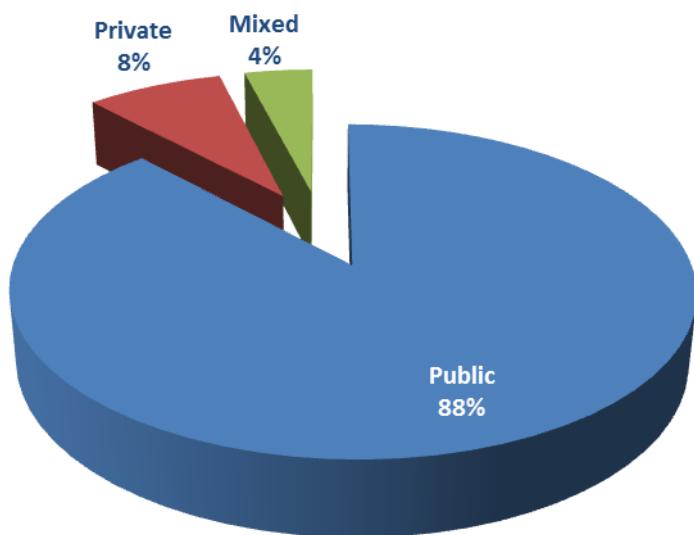
Primary	Lower Secondary	Upper Secondary	Special school for disabled	VET	Other
89	105	135	25	27	35

Graph 5: Age group of the respondents



As to School funding, we can see that the great majority of the respondents, 88% come from public schools.

Graph 6: School funding



- **Work conditions**

Here below we can see the rating of the Statements introduced in the questionnaire:

Table 4: Statements about work conditions

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	1 to 4
<u>I have constant time pressure due to a heavy work load</u>	<u>3,03</u>
I have many interruptions and disturbances while performing my job	2,77
<u>Over the past few years, my job has become more and more demanding</u>	<u>3,25</u>
I receive the respect I deserve from my superior or a respective relevant person	2,73
My job promotion prospects are poor	3,17
I have experienced or I expect to experience an undesirable change in my work situation	2,82
<u>My job situation is not permanent</u>	<u>1,94</u>
Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	2,43
Considering all my efforts and achievements, my job promotion prospects are adequate	2,21
Considering all my efforts and achievements, my salary/income is adequate	2,23
I get easily overwhelmed by time pressure at work	2,74
As soon as I get up in the morning I start thinking about work problems	2,63
When I get home, I can easily relax and "switch off" work	2,17
People close to me say I sacrifice too much for my job	2,77
Work rarely lets me go, it is still on my mind when I go to bed	2,77
If I postpone something I was supposed to do today I'll have trouble sleeping at night	2,35

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Heavy workload and job becoming more demanding throughout years seems to be the most stressful conditions pointed out by the surveyed respondents. We can notice that most of the teachers are not worried about their permanent situation as teaching staff.

Do you have work tasks to take care of, which keep you wondering if.....

Table 5: work tasks I

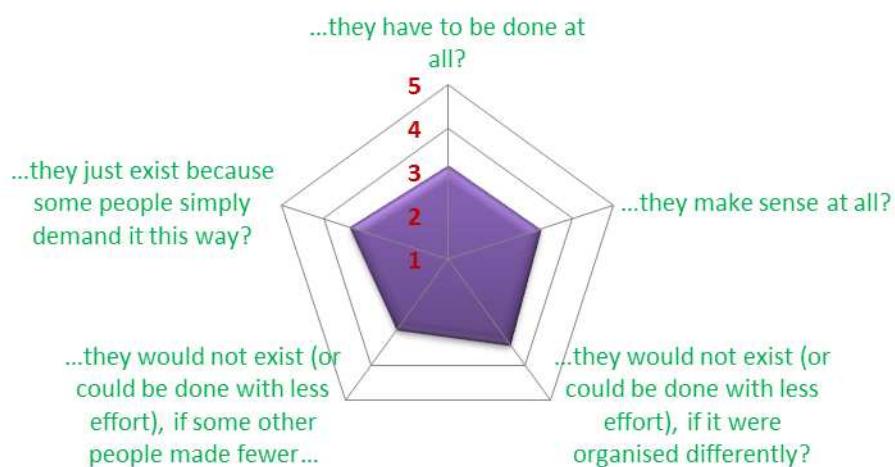
Average (1 never, rarely, once in a while, rather often 5 Frequently)	
...they have to be done at all?	3,15
...they make sense at all?	3,24
<u>...they would not exist (or could be done with less effort), if it were organised differently?</u>	<u>3,42</u>
...they would not exist (or could be done with less effort), if some other people made fewer mistakes?	2,98
<u>...they just exist because some people simply demand it this way?</u>	<u>3,37</u>

Regarding the tasks that have to be done, those teachers wonder more frequently are:

Do you have work tasks to take care of, which keep you wondering if.... they would not exist (or could be done with less effort), if it were organised differently (3,42) andthey just exist because some people simply demand it this way (3,37).

However, the graph illustrates the replies so that we can notice that all the answers are in the scale from *rarely* (2) to *rather often* (4):

Graph 7: Work tasks I



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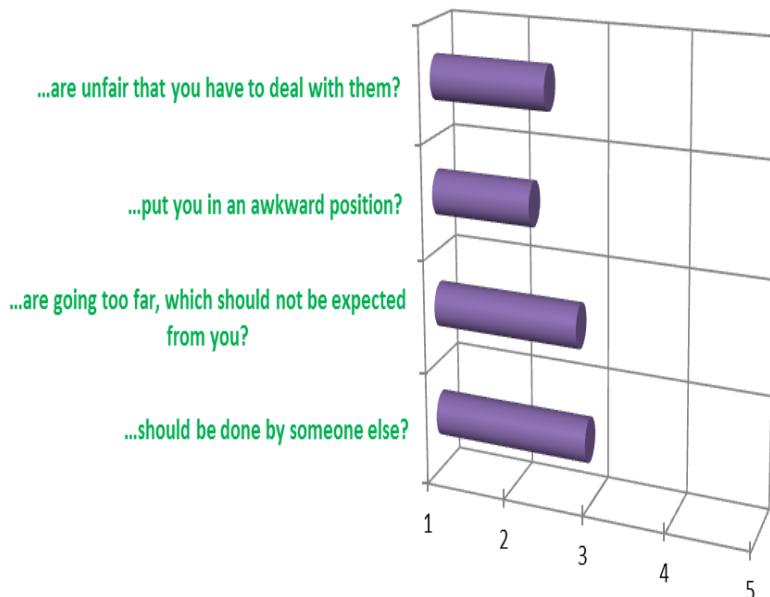
As to the question: **Do you have work tasks to take care of, which you believe....**

Table 6: work tasks II

Average (1 never, rarely, once in a while, rather often 5 Frequently)	
...should be done by someone else?	2,93
...are going too far, which should not be expected from you?	2,82
...put you in an awkward position?	2,24
...are unfair that you have to deal with them?	2,44

The graph shows that all the replies stay below average (from rarely to once in a while):

Graph 8: Work tasks II



- **Strategies in dealing with stress**

Here below we can see the rating of the Statements introduced in the questionnaire:

Table 7: Statements about Strategies in dealing with stress

Average: 1 (never) 2 (sometimes) 3 (quite frequently) 4 (most of the time)		
	1. I found it hard to wind down	2,16
2. I was aware of dryness of my mouth		1,66
3. I couldn't seem to experience any positive feelings at all		1,79
4. I experienced breathing difficulties (e.g. Excessively rapid breathing, breathlessness in the absence of physical exertion)		1,38
5. I found it difficult to work up the initiative to do things		1,83
6. I experienced trembling (e.g. In the hands)		1,39
7. I felt that I was using a lot of nervous energy ^{*13}		1,53
8. I was worried about situations in which I might panic and make a fool of myself		1,51
9. I felt that I had nothing to look forward too		1,65
	10. I found myself getting agitated	2,06
	11. I find it difficult to relax	2,13
12. I felt down-hearted and blue		1,90
13. I was intolerant of anything that kept me from getting on with what I was doing		1,82
14. I felt I was close to panic		1,26
15. I was unable to become enthusiastic about anything		1,64
16. I felt I wasn't worth much as a person		1,53
	17. I felt that I was rather touchy	1,98
18. I was aware of the action of my heart in the absence of physical exertion		1,57
19. I felt scared without any good reason		1,40
20. I felt that life was meaningless		1,27

The table shows that the statements in dealing with stress pointed out from 2 to 3 (that is from *sometimes* to *quite frequently*) are those related with difficulties in getting relaxed:

- *I found it hard to wind down* (2.16)
- *I find it difficult to relax* (2.13)
- *I found myself getting agitated* (2.06)
- *I felt that I was rather touchy* (1.98)

While those closer to never are those related to depression and anxiety:

- *I experienced trembling (e.g. In the hands)* (1.39)

¹³ Please note that due to a translation mistake, the results show the collated rating NOT considering SPAIN.

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- I experienced breathing difficulties (1.38)
- I felt that life was meaningless (1.27)
- I felt I was close to panic (1.26)

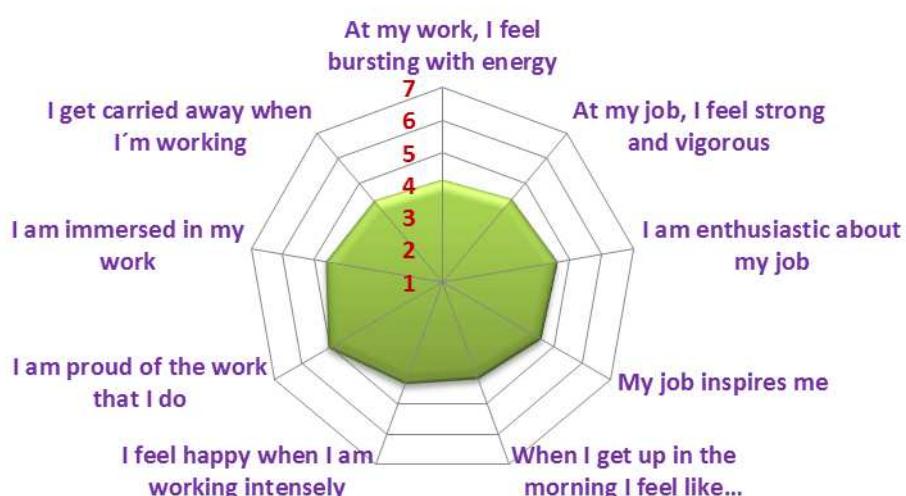
As to the statements about how you feel at work

Table 8: Statements about feelings at work

Average 1 (never) 2 (almost never) 3 (rarely) 4 (sometimes) 5 (often) 6 (very often) 7 (always)	
At my work, I feel bursting with energy	4,16
At my job, I feel strong and vigorous	4,34
I am enthusiastic about my job	4,60
My job inspires me	4,52
When I get up in the morning I feel like going to work	4,18
I feel happy when I am working intensely	4,35
I am proud of the work that I do	5,06
I am immersed in my work	4,66
I get carried away when I'm working	4,29

The table and the graph below illustrate that the respondents replied with an average 4,46 (from sometimes to often) to the positive statements reflected in the questionnaire:

Graph 9: Rating of statements about feelings at work



- **Strategies to cope with stress/"burnout"**

The following table reflects that the majority of respondents do not feel to be burnout:

Table 9: Statements about stress/"burnout"

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	
<u>You have been burnt out in the past</u>	<u>1,96</u>
<u>You consider yourself being "burnt out" now</u>	<u>2,05</u>
<u>You have never been "burnt out"</u>	<u>2,00</u>

As to the strategies to relax:

Table 10: strategies to relax

Average: 1 (never) 2 (once a year) 3 (once a month) 4 (a few times a month) 5 (once a week) 6 (a few times a week) 7 (everyday)	
	Try to relax at home 5,65
Try to read a book or a newspaper	5,29
	Drinking coffee or tea 5,79
	Make a phone call to a friend, family member, etc. 4,87
Listen to music	4,93
Go shopping	3,67
Cultural activities (<i>theatre, cinema, etc.</i>)	3,21
Dinner with friends/partner/family	3,76
Individual sports (<i>e.g. Walking, trekking, biking, swimming</i>)	4,49
Collective sports: (<i>e.g. football, volleyball, aerobic</i>).	2,17
Creative activities (<i>e.g. music, painting, writing, etc.</i>)	2,93
	Watching TV 5,56
Relaxation techniques (<i>meditation, yoga</i>)	2,34
Wellness (<i>sauna, massage, etc.</i>)	2,17
Siesta (<i>short nap</i>)	3,88
Therapy	1,33

Drinking coffee or tea (5.79), Try to relax at home (5.65), watching TV (5.56) and make a phone call to a friend, family member, etc. (4.87) are those most often reported to be used to relax while *therapy, wellness, collective sports, relaxations techniques and creative activities*, the least (from once a year to once a month), as the wordle shows:



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These are complemented by “*Other strategies to relax*” reported, by country:

ITALY

- *I clean my home*
- *I cook*
- *I do new things*
- *I Volunteer*
- *I go out over the weekend*
- *Agricultural activities*

POLAND

- *Conversations with wife and at home on things different than work*
- *Work in my plot*

SLOVENIA

- *Care for the garden and pets, play with children*
- *Supervising*
- *I do sketches*

GERMANY

- *Dealing with my children*
- *Breathe deeply for a few minutes*
- *Run with my dog*
- *Praying, praising*
- *Lunch with colleagues*
- *Sit on the terrace and listen to the birds*
- *Being outside in nature*
- *Surf the internet*
- *Meet with friends and do something*
- *Gardening*
- *Supervision, as a participant and as a supervisor*
- *Naturopath*

The most commonly reported activities relate to **caring about home, children and other activities different than work**, as the wordle reflects:



- **Training/learning needs**

Table 11: Preferred learning topics

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	
...about the difference between acute and chronic stress	2,60
...about the ways in which my job contributes to my life in a positive way	2,85
...about burnout and what it implies	2,64
...the ways in which chronic stress can lead to illness	2,78
..to become aware of my personal stress signals	3,11
...how to react in a helpful way when I discover stress signals	3,22
...which are the major sources of stress in my life	3,01
...how to develop a personal style of classroom management	2,79
...about my resources in coping with stress	3,09
...about how a perceived imbalance between the efforts and rewards at work can cause stress	2,69
...about attitudes that cause stress in my life	3,07
...how to develop more positive, helpful attitudes	3,10
..about how to deal with unwanted, circling thoughts	2,90
...how to set rules in the classroom	2,68
...how to use progressive relaxation techniques	2,73
...how to manage my time more efficiently	2,84
...how to set goals in a healthy, motivating way	2,84
...a way to approach problems in a systemic way	2,77
...about efficient classroom management	2,72
...how to resolve inner conflicts	2,88
...a way to use imagination to relax	2,69
...about the recovery process and the different phases it involves	2,73
...how to detach from work in my spare time	2,80
...about healthy sleep and its prerequisites	2,78
...about my social support network	2,49

The preferred (those pointed as more than 3: agree) learning topics are related to better know (major sources of stress, attitudes that cause stress resources to cope...), become more aware of positive attitudes and learning how:

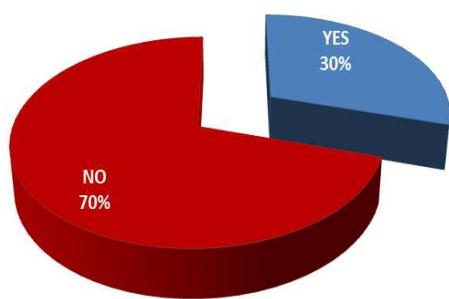
- ... **to react** in a helpful way when I discover stress signals 3,22
- ...**to become aware of my personal stress signals** 3,11
- ...**how to develop more positive, helpful attitude** 3,10
- ...**about my resources in coping with stress** 3,09
- ...**about attitudes that cause stress in my life** 3,07
- ...**which are the major sources of stress in my life** 3,01

These are complemented by “*Other learning topics*” reported:

- Learn how to be more calm (IT)
- How to deal with the most negative evaluation of people towards my profession (DE)
- Dealing with authorities (school management) (DE)

The graphs below show that only 30% of the respondents have heard about Internet-based stress prevention training and only 5% have participated in a training course of that kind:

Graph 10: Knowledge about stress-prevention training



Graph 11: Participation in stress-prevention training

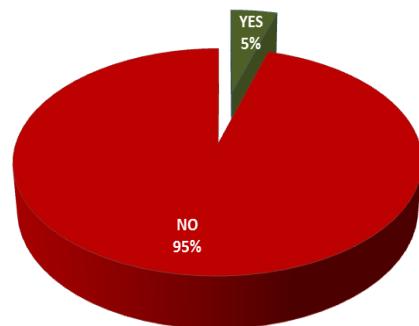


Table 12: Will to participate in stress-prevention training

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)

I think that an internet-based stress prevention training would help me cope with stress at work	2,41
I think I have the willpower to attend an internet-based stress prevention training regularly, even if it goes along with efforts	2,45
I would like to participate in an internet-based stress prevention training within the next year	2,35
I have planned to participate in an internet-based stress prevention training	1,66

The statements show that it was not on the planning of the respondents to participate in an internet-based stress prevention training action.

Methodology Report

Regarding the preferred course features:

Table 13: Preferred Course features of the stress-prevention training

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	
	Little or no cost 3,17
	Flexibility of time and date 3,33
	Anonymous participation 3,12
Interaction with an e-coach via email	2,77
Live interaction with an e-coach via chat	2,33
Interaction with other participants via an online platform	2,44
	Adaptation of the course contents to my needs 3,11
E-mail reminders of sessions or exercises to do	2,68
SMS reminders of sessions or exercises to do	2,11
Self-assessment tools like quizzes or tests	2,91
Availability of print-out material	2,93
Video material	2,92
Audio material	2,80
	High quality of learning contents 3,28
Good design of materials	2,92
	Short loading time of websites 3,00
	Materials easy to read 3,24
	User friendly website 3,22
Frequently asked questions available	2,97
Availability of a blog	2,30
Availability of a forum	2,51
Availability of an online library	2,84
Possibility of certification	2,50

The most voted ones are, by rating with more than 3 (agree towards strongly agree):

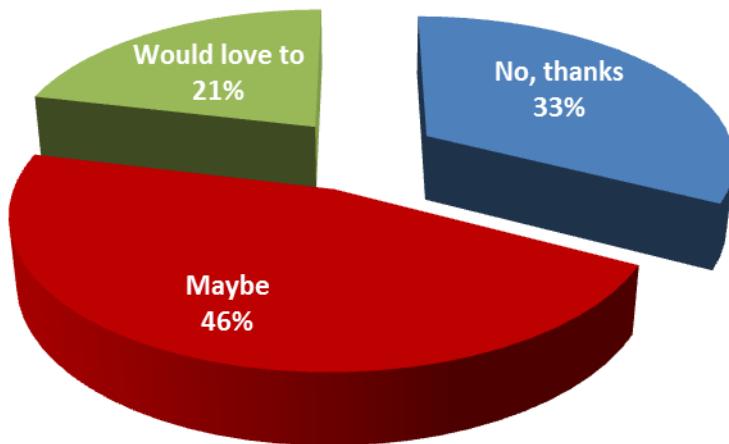
- Flexibility of time and date 3,33
- High quality of learning contents 3,28
- Materials easy to read 3,24
- User friendly website 3,22
- Little or no cost 3,17
- Anonymous participation 3,12
- Adaptation of the course contents to my needs 3,11
- Short loading time of websites 3,00

And the least voted:

- Live interaction with an e-coach via chat, 2,33
- Availability of a blog, 2,30
- SMS reminders of sessions or exercises to do, 2,11
- **Interest in attending our online course on stress-prevention**

Regarding the respondents interest in attending our online course on stress-prevention we can see that 1/3 say no but the rest are hesitating (46%) and would love to (21%).

Graph 12: Interest in attending our online course on stress-prevention



3.3 SHORT ANALYSIS PER COUNTRY

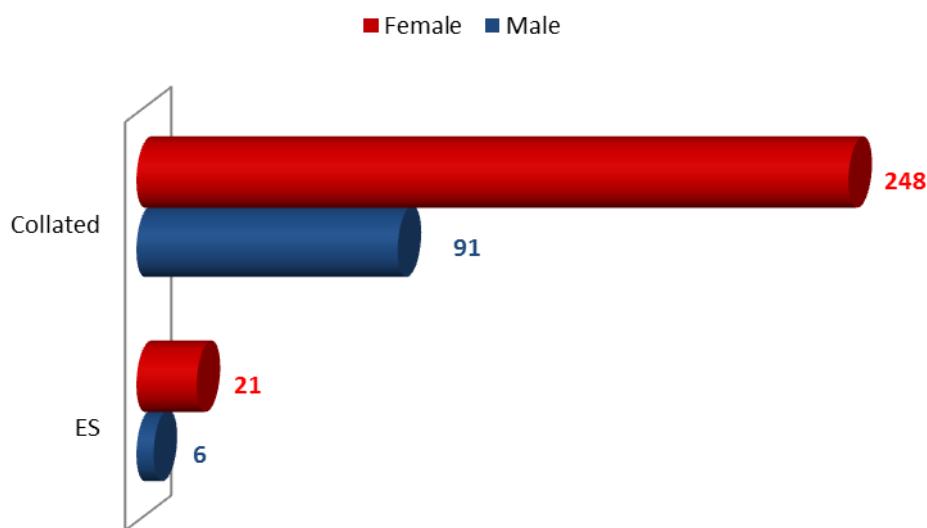
For the analysis by country, we will present the average profile of the respondents and instead of showing facts and figures of all the questions; we will select one per section:

- Your work conditions
- Your strategies in dealing with stress
- Your strategies to cope with stress/"burnout"
- Your training/learning needs
- Your interest in the help programme

SPAIN

Out of the 27 valid questionnaires, the gender of the ES respondents is very close to the collated one:

Graph 13: Gender of ES respondents



48% of the ES respondents were public primary school teachers in the age frame 30-39. The average experience years in teaching are 15 years. The average number of students in the class is 22 and 3 the average number of “difficult” students. They work 22 teaching hours per week and 97% of the respondents were in active teaching service.

Table 14: Work conditions in ES: Statements

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	Spain	Collated
I have constant time pressure due to a heavy work load	2,2	<u>3,03</u>
I have many interruptions and disturbances while performing my job	1,9	2,7
<u>Over the past few years, my job has become more and more demanding</u>	<u>2,4</u>	<u>3,2</u>
I receive the respect I deserve from my superior or a respective relevant person	2,2	2,7
<u>My job promotion prospects are poor</u>	<u>2,5</u>	<u>3,1</u>
I have experienced or I expect to experience an undesirable change in my work situation	2,0	2,8
My job situation is not permanent	1,8	1,9
Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	2,0	2,4
Considering all my efforts and achievements, my job promotion prospects are adequate	1,7	2,2
Considering all my efforts and achievements, my salary/income is adequate	2,0	2,2
I get easily overwhelmed by time pressure at work	2,1	2,7
As soon as I get up in the morning I start thinking about work problems	1,9	2,6
When I get home, I can easily relax and “switch off” work	2,2	2,1
People close to me say I sacrifice too much for my job	1,8	2,7
Work rarely lets me go, it is still on my mind when I go to bed	1,7	2,7
If I postpone something I was supposed to do today I'll have trouble sleeping at night	1,7	2,3

Methodology Report

Poor Job promotion prospects and demands of the job seem to be the most stressful conditions pointed out by the ES surveyed respondents.

Table 15: ES respondents: Statements about how you feel at work

The statements about feelings at work from the Spanish respondents are a bit less positive and enthusiastic as the collated ones:

Average 1 (never) 21(almost never) 3 (rarely) 4 (sometimes) 5 (often) 6 (very often) 7 (always)	Spain	Collated
At my work, I feel bursting with energy	3,7	4,16
At my job, I feel strong and vigorous	3,8	4,34
I am enthusiastic about my job	3,9	4,60
My job inspires me	3,8	4,52
When I get up in the morning I feel like going to work	3,7	4,18
I feel happy when I am working intensely	3,5	4,35
I am proud of the work that I do	4,4	5,06
I am immersed in my work	3,8	4,66
I get carried away when I'm working	4,0	4,29

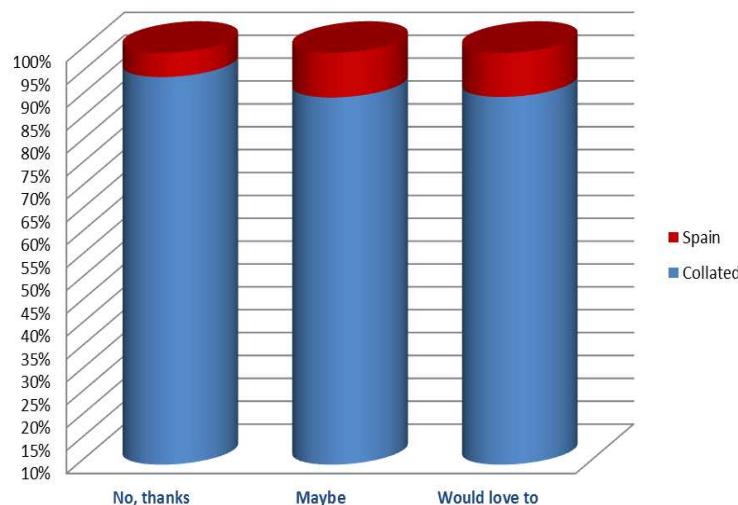
Table 16: Training/learning needs of ES respondents

The preferred learning topics in Spain are:

...the ways in which chronic stress can lead to illness	2,6
...how to react in a helpful way when I discover stress signals	2,6
...about my resources in coping with stress	2,6

As to the interest of ES teachers, we can see it illustrated in the graph below :

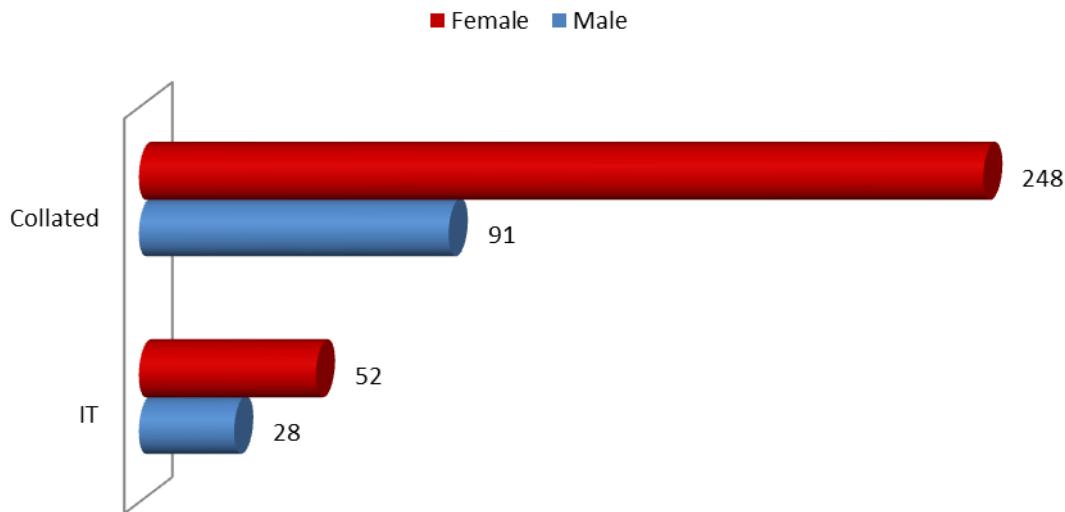
Graph 14: Interest in the HELP programme (ES)



ITALY

Out of the 82 valid questionnaires, the gender of the IT respondents is very close to the collated one, with a slightly higher male representation:

Graph 15: Gender of IT respondents



82% of the IT respondents were school teachers in the age frame 40-59. 60% were from Public upper secondary schools. The average experience years in teaching are 20 years. The average number of students in the class is 22 and 8 the average number of "difficult" students. They work 17 teaching hours per week and 90% of the respondents were in active teaching service.

Table 17: Work conditions in IT: Statements

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	Italy	Collated
I have constant time pressure due to a heavy work load	2,74	3,03
I have many interruptions and disturbances while performing my job	2,67	2,7
<u>Over the past few years, my job has become more and more demanding</u>	3,47	3,2
I receive the respect I deserve from my superior or a respective relevant person	2,65	2,7
<u>My job promotion prospects are poor</u>	3,25	3,1
I have experienced or I expect to experience an undesirable change in my work situation	3	2,8
My job situation is not permanent	1,85	1,9
Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	2,73	2,4
Considering all my efforts and achievements, my job promotion prospects are adequate	2,13	2,2
<u>Considering all my efforts and achievements, my salary/income is adequate</u>	1,88	2,2
I get easily overwhelmed by time pressure at work	2,88	2,7
As soon as I get up in the morning I start thinking about work problems	2,58	2,6
When I get home, I can easily relax and "switch off" work	2,33	2,1
People close to me say I sacrifice too much for my job	2,76	2,7
Work rarely lets me go, it is still on my mind when I go to bed	2,71	2,7
If I postpone something I was supposed to do today I'll have trouble sleeping at night	2,33	2,3

Methodology Report

In Italy we may notice that poor job promotion prospects, demands of the job and inadequate salaries considering efforts and achievements seem to be the most stressful conditions pointed out by the IT surveyed respondents.

The statements about feelings at work from the Italian respondents are even more positive and enthusiastic than the collated ones:

Table 18: IT respondents: Statements about how you feel at work

Average 1 (never) 21(almost never) 3 (rarely) 4 (sometimes) 5 (often) 6 (very often) 7 (always)	ITALY	Collated
At my work, I feel bursting with energy	4,1	4,16
At my job, I feel strong and vigorous	4,1	4,34
I am enthusiastic about my job	4,7	4,60
My job inspires me	4,6	4,52
When I get up in the morning I feel like going to work	4,3	4,18
I feel happy when I am working intensely	4,4	4,35
I am proud of the work that I do	5,2	5,06
I am immersed in my work	5,2	4,66
I get carried away when I'm working	4,8	4,29

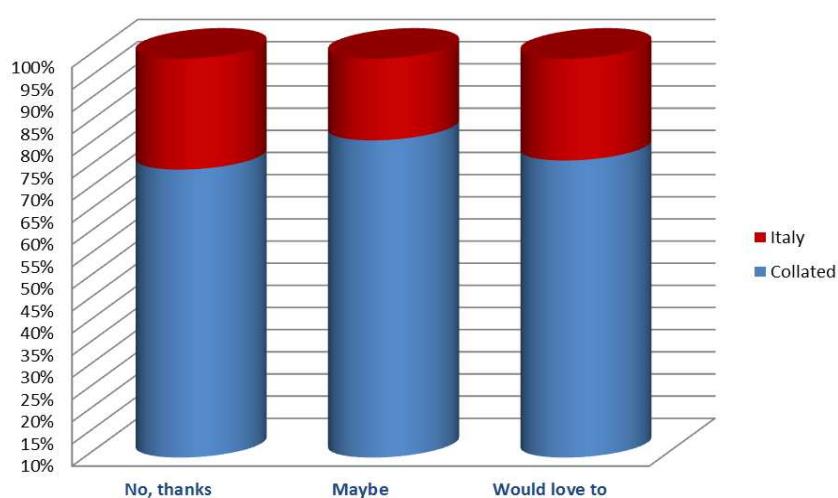
Table 19: Training/learning needs (IT)

The preferred learning topics in Italy are:

..to become aware of my personal stress signals	3,14
...how to react in a helpful way when I discover stress signals	3,24
...how to develop more positive, helpful attitudes	3,13

As to the interest of IT teachers, we can see it illustrated in the graph below:

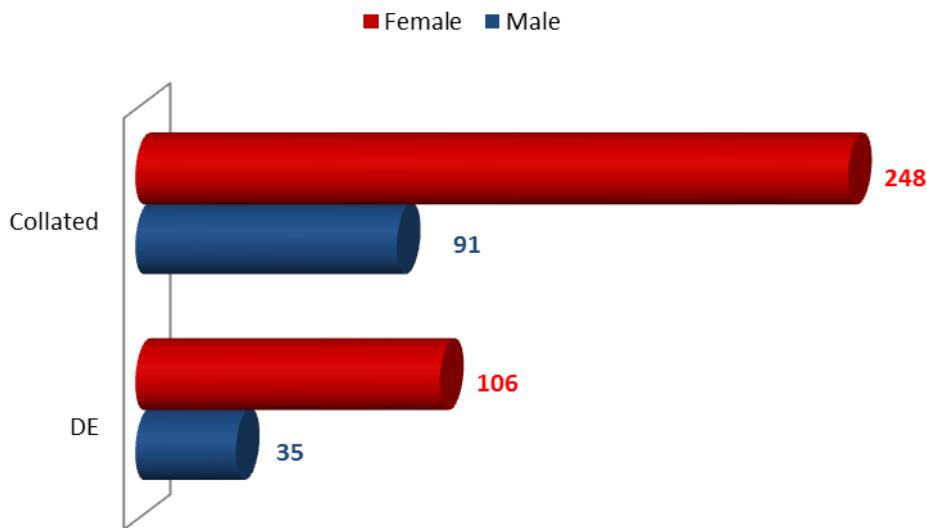
Graph 16: Interest in the HELP programme (IT)



GERMANY

Out of the 141 valid questionnaires, the gender of the DE respondents is very close to the collated one, with a slightly lower male representation:

Graph 17: Gender of DE respondents



74% of the DE respondents were school teachers in the age frame 40-59. 70% were from Public upper and lower secondary schools. The average experience years in teaching are 23. The average number of students in the class is 23 and 5 the average number of “difficult” students. They work 20 teaching hours per week and all of the respondents were in active teaching service.

Table 20: Work conditions in DE: Statements

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	Italy	Collated
I have constant time pressure due to a heavy work load	<u>3,30</u>	<u>3,03</u>
I have many interruptions and disturbances while performing my job	<u>2,96</u>	2,7
<u>Over the past few years, my job has become more and more demanding</u>	<u>3,20</u>	<u>3,2</u>
I receive the respect I deserve from my superior or a respective relevant person	<u>2,63</u>	2,7
<u>My job promotion prospects are poor</u>	<u>3,13</u>	<u>3,1</u>
I have experienced or I expect to experience an undesirable change in my work situation	<u>2,21</u>	2,8
My job situation is not permanent	<u>2,73</u>	1,9
<u>Considering all my efforts and achievements, I receive the respect and prestige I deserve at work</u>	<u>1,39</u>	2,4
Considering all my efforts and achievements, my job promotion prospects are adequate	<u>2,20</u>	2,2
<u>Considering all my efforts and achievements, my salary/income is adequate</u>	<u>2,14</u>	<u>2,2</u>
I get easily overwhelmed by time pressure at work	<u>2,40</u>	2,7
As soon as I get up in the morning I start thinking about work problems	<u>2,72</u>	2,6
When I get home, I can easily relax and “switch off” work	<u>2,70</u>	2,1
People close to me say I sacrifice too much for my job	<u>1,96</u>	2,7
Work rarely lets me go, it is still on my mind when I go to bed	<u>2,80</u>	2,7
If I postpone something I was supposed to do today I'll have trouble sleeping at night	<u>2,86</u>	2,3

Methodology Report

In Germany we may notice that poor job promotion prospects, demands of the job, respect and prestige and inadequate salaries considering efforts and achievements seem to be the most stressful conditions pointed out by the DE surveyed respondents.

The statements about feelings at work from the German respondents are more or less as positive and enthusiastic as the collated ones:

Table 22: DE respondents: Statements about how you feel at work

Average 1 (never) 21(almost never) 3 (rarely) 4 (sometimes) 5 (often) 6 (very often) 7 (always)	GERMANY	Collated
At my work, I feel bursting with energy	4,0	4,16
At my job, I feel strong and vigorous	4,34	4,34
I am enthusiastic about my job	4,41	4,60
My job inspires me	4,25	4,52
When I get up in the morning I feel like going to work	3,98	4,18
I feel happy when I am working intensely	4,15	4,35
I am proud of the work that I do	4,77	5,06
I am immersed in my work	4,03	4,66
I get carried away when I'm working	3,82	4,29

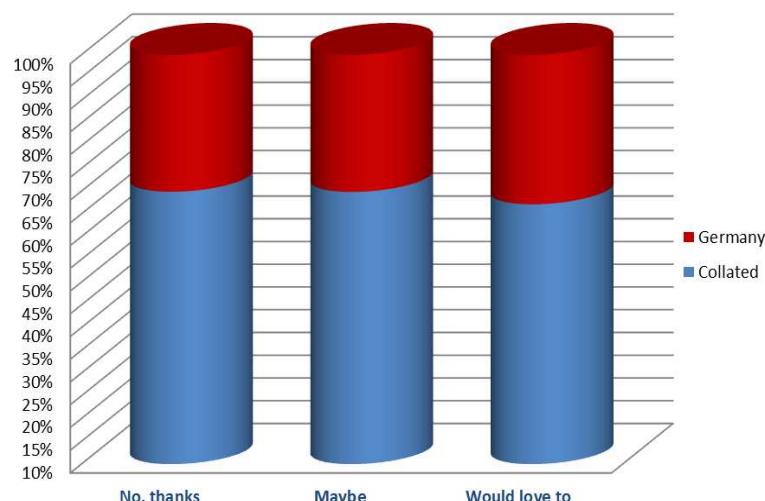
Table 23: training/learning needs (DE)

The preferred learning topics in Germany are:

..to become aware of my personal stress signals	3,05
...how to react in a helpful way when I discover stress signals	3,19
...about attitudes that cause stress in my life	3,09
...how to develop more positive, helpful attitudes	3,02

As to the interest of DE teachers, we can see it illustrated in the graph below:

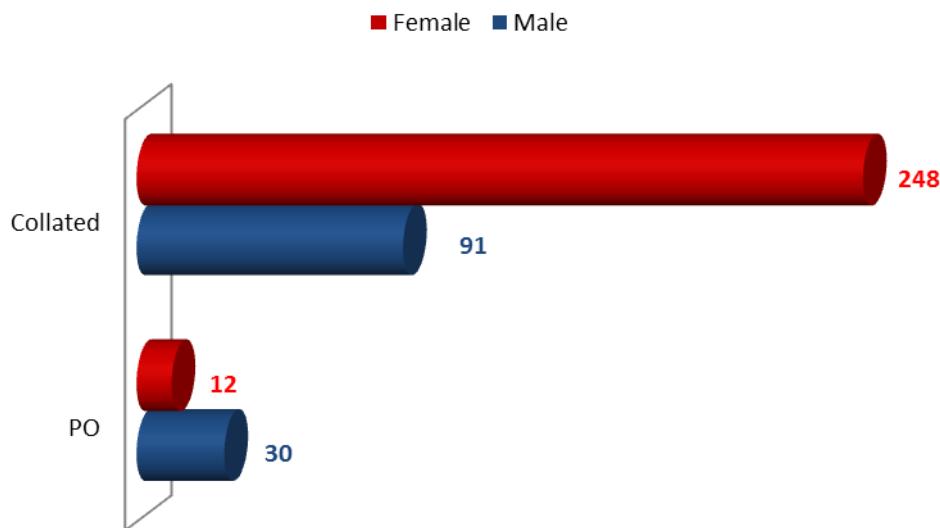
Graph 18: interest in the HELP programme (DE)



POLAND

Out of the 43 valid questionnaires, the gender of the PO respondents is, again, very close to the collated one:

Graph 19: Gender of PO respondents



78% of the PO respondents were school teachers in the age frame 40-59. 72% were teachers. 35% from public Primary schools and 33% from public upper secondary schools. The average experience years in teaching are 21 years. The average number of students in the class is 24 and 4 the average number of "difficult" students. They work 17 teaching hours per week and 97% of the respondents were in active teaching service.

Table 24: Polish work conditions: Statements

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	POLAND	Collated
I have constant time pressure due to a heavy work load	2,87	3,03
I have many interruptions and disturbances while performing my job	2,28	2,7
<u>Over the past few years, my job has become more and more demanding</u>	3,15	3,2
I receive the respect I deserve from my superior or a respective relevant person	3,18	2,7
<u>My job promotion prospects are poor</u>	2,78	3,1
I have experienced or I expect to experience an undesirable change in my work situation	2,90	2,8
<u>My job situation is not permanent</u>	3	1,9
Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	2,5	2,4
Considering all my efforts and achievements, my job promotion prospects are adequate	2,43	2,2
Considering all my efforts and achievements, my salary/income is adequate	2,15	2,2
I get easily overwhelmed by time pressure at work	2,46	2,7
As soon as I get up in the morning I start thinking about work problems	2,37	2,6
When I get home, I can easily relax and "switch off" work	2,37	2,1
<u>People close to me say I sacrifice too much for my job</u>	2,87	2,7
Work rarely lets me go, it is still on my mind when I go to bed	2,71	2,7
If I postpone something I was supposed to do today I'll have trouble sleeping at night	2,5	2,3

Methodology Report

In Poland we may notice that poor job promotion prospects and uncertainty in the job situation, demands of the job and the statement "*People close to me say I sacrifice too much for my job*" seem to be the most stressful conditions pointed out by the PO surveyed respondents.

The statements about feelings at work from the Polish respondents are even more positive and enthusiastic than the collated ones:

Table 25: Feelings at work: Polish respondents

Average 1 (<i>never</i>) 2 (<i>almost never</i>) 3 (<i>rarely</i>) 4 (<i>sometimes</i>) 5 (<i>often</i>) 6 (<i>very often</i>) 7 (<i>always</i>)	POLAND	Collated
At my work, I feel bursting with energy	4,45	4,16
At my job, I feel strong and vigorous	4,60	4,34
I am enthusiastic about my job	5,15	4,60
My job inspires me	4,69	4,52
When I get up in the morning I feel like going to work	4,24	4,18
I feel happy when I am working intensely	4,69	4,35
I am proud of the work that I do	5,06	5,06
I am immersed in my work	5,152	4,66
I get carried away when I'm working	4,152	4,29

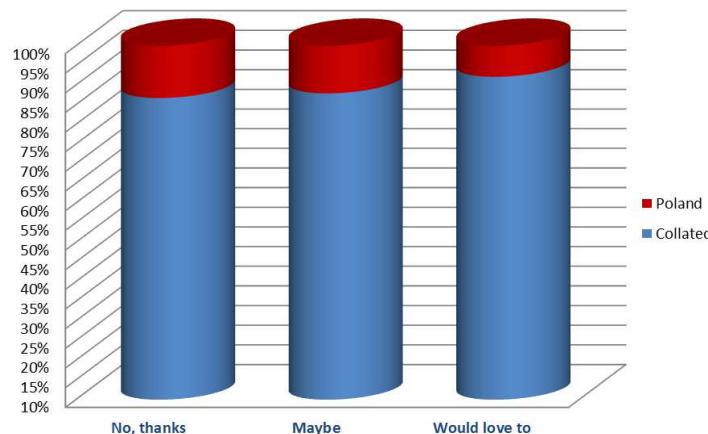
Table 26: PO training/learning needs

The preferred learning topics in Poland are:

...how to develop a personal style of classroom management	3
...about my resources in coping with stress	3,13
...how to develop more positive, helpful attitudes	3,03
...how to manage my time more efficiently	3
...how to resolve inner conflicts	3,1

As to the interest of PO teachers, we can see it illustrated in the graph below:

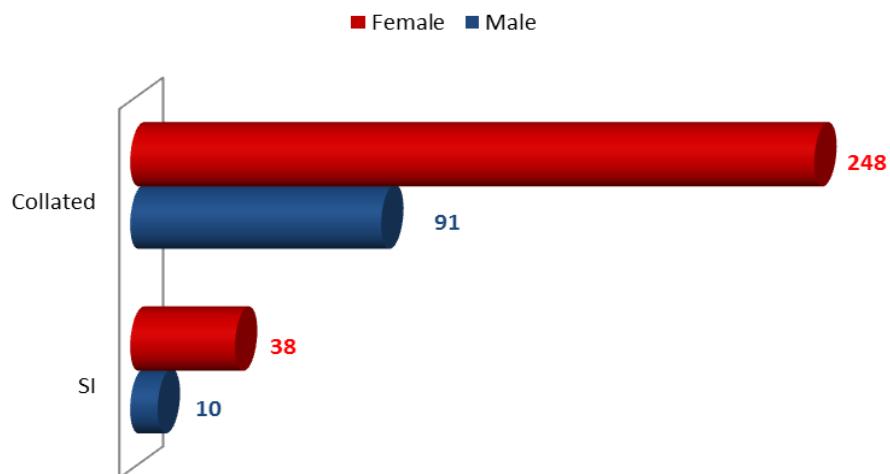
Graph 20: interest in the HELP programme (PO)



SLOVENIA

Out of the 49 valid questionnaires, the gender of the SI respondents is, again, very close to the collated one:

Graph 21: Gender of SI respondents



80% of the SI respondents were school teachers in the age frame 40-59. 64% were teachers all distributed in the school categories (Primary, secondary up/lower, VET...) publicly funded. The average experience years in teaching are 16 years. The average number of students in the class is 21 and 6 the average number of "difficult" students. They work 21 teaching hours per week and all the respondents were in active teaching service.

Table 27: Slovenian work conditions: Statements

Average: 1 (strongly disagree) 2 (disagree) 3 (agree) 4 (strongly agree)	SLOVENIA	Collated
I have constant time pressure due to a heavy work load	2,87	3,03
<u>I have many interruptions and disturbances while performing my job</u>	3,00	2,7
<u>Over the past few years, my job has become more and more demanding</u>	3,43	3,2
I receive the respect I deserve from my superior or a respective relevant person	2,78	2,7
<u>My job promotion prospects are poor</u>	3,43	3,1
I have experienced or I expect to experience an undesirable change in my work situation	2,78	2,8
My job situation is not permanent	3,43	1,9
Considering all my efforts and achievements, I receive the respect and prestige I deserve at work	2,70	2,4
Considering all my efforts and achievements, my job promotion prospects are adequate	2,74	2,2
Considering all my efforts and achievements, my salary/income is adequate	2,35	2,2
I get easily overwhelmed by time pressure at work	2,26	2,7
As soon as I get up in the morning I start thinking about work problems	2,17	2,6
<u>When I get home, I can easily relax and "switch off" work</u>	3,00	2,1
People close to me say I sacrifice too much for my job	2,91	2,7
Work rarely lets me go, it is still on my mind when I go to bed	2	2,7
If I postpone something I was supposed to do today I'll have trouble sleeping at night	2,78	2,3

Methodology Report

In Slovenia, we may notice that poor job promotion prospects, interruptions and work and demands of the job seem to be the most stressful conditions pointed out by the SI surveyed respondents. It is noticeable that in Slovenia, the majority of respondents agree upon the statement "*When I get home, I can easily relax and switch off from work*".

The statements about feelings at work from the Slovenian respondents are as average, similar to the collated ones:

Table 28: Slovenian feeling at work

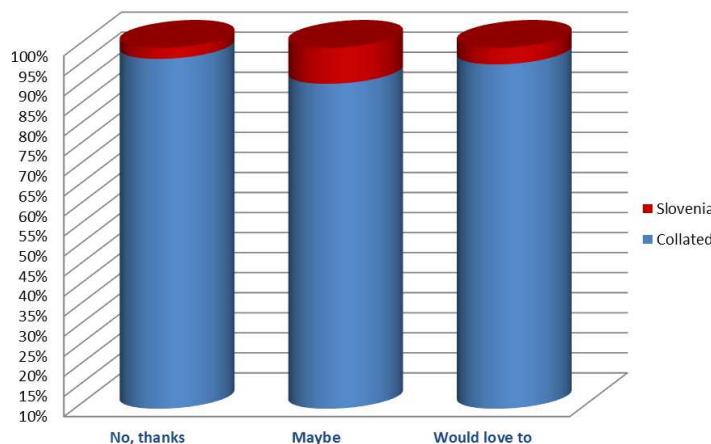
Average 1 (never) 21(almost never) 3 (rarely) 4 (sometimes) 5 (often) 6 (very often) 7 (always)	SLOVENIA	Collated
At my work, I feel bursting with energy	4	4,16
At my job, I feel strong and vigorous	4,16	4,34
I am enthusiastic about my job	4,3	4,60
My job inspires me	4,69	4,52
When I get up in the morning I feel like going to work	4,05	4,18
I feel happy when I am working intensely	4,05	4,35
I am proud of the work that I do	4,03	5,06
I am immersed in my work	5,25	4,66
I get carried away when I'm working	5	4,29

Table 29: training/learning needs (SI)

...about burnout and what it implies	3,35
...how to react in a helpful way when I discover stress signals	3,35
...how to develop a personal style of classroom management	3,47
...how to set rules in the classroom	3,29
...how to use progressive relaxation techniques	3,35
...how to resolve inner conflicts	3,47
a way to use imagination to relax	3,47

As to the interest of SI teachers, we can see it illustrated in the graph below:

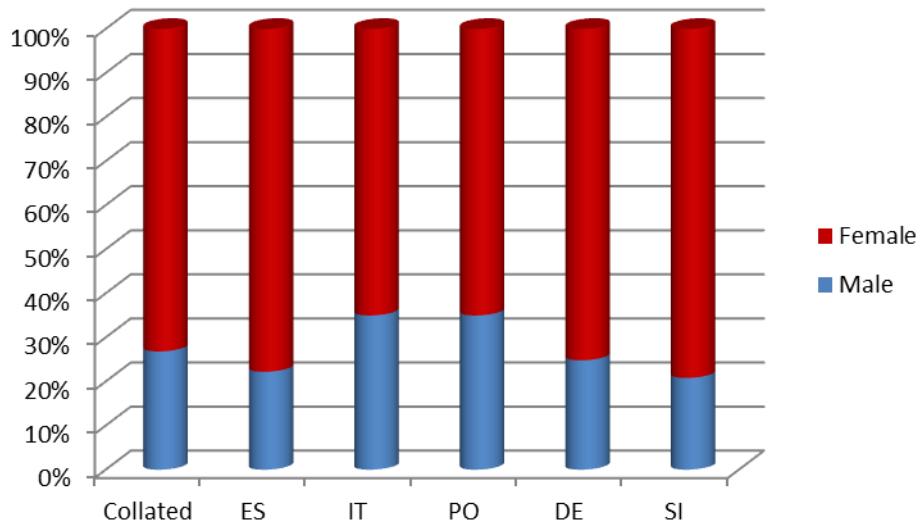
Graph 21: interest in the HELP programme (SI)



Some collated graphs:

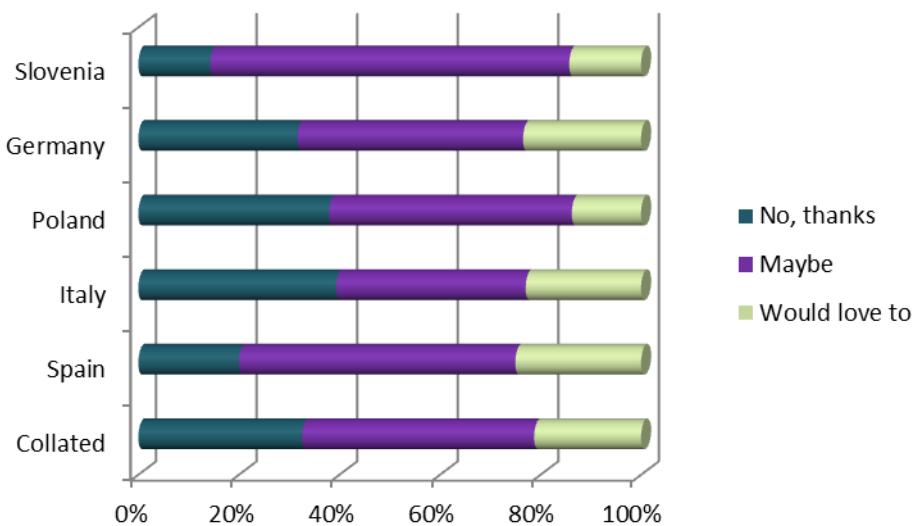
The following graph shows that the collated gender represents quite well the average in most countries: The highest male representation comes from Italy and Poland and the lowest from Slovenia:

Graph 22: Gender of the respondents



We can see that the major interest comes from Spain and Italy, followed by Germany. The highest number of negative responses comes from Italy and Poland. The most hesitating respondents ("maybe") come from Slovenia.

Graph 23: Interest in the HELP programme by country



4. CONCLUSIONS

Having in mind that the HELP **project aims to develop and implement an Internet based interactive and appealing training programme that supports teachers**, we will introduce in this section some of the implications related to methodology, education and technology to guide the following WP3 (led by ILI -DE), WP4 - (led by S- Klinik -DE).

The main activities of **WP3, Technical Development**, include (as in proposal):

- a) *The development of a project website including*
- b) *A learning platform for the contents of the online course and*
- c) *A weblog area as diary, social networking and communication tool.*

The technical development will carefully integrate the results, conclusions and recommendations of WP2 (Methodology Development), especially referring to the user needs, in order to tailor the learning environment according to the situation and to the needs of the target group of professionals in education.

Specific attention will be paid to designing the learning environment in a way that enables the end users to work on it also on mobile devices and thus to be most flexible according to the demands of their job.

The fully functional multilingual learning environment will be the final milestone of this work package. The key deliverable is:

- Website and online learning environment

WP4 Content Development includes as contents (as in proposal):

- a) *Theoretical background information about coping strategies, the burnout syndrome and the special risks of the target group to develop psychological disorders.*
- b) *Case examples from the practical daily job routine of educational professionals across Europe,*
- c) *Exercises to be used as self-reflection of coping strategies, thinking and acting patterns that can afterwards be replaced by healthier approaches step by step.*

And as deliverable:

- Course Curriculum
- Online Course

WP5: Piloting of the Learning Environment includes as contents (as in proposal)

"A piloting (exercise) will be carried out. It will be conducted in at least three partner countries (NL, Germany, Italy, Poland) by the respective project partners. They will identify users of reference (at least 10 – 15 per country) and inform them in detail on the elements of the learning environment before the launch of the course. Qualified tutors with expertise in psychological and didactical matters will join the users of reference and advise them throughout their work on the learning environment in forums, via the integrated email facility and within the weblog area. And as deliverable:

- Piloting Report

It is against this background that we have designed the following conclusions.

4.1 RECOMMENDATIONS FOR CONTENT DEVELOPMENT: METHODOLOGICAL AND EDUCATIONAL IMPLICATIONS

The **variety of teaching and learning methods** which is used within a course is an important ingredient to motivate students which will actually be **School teachers in our project**. For example, a traditional course with a large proportion of its teaching taking place in lectures will need to have a high level of intrinsic interest to students to keep them engaged.

Over the past few years, a **wide range of different teaching and learning methods have been introduced and tested** (Brown and Atkins, 1988) often with the aim of developing skills which more didactic methods are poorly adapted to do. There is a substantial literature on these methods and on how best to use them (Newble and Cannon, 1991): From classical lectures to tutorials and seminars and laboratory and practical classes.

With this as stating point we will go into the contents (1. *Theoretical Background*, 2. *Exercises To Be Used As Self-Reflection Of Coping Strategies And 3. Case Examples*) providing some tips to try to make the methodology as participatory and collaborative as possible.

Regarding the **THEORETICAL BACKGROUND**, we recommend to use the information contained in section 2 (Desk research), complement it with more references if considered necessary, and recommend *promoting teachers health by*:

- Supporting future teachers before and in the course of their studies;
- For burnout prevention in schools, offering courses on coping with stress and courses on classroom management;
- Introducing organizational development that promotes social support and networking among teachers (colleagues and peers);
- Offering occupational health management in institutions;
- Creating of a “good and healthy schools” network where education and health are combined.

CASE EXAMPLES from the practical daily job routine of educational professionals across Europe: Starting from the results of Table 9, in which we can see that the majority of respondents do not feel to be burnout, and complemented, by the results of table 7 (*Statements about Strategies in dealing with stress*) we can see that the surveyed respondents selected those statements more closely related to difficulties in getting relaxed:

- *I found it hard to wind down*
 - *I find it difficult to relax*
 - *I found myself getting agitated*
 - *I felt that I was rather touchy*

So we would advise to make up case examples related to the situations that would lead teachers to feel as above. . Also in this regard, the WP leaders are encouraged to adapt the case exemplars to the piloting countries.

Regarding the EXERCISES TO BE USED AS SELF-REFLECTION OF COPING STRATEGIES: Looking at the ACTIVITIES TEACHERS HAVE REPORTED TO PREFER TO RELAX: we can see that **drinking coffee or tea (5.79), try to relax at home (5.65), watching TV (5.56) and make a phone call to a friend, family member**, etc. (4.87) are those most often reported to be used to relax while *therapy, wellness, collective sports, relaxations techniques and creative activities*, the least (from once a year to once a month), as the wordle shows:



These are complemented by “*Other strategies to relax*” reported, where the most commonly reported activities relate to caring about home, children and other activities different than work, as reflected below:



From these activities we can see that teachers understand that many other activities they do on daily basis and enjoy, are actually strategies to relax and cope with the stress at work. This is considered as a very **good starting point for the Exercises to be used as self-reflection of coping strategies**, that is, asking them to reflect about what makes them relax and share it with the participants.

Also due to the “relatively low” interest in attending our online course on stress-prevention (*1/3 say no and the rest are hesitating -46% while 21% would love to*), it is also advised to produce:

- **Key resources as “further knowledge about the topic”** including other multimedia materials, games, books, films...etc. that would Help teachers mature the learning objectives. In this frame, we advise to ask all the “Piloting” partners are expected to look for legal institutional and country specific issues.
- **A user-friendly Trainees’ handbook:** to be prepared before the pilot testing and combining both information about the structure of the course and the technology to be used and their implications for the trainees. The idea is to make up a simple and trainee oriented information guide, a support tool to facilitate understanding;
- **FAQ** which will solve questions divided into sections (contents, technical requirements...etc).

4.2 RECOMMENDATIONS FOR TECHNOLOGICAL DEVELOPMENT



As we have already mentioned in the introduction of this chapter, the activities of **WP3, Technical Development** include:

- a) *The development of a project website*
- b) *A learning platform for the contents of the online course and*
- c) *A weblog area as diary, social networking and communication tool.*

(...)

Specific attention will be paid to designing the learning environment in a way that enables the end users to work on it also on mobile devices and thus to be most flexible according to the demands of their job. The fully functional multilingual learning environment will be the final milestone of this work package. The key deliverable is:

- *Website and online learning environment*

We will comment here the major technological implications emerged from the research carried out plus some recommendations emerged from easy to access references.

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Coming back to the preferred course features: in table 13 (*Preferred Course features of the stress-prevention training*) we can see that the most voted ones are, by rating with more than 3 (*agree towards strongly agree*):

- **Flexibility of time and date 3,33**
- **High quality of learning contents 3,28**
- **Materials easy to read 3,24**
- **User friendly website 3,22**
- **Little or no cost 3,17**
- **Anonymous participation 3,12**
- **Adaptation of the course contents to my needs 3,11**
- **Short loading time of websites 3,00**

And the least voted:

- **Live interaction with an e-coach via chat, 2,33**
- **Availability of a blog, 2,30**
- **SMS reminders of sessions or exercises to do, 2,11**

As initial starting point, we strongly advise the technology designers from ILI (DE) to work very closely and look for synergies with content designers from S- Klinik (DE) and also even with responsibles for the piloting from Virenze (NL) as key ingredient to success. It is also advised to play special attention to the School calendars in the piloting countries.

We will try in this section to provide some tips for designers before they prepare the online website and platform.

Considerations for learning designers: We do not want to reinvent the wheel, so we will include here some tips, such as the *10 Ways to Improve Blended Learning Course Design*, Erin Schreiner proposes on [eHOW](#), customised and enriched, according to the results of the survey to teachers:

Integrate a Variety of Technologies

Don't rely on one technology option. Blended learning allows for the integration of computers, audio-visual tools and standard visual aids. Also mobile devices can be very useful. By using an array of technologies, you increase the likelihood that you reach all of your teachers.

Set Clear Expectations

Make it clear what learner should learn (that is, focus on learning outcomes and make the technology be adapted to these) as a result of the blended learning course. State your expectations at the beginning of the course, and remind your teachers of these expectations as you move through the lessons.

Adopt a Clear Organizational System

Blended learning courses often include an array of independent activities. To ensure that learners know what they need to do at each step of the way, organize the course carefully and provide the teachers with a syllabus or course outline, digital or print, so that they can keep track of their assignments.

Select Active Learning Techniques

It is easy for learners to become disengaged when learning independently. Integrate hands-on activities when learners meet in the platform (such as forums) to require that participant teachers actively participate in the lessons.

Offer Differentiated Learning

Blended learning affords you the opportunity to reach learners at their level. When designing your course, offer technological options to create lessons at a variety of levels. By having levelled lessons available, you can assign the lessons to high, medium and low level learners as necessary.

Tailor Teaching to an Assortment of Learning Styles

Everyone learns differently. Some benefit from visuals, while others thrive when presented with auditory information. As you design the course, also make sure you allow for technology to integrate an array of different delivery mediums into the course (video, audio, pictures, ppt presentations...) so that all learners can be successful, regardless of learning style preference.

Take Advantage of Online Resources

The Internet is rich in educational resources. Do not ignore this wealth of material. Instead, save time and effort by integrating online resources into both the classroom and e-learning lessons that allow technical options for a blended learning course.

Offer Collaborative Learning Options

E-learning can be a solitary endeavour. Allow your students to benefit from working with others by offering collaborative learning options. Use collaboration both in the platform, by pairing or grouping learners, and also by using discussion boards and other e-communication tools.

Allow for Easy Communication

Learners should be able to easily reach tutors when necessary. Set up a simple system of communication to ensure that teacher learners do not become frustrated by lack of guidance or assistance.

Allow to use Multiple Assessment Methods

Do not always assess the learners in the same way. Integrate projects, quizzes and written assignments to ensure that learners' deficiency in one area does not have a negative impact on their overall score in their blended learning course.

The flexibility in scheduling and format is critical to success, particularly in EU projects where a variety of languages and contexts are involved. .

4.3 RECOMMENDATIONS FOR PILOTING

We will finalise this section by including some considerations for the pilot training (WP5: Piloting of the Learning Environment):

The existing situation of participation in Internet-based stress prevention training is illustrated in graphs 10 and 11: “*only 30% of the respondents have heard about Internet-based stress prevention training and only 5% have participated in a training course of that kind*”. For this reason, we recommend to place emphasis on the **motivation** of learners: consider the possibility to hold face to face sessions (recommended: at the beginning, in the middle and at the end of the online courses) and use *ad hoc* evaluation grids to be filled in by the participants.

Also due to the “relatively low” interest in attending our online course on stress-prevention (1/3 say no and the rest are hesitating -46%- while 21% would love to), we recommend to **make an initial survey of pilot participants in each country to check what motivates them the most and also to check their level of familiarity with the technology they will have to use** and try to adapt and customise as much as possible the course to the results of this simple survey.

In this frame, we also believe that the **role of the co-ordinating partner in each piloting country, e-tutor, and in our case also the e-counsellor, is crucial** as this requires a transformation process to that of learning facilitator. The following recommendations also go in this direction:

- Prepare and encourage the **tutors to also guide the participant teachers on the use of technologies (platform and mobile devices)**;
- Ask all the trainees who have participated in the learning courses in all the sessions to **report orally on previous experiences** and try to build on “*good practices examples*” while trying to cope with the problems the participant teachers have had in the past.
- fill in ***ad hoc assessment forms*** and base each session on the results of the previous evaluation results

Not all the trainees (participant teachers) will have the same needs and their role needs to be customised to the need of each trainee being available as much as possible.

References

Brown, g. and Atkins, M. (1988) *Effective Teaching in Higher Education*, London, Methuen, 245pp, ISBN 0 416 09082.

Newble, D and Cannon, R. (1991) *A Handbook for Teachers in Universities and Colleges. A Guide to Improving Teaching Methods*, (revised edition) London, Kogan Page, 161pp, ISBN 0 7494 0512 0.

Seidman, I (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.

Shaughnessy, J., Zechmeister, E., & Jeanne, Z. (2011).*Research methods in psychology*. (9 ed., pp. 161-175). New York, NY: McGraw Hill.

Schreiner Erin, eHow contributor. Reviewed 12/06/2014.

http://www.ehow.com/list_6052828_10-blended-learning-course-design.html

These references are complemented by the resources provided by the partners, by country in Annex 1, *Catalogue Of Resources About Burnout*.

ANNEX 1 CATALOGUE OF RESOURCES ABOUT BURNOUT

The following section includes the collected resources on Burnout with special emphasis on Teaching professionals, collected in the participant countries: Germany, Spain, Italy, Slovenia, Poland and The Netherland. Altogether, **52** references were collected between Books, Books chapters, reports, articles and Studies, including PhD and/or Master Thesis. Also five specialized websites on burnout were identified.

Books	Chapter /Books	Reports	Articles	Websites	Study/PhD/Thesis
24	2	7	15	5	4

GERMANY

-1-

Title *Psychosomatische Erkrankungen bei Lehrerinnen und Lehrern: Ursachen - Folgen - Lösungen*

Translation in English, if necessary Psychosomatic illness in teachers: causes – consequences – solutions

Nature: Book, report, web site, conference proceedings, etc. Edited book

Author Hillert, Andreas & Schmitz, Edgar (Ed.)

Year 2003

Research issue under investigation

This book is one of the first to combine different perspectives on teachers' health in one volume. It is composed of several sections and chapters:

- The book starts with an introduction on psychosomatic illness in teachers by Andreas Hillert
- Section I deals with facts and concepts on teacher stress, including chapters, for example, on early retirement, the burnout model and mental dismissal
- Section II deals with results on characteristics of teachers with mental disorders, including chapters, for example, on stress and strain in student teachers and on the most important predictors for developing symptoms.
- Section III deals with the school system, including chapters, for example, on interaction among teachers, strategies for principals and for politics.
- Section IV deals with prevention and therapy, including chapters, for example, on inpatient and outpatient care and preventive strategies.
- The final part of the book is an overview of perspectives and future implications for teachers' health, provided by the editors.

Reference:

HILLERT, Andreas and Edgar SCHMITZ (Ed.). *Psychosomatische Erkrankungen bei Lehrerinnen und Lehrern*. Stuttgart: Schattauer, 2003.

Why is it important for the HeLP project?

The book combines 19 articles on psychosomatic illness of teachers, taking causes, consequences and possible solutions into account.

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-2-

Title	Halbtagsjobber? Psychische Gesundheit im Lehrerberuf - Analyse eines veränderungsbedürftigen Zustandes.
Translation in English, if necessary	Teaching: a part-time-job? Mental health in the teaching profession – analysis of a situation that needs to be changed
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Schaarschmidt, Uwe
Year	2004
Research issue under investigation	
<p>This book provides an extensive account of the results of the Potsdam teachers study conducted by Schaarschmidt. This study was one of the first in Germany to draw public attention to the health situation of teachers. Most of this research was done using a specially designed instrument, the AVEM (Arbeitsbezogene Verhaltens- und Erlebensmuster; work-related patterns of behaviour and experience). With this instrument, four different patterns can be identified: the healthy pattern, the resource-saving pattern, the Type A pattern and the burnout pattern. Schaarschmidt found that in teachers compared to other professions, there were a higher percentage (60% in total) of patterns A and B, which are considered a risk for health. The study marks the beginning of a period with high public interest in teachers' health, burnout and mental disorders. However, the study has been criticized for methodological deficits by many researchers.</p>	
<p>Reference: SCHAARSCHMIDT, Uwe. Halbtagsjobber? Psychische Gesundheit im Lehrerberuf - Analyse eines veränderungsbedürftigen Zustandes. Weinheim: Beltz, 2004.</p>	
<p>Why is it important for the HeLP project? This study was one of the first in Germany to draw public attention to the health situation of teachers, claiming that 60% of German teachers are concerned by burnout or a risk of burning out, more than in other professional groups studied.</p>	

-3-

Title	Belastung und Beanspruchung im Lehrerberuf. Modelle, Befunde, Interventionen.
Translation in English, if necessary	Stress and strain in the teaching profession. Models, results, interventions.
Nature: Book, report, web site, conference proceedings, etc.	Edited Book
Author	Rothland, Martin
Year	2007
Research issue under investigation	
<p>This book offers a diversity of chapters by different authors dealing with the following topics:</p> <ul style="list-style-type: none">- Introduction to stress and strain in the teaching profession (Rothland, Martin)- Profession: Teacher – Workplace: School. Job characteristics and conditions of the work situation (Rothland, Martin; Terhart, Ewald)- Theories and models of stress and strain in the teaching profession (van Dick, Rolf; Stegmann, Sebastian)- Results from research about teacher stress: orientation in the research jungle (Krause, Andreas; Dorsemanen, Cosima)- Patterns of strain in teachers – results and conclusions of the Potsdam teachers study (Schaarschmidt, Uwe; Kieschke, Ulf)- Mental stressors in the classroom (Krause, Andreas; Dorsemanen, Cosima)- Burnout – critical discussion of a versatile phenomenon (Sosnowsky, Nadia)- Mental disorders in teachers – concepts, diagnoses, prevention and intervention strategies (Hillert, Andreas)	

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- Mental dismissal and early retirement in teachers (Jehle, Peter; Schmitz, Edgar)
- Satisfaction despite job stress? (Gehrman, Axel)
- How do teachers deal with stressors? Coping between need for development and resistance to change (Sieland, Bernhard)
- Working time in schools: Criteria for job design in schools (Dorsemagen, Cosima; Lacroix, Patrick; Krause, Andreas)
- Importance and conditions of social support in teachers' job routine (Rothland, Martin)
- Stress-related interventions to prevent mental disorders in teachers. "AGIL" – "Work and health in the teaching profession" as an example (Lehr, Dirk; Sosnowsky, Nadia; Hillert, Andreas)
- Resource-oriented self-management for teachers with the Zurich Resources Model (ZRM) (Storch, Maja; Krause, Frank, Küttel, Yvonne).

Reference:

ROTHLAND, Martin (Ed.), *Belastung und Beanspruchung im Lehrerberuf. Modelle, Befunde, Interventionen.* Wiesbaden: VS Verlag für Sozialwissenschaften, 2007.

Why is it important for the Help project?

The book combines 15 articles on stress and strain in the teaching profession, dealing both with concepts and results of research on teachers' stress, and prevention and intervention strategies.

-4-

Title *Belastung und Beanspruchung im Lehrerberuf in der personenbezogenen Forschung. Gesundheitliche Situation und Evidenz für Risikofaktoren.*

Translation in English, if necessary Stress and strain in the teaching profession in person-oriented research. Health situation and evidence for risk factors.

Nature: Book, report, web site, conference proceedings, etc. Book chapter

Author Lehr, Dirk

Year 2011

Research issue under investigation

This chapter investigates the health situation of teachers, taking into account international evidence. Compared to the general population in Germany, teachers are less concerned by muscular-skeletal symptoms, but more concerned by symptoms like exhaustion, nervousness/irritability, sleep problems and burnout. The author gives an account of studies about risk factors for health problems in teachers. He summarizes the evidence on models of professional stress (job demand/control model, effort-reward imbalance model) and on patterns of coping with the job situation.

Reference:

LEHR, Dirk. *Belastung und Beanspruchung im Lehrerberuf in der personenbezogenen Forschung. Gesund*

Why is it important for the Help project?

The author shows that compared to the general population in Germany, teachers are less concerned by muscular-skeletal symptoms, but more concerned by symptoms like exhaustion, nervousness/irritability, sleep problems and burnout.

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-5-

Title *Handbuch Lehrergesundheit – Impulse für die Entwicklung guter gesunder Schulen.*

Translation in English, if necessary Handbook on teachers' health. Impulses for the development of 'good and healthy schools'.

Nature: Book, report, web site, conference proceedings, etc.
Edited book

Author Birgit Nieskens, Lutz Schumacher and Bernhard Sieland

Year 2012

Research issue under investigation

This book provides an overview of strategies that can be used in school development processes to promote teachers' health. The authors present their concept of 'good and healthy schools', which combines education and health. They describe in detail how health-oriented school development processes can work and offer guidelines for principals and teacher groups.

Reference:

DAK-Gesundheit, Unfallkasse NRW (Hrsg.) *Handbuch Lehrergesundheit – Impulse für die Entwicklung guter gesunder Schulen.* Köln: Carl Link, 2012.

Why is it important for the Help project?

This book provides an overview of strategies that can be used in school development processes to promote teachers' health.

-6-

Title *Psychische Belastungen und Burnout beim Bildungspersonal. Empfehlungen zur Kompetenz- und Organisationsentwicklung.*

Translation in English, if necessary Mental stress and burnout in education professionals. Recommendations for competency and organizational development.

Nature: Book, report, web site, conference proceedings,etc.
Report

Author *Hans-Peter Blossfeld, Wilfried Bos, Hans-Dieter Daniel, Bettina Hannover, Dieter Lenzen, Manfred Prenzel, Hans-Günther Roßbach, Rudolf Tippelt, Ludger Wößman*

Year 2014

Research issue under investigation

Starting from the existing evidence, the report gives recommendations on how to promote teachers' health:

- Support future teachers before and in the course of their studies
- For burnout prevention in schools, offer courses on coping with stress and courses on classroom management.
- Introduce organizational development that promotes social support among teachers.
- Offer occupational health management in institutions.

Reference:

vw – Vereinigung der Bayerischen Wirtschaft (Ed.). *Psychische Belastungen und Burnout beim Bildungspersonal. Empfehlungen zur Kompetenz- und Organisationsentwicklung.* Münster: Waxmann, 2014.

Why is it important for the Help project?

Prevention courses dealing with stress management and classroom management are recommended.

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Title	<i>Prävention und Intervention in der personenbezogenen Forschung zu Belastung und Beanspruchung im Lehrerberuf.</i>
Translation in English, if necessary	Prevention and intervention in person-oriented research on stress and strain in the teaching profession.
Nature: Book, report, web site, conference proceedings, etc.	Book Chapter
Author	Lehr, Dirk
Year	2011
Other important data	

Research issue under investigation

In this chapter, prevention and intervention strategies for teachers are presented. The author shows evidence on the effectiveness of stress prevention trainings in general and describes trainings that have been developed especially for teachers.

Reference:

LEHR, Dirk. *Prävention und Intervention in der personenbezogenen Forschung zu Belastung und Beanspruchung im Lehrerberuf.* In E. Terhart (Ed.), *Handbuch der Forschung zum Lehrerberuf* (S. 774–787). Münster: Waxmann, 2011.

Why is it important for the Help project?

The author discusses in how far stress management trainings are effective to prevent burnout and depression.

-8-

Title	<i>Lehrergesundheit: AGIL – das Präventionsprogramm für Arbeit und Gesundheit im Lehrerberuf.</i>
Translation in English, if necessary	Teachers' health: "AGIL" – a prevention programme for work and health in the teaching profession
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Hillert, Andreas; Lehr, Dirk; Koch, Stefan; Bracht, Maren; Ueing, Stefan; Sosnowsky-Waschek, Nadja.
Year	2012

Research issue under investigation

After an introduction summarizing the main results of numerous studies comparing teachers suffering from burnout or other mental health conditions to teachers without, a training manual is provided. The training can be used in an intervention or prevention context. It was evaluated in a large study with more than 200 participants. The training consists of four modules: 1) Basic module: acquire basic knowledge about stress, discover stress signals and employ mindfulness strategies. 2) 'Think ability' module: understand dysfunctional patterns of thought that accelerate stress, interrupt brooding and rumination cycles. 3) 'Possibility' module: find individual solutions to distressing situations in work life. 4) Recovery module: understand the recovery process, set priorities and keep recovery activities.

Reference:

HILLERT, Andreas, Dirk LEHR, Stefan KOCH, Maren BRACHT, Stefan UEING and Nadja SOSNOWSKY-WASCHEK. *Lehrergesundheit: AGIL – das Präventionsprogramm für Arbeit und Gesundheit im Lehrerberuf.* Stuttgart: Schattauer, 2012.

Why is it important for the Help project?

The book provides numerous resources to build upon when developing an online training on stress management for teachers.

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Title	Trainingsbuch Klassenführung
Translation in English, if necessary	Training manual: Classroom management.
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Kiel, Ewald; Frey, Anne; Weiß, Sabine
Year	2013
Research issue under investigation	

This book provides a manual for classroom management training. Problems with discipline and difficult students in the classroom are major sources of stress for teachers. When teachers gain more personal and social competences for efficient classroom management, they learn to exercise control over certain stressors that result from their interaction with students in the classroom. Therefore training in classroom management can be used as stress prevention training. This training was developed and evaluated in the course of the "LeguPan" project together with "AGIL". Its content elements are: teachers' roles, presence in the classroom, establishing rules, lesson flow, student activation, empathy, peer consulting, conflict intervention, values, educational styles.

Reference:
KIEL, Ewald, Anne FREY and Sabine WEISS. Trainingsbuch Klassenführung. Bad Heilbrunn: Klinkhardt, 2013.

Why is it important for the Help project?

The book provides resources to build upon when developing an online training module on classroom management for teachers.

-10-

Title	Gerüstet für den Schulalltag. Psychologische Unterstützungsangebote für Lehrerinnen und Lehrer
Translation in English, if necessary	Prepared for everyday life in school: Psychological support for teachers.
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Schaarschmidt, Uwe; Kieschke, Ulf
Year	2007
Research issue under investigation	

This book provides an overview of different strategies and starting points for helping teachers cope with the demands of their job. It includes an introduction about the results of the Potsdam teachers study (see above: Schaarschmidt, 2004), a diagnostic tool for teachers to evaluate their work situation, starting points to change the work situation, strategies for team development and leadership, a training and counselling intervention with 6 modules, and a self-evaluation tool for students ("Prepared to be a teacher?").

Reference:
SCHAARSCHMIDT, Uwe and Ulf KIESCHKE. Gerüstet für den Schulalltag. Psychologische Unterstützungsangebote für Lehrerinnen und Lehrer. Weinheim: Beltz, 2007.

Why is it important for the Help project?

The book shows how the authors of the Potsdam teachers study put their results into practice by presenting different intervention strategies.

Methodology Report

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Title	<i>Portal zur Lehrergesundheit</i>
Translation in English, if necessary	Platform for teachers' health
Nature: Book, report, web site, conference proceedings, etc.	Web site
Author	Leuphana University of Lüneburg, Germany
Year	2014
Research issue under investigation	
This website provides access to different forms of training for teachers' health. Next to course descriptions targeting different sources of stress, the website gives links to an array of online sources. There are full stress management courses available, most of them accessible cost-free for participation in psychological studies. Additionally, there are online tools for time management, a teacher forum, and online stress diagnosis tools.	
Reference: SIELAND, Bernhard, Marcus ECKERT and Torsten TARNOWSKI. Portal zur Lehrergesundheit. Leuphana Universität Lüneburg, 2014 (viewed 28 May 2014). Available from: http://www.lehrergesundheit-leuphana.de/	
Why is it important for the HeLP project?	
The website provides examples of use of online materials and trainings in teachers' health prevention.	

SPAIN

-12-

Title	<i>El síndrome de quemarse por el trabajo (Burnout)</i>
Translation in English, if necessary	Burn-out syndrome caused by work
Nature: Book, report, web site, conference proceedings, etc.	Book "Colección de Psicología"
Author	Pedro R. Gil-Monte
Year	2005
Other important data	
Content description	Why is useful for the HeLP project
The world of work has undergone a major transformation in recent decades in our real world. The new demands of work have led to the emergence of new risks called psychosocial, largely related to chronic job stress. This work addresses one of the consequences that chronic job stress on workers in the service sector: Syndrome burned because of work (burnout). The background for this situation is analyzed, the process through which is established on the individual and their symptoms, and some intervention strategies. The book aims to provide academics and students interested in the study of this model for the advancement of disease research. The work is also aimed at all professionals involved in the	Burnout as consequence of work and Intervention strategies

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prevention of psychosocial risks at work, for which may be a reference manual in which diagnostic tools are explained and prevention

Reference*:

Pedro R. Gil-Monte, en El Síndrome de quemarse por el Trabajo, Ediciones Pyramide S.A, 2005

-13-

Title	DOCENCIA Y SALUD MENTAL
Translation in English, if necessary	Teaching and Mental Health
Nature: Book, report, web site, conference proceedings, etc.	Article in an online magazine on education "El Educador"
Author	Natalia Herrera Eslava
Year	2009
Other important data	
Content description	<p>The degree to which mental health problem appear, especially Burnout, is very much linked to the personality of each teacher and of course the surrounding context. Individuals who show competitive behaviour, very high aspirations, insecurity and low self-esteem are the individuals who are more likely to have these disorders.</p> <p>The article describes burnout among teaching professionals and contains recommendations on and prevention strategies:</p> <ul style="list-style-type: none">- Increase participation by sharing spaces, tools, etc.- Improve free time planning- Establish help networks between colleagues and peers
Why is it useful for HELP?	<p>To see that this is a phenomenon which is common not only in European schools but worldwide</p> <p>- To rise awareness on the collaboration/sharing approach to prevent burnout between teachers</p> <p>-</p>
Reference*:	<p>El Educador, Online Magazine for Education related topics. Docencia y Salud Mental. Combata el Síndrome de Agotamiento Profesional. Natalia Herrera Eslava. Available from: http://www.eleducador.com/home/consejos-docentes/559-articulo-consejos-docentes-docencia-y-salud-mental-combata-el-sindrome-de-agotamiento-profesional.html</p>

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Title	LA SALUD LABORAL DOCENTE EN LA ENSEÑANZA PÚBLICA
Translation in English, if necessary	LABOR HEALTH OF TEACHING PROFESSIONALS IN THE PUBLIC EDUCATION SYSTEM
Nature: Book, report, web site, conference proceedings... .etc.	REPORT
Author	ULPIANO SEVILLA MORENO, RAFAEL VILLANUEVA VELASCO
Year	2000
Other important data	PUBLICATION OF THE TRADE UNIONS EDUCATION FEDERATION
Content description	Why is useful for the HeIP project
Very comprehensive report containing 388 pages on health issues of teaching professionals. There is a specific chapter "Causas de absentismo laboral en la enseñanza/Causes of work absenteeism in the education". (Page 277 and following). Labour risks: the burn-out syndrome, what it is, identification symptoms, consequences on teachers (personal, work and family), consequences of stress....	Definition of basic concepts about burnout
Reference*: Ulpiano Sevilla Moreno, Rafael Villanueva Velasco, en: http://www.uv.es/ccoo/downloads/lSalutlaboraldocenteenlaenspublica.pdf	

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Title	SINDROME DE ESTAR QUEMADO EN EL TRABAJO (BURNOUT EN EL PROFESORADO)
Translation in English, if necessary	WORK RELATED BURNOUT SYMPTOMS OF THE EDUCATION PROFESSIONALS
Nature: Book, report, web site, conference proceedings, etc.	Report
Author	Consejería de Educación, Junta de Andalucía
Year	X
Other important data	
Content description	Why is useful for the HeIP project
Introduction, Burnout (burnout assessment, differences between general stress and burnout); the burnout syndrome in teachers, strategies to prevent burnout at work.	Strategies to prevent burnout at work
Reference*: http://www.juntadeandalucia.es/educacion/educacion/salud/com/jsp/contenido.jsp?pag=/salud/contenidos/RiesgosProfesionales/RiesgosComunes/burnout&seccion=23	

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Title	A model of burnout process development: an alternative from appraisal models of stress
Translation in English, if necessary	
Nature: Book, report, web site, conference proceedings, etc.	Study: Comportamento Organizacional e Gestao, 1998, Vol. 4, N1, 165-179
Author	Pedro R. Gil-Monte, José María Peiró and Pilar Valcárcel
Year	1998
Other important data	
Content description	<p>Why is useful for the HelP project</p> <p>In this paper four models of the burnout process, conceptualized by the MBI dimensions, are examined and evaluated. The sample consisted of 196 nursing professionals from different hospitals in Tenerife, Spain. The results indicate that the model of Leiter and Maslach, and the alternative model may offer a good representation of the burnout process. The alternative model states that the burnout process progresses in parallel from personal accomplishment to depersonalization and from emotional exhaustion to depersonalization.</p>
Reference*:	
	http://www.uv.es/unipsico/pdf/Publicaciones/Articulos/01_SQT/1998_Portugal.pdf

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Title	Guía sobre el Síndrome de Quemado (Burnout)
Translation in English, if necessary	Guide on burnout syndrome
Nature: Book, report, web site, conference proceedings, etc.	Report: Permanent Observatory on Psycho-social risks
Author	Executive Committee of UGT (Trade Union)
Year	2006
Other important data	
Content description	<p>Why is useful for the HelP project</p> <p>Risk factors: Consequences on Health (damages to the health and economic costs of no prevention) legal framework: existence of legal obligation to prevent and repair as in a work related disease?</p> <p>Prevention of burnout from the State (methods of preventive action, existence of specific prevention measures...)</p> <p>Sentences on burnout, bibliography, legal documents.</p>
Reference*:	
	<p>UGT, Observatorio Permanente sobre Riesgos Psicosociales en Guía sobre el Síndrome de Quemado (Burnout) 2005. Disponible en:</p> <p>http://navarra.ugt.org/salud_laboral/archivos/201212/burnout-gui769a.pdf?1</p>

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Title	Guía sobre el Síndrome de Quemado (Burnout)
Translation in English, if necessary	Burnout- syndrome of professional exhaustion
Nature: Book, report, web site, conference proceedings, etc.	Online article
Author	Dr. Alejandro Néstor Rivera
Year	2006
Other important data	
Content description	Why is useful for the HeLP project
About the burnout process, the symptoms (physical, emotional, behavioral, work related and interpersonal); symptoms, etc. The need to diagnose burnout in an early stage and work on HR techniques to improve the work atmosphere and reward the individual in the broadest sense and therefore prevent the first process that causes burnout, improving the wellbeing of the person.	It does describe causes and the advantages of early diagnose which may be interesting for the training
Reference*: Dr. Alejandro Néstor Rivera. "Burnout syndrome de agotamiento profesional" http://navarra.ugt.org/salud_laboral/archivos/201212/burnout-gui769a.pdf?1	

ITALY

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Title	Insegnare e stare bene: cosa sembra fare la differenza
Translation in English, if necessary	Teaching and well-being: what seems to make the difference
Nature: Book, report, web site, conference proceedings, etc.	Article published in <u>Psicologia e Scuola</u> pp. 11-17, n.33
Author	Elena Gatti, Emanuela Confalonieri, (CRIdee, Dipartimento di Psicologia, Università Cattolica del Sacro Cuore, Milano)
Year	May - June 2014
Other important data	
Content description	Why is useful for the HeLP project
Individual factors generating discomfort A State of the art or research 1 – <i>working years and age</i> (Sirigatti and Stefanile, 1993) 2 – skill lack of especially young teachers to <i>tackle negative emotions</i> and heavy work-load, insufficient capacity to build-up efficient relations with students, poor support from colleagues and parents (Gavisch and Friedman, 2010) 3 – teachers with a personality able to “regulate positively emotions”, how ask for other teachers for help are more able to master difficult situations and is	Clear statement that makes the focus of the research clear (research question and if available results or significant conclusions) R1 Young teachers show a good working condition (high level of self-esteem). They feel accomplished in their profession, feel supported by colleagues and identify personally in the values and importance of education. (Figure 1) R2 They feel gratified, invigorated during and after lessons and enjoy the teacher-student relation although they admit that they (still) have low level of control due to their inexperience. (Figure 2)

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less exposed to stress and de-personalization. (Meneghini et al.)

4 – teachers who *believe that learning can increase intelligence* seem to be less stress victims than teachers who believe in a static intelligence. (Albanese, Fiorilli, Gabola e Zorzi, 2008). Teachers who believe in the “growths theory” are more inclined to advance in personal teaching methodology and feel well supported by peers and by the families. They rely on dialogue with students and less on punishment.

5 – social support – the network teachers construct over time to get support. Teachers and headmasters without support network suffer isolation, feel frustrated and even useless. These sensations are all signals for an imminent burnout. (Haken, Bakker and Schaufeli, 2006), (Cenkseven-Onder e Sari, 2009) A poor support network negatively impacts on self-perception and self-efficacy.

6 – analysing research (1-5) results are contradictory and ambiguous. It needs additional investigations (Blandino, 2008)

The results could be explained by an “ideal vision of the teaching profession” of especially young teachers who (in Italy) had to go through an extreme hard and long selection process, which might make them believe that they somehow “conquered” their job position. This personal success is very gratifying.

R3 The older teachers are more disillusioned and realistic – true-to-life. Their years in school made them experience difficulties. They lack in confidence, are more disillusioned and resigned by the lack of change of perspectives.

R4 The teachers between 36 and 48 and older than 49 suffer the workload most. The “load” is perceived also outside the school and a reason for insufficient freetime and relax generating stress and exhaustion/tiredness. Also de-personalization increases with age (Figure 1)

R5 On the contrary mature teachers feel more autonomous and independent than young colleagues (Figure 2 – control) but FEEL overloaded with work, do not recognize equity and are much less inclined to believe in the value of education.

R6 Teachers with less than 10 teaching years are the ones who feel most supported by peers and perceive a cooperative working environment.

R7 It appears as if after 40, the values fall down giving place to a sense of disillusion for a profession that did not lead to any fulfillment – on the contrary a job that did not return as much as a teacher feels to have given.

R8 Mature teachers feel more autonomous and “in-control” of the class most likely because of a stronger freedom of action achieved over years at school but at the cost of exhaustion.

R9 A special mention goes to the school specialization. Teachers from the Classic gymnasium turn out to be the most vulnerable (poor self-esteem, high rate of emotional exhaustion and workload perceived as excessive). These teachers seem to suffer the extremely high requirements and demanding study programs very hard to accomplish in a year. Maybe even the “fame” of classical preparation is an additional burden for these teachers.

R10 Teachers coming from higher social science secondary schools result

Conclusions: continue research with newly hired teachers and work on prevention

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Title	Quale rischio di patologia psichiatrica per la categoria professionale degli insegnanti?
Translation in English, if necessary	What psychiatric pathologic risk for the professional category teacher?
Nature: Book, report, web site, conference proceedings.etc.	Article published in La Medicina del Lavoro N. 5 – AD 2004
Author	Vittorio Lodolo D’Oria, Francesca Pecori Giraldi, M. Della Torre, A. Iossa Fasano, F. Vizzi, S. Fontani, Antonio Vitello, Susanna Cantoni, A. Pascale, Paolo Frigoli.
Year	2004
Other important data	
Content description	<p>The purpose of the study is to highlight and compare differences among clinical disorders diagnosed in four different classes of workers belonging to the Public Administration with particular focus on job-related and mental disorders.</p> <p>Background: some professional categories are at risk for burnout due to job-related stressors. Burnout is characterized by physical and emotional exhaustion, apathy, cynical attitude, poor personal accomplishment and reduced self-control. Several studies on occupational stress have demonstrated that burnout has a strong impact on helping professions and, in particular, on teachers.</p> <p>Based on the data collected in 3.447 medical examinations, performed within Milan Health District from January 1992 to December 2003 - in order to assess people disability – researchers compared four categories of state employees (teachers, clerks, health care professionals and blue collars).</p>
Why is useful for the Help project	<p>clear statement that makes the focus of the research clear (research question and if available results or significant conclusions)</p> <p>R1 The findings reveal that teachers' risk to develop psychiatric disorders is 2-, 2.5-, and 3-fold higher than that of clerks, healthcare professionals and blue collars, respectively. Age or sex did not represent a confounding factor for increased rate of psychiatric disorders.</p> <p>R2 Interestingly teachers also presented an approximately 1.5 - 2 fold higher risk of developing neoplasia, compared with clerks and blue collars.</p> <p>Conclusions: The increased prevalence of psychiatric disorders among teachers, detected in this cohort of public employees filing for disability pension, is striking and warrants further investigations. This finding points to the need for job related interventions aimed at buffering teachers' psychiatric disorders, a multidimensional issue which requires active debates among institutions, unions, school authorities, the scientific community, professional associations and, last but not least, students and their families.</p>
Reference*:	

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Title	Inidoneità dei docenti: le patologie che la determinano
Translation in English, if necessary	Unfitness of teachers: the pathologies that determine unfitness?
Nature: Book, report, web site, conference proceedings....etc.	Research article
Author	Vittorio Lodolo D'Oria
Year	
Other important data	2012
Content description	<p>The Conbs (Coordination of School Librarians) sent an e-mail to its members asking them to participate in the epidemiological study that required to provide the following data: sex; marital status; school in which he/she practiced before the declaration of unfitness; years of service; date and measure of the visits to the Medical Board; diagnosis stated in the report for inability to teach. The time of data collection has been three weeks. At the end of that period a total of 158 files were received (F 136, 86%; M 22 14%) from all regions of the country with the sole exception of Basilicata, Val d'Aosta, Trentino-Alto Adige.</p>
Why is useful for the HeIP project	<p>clear statement that makes the focus of the research clear (research question and if available results or significant conclusions)</p> <p>R1 The study shows that the inability for teaching is caused by psychiatric disorders in more than 60% of the cases (70% of which belong to the anxious-depressive illnesses, while "dysphonia" are only 13% (5 times less).</p> <p>R2 The average age of the 158 teachers who participated in the survey is 54.7 years, while the average length of service is equal to 29.2 years as follows: 18.9 years those spent in the classroom and 10.3 years spent on other tasks (library, projects POF, school secretary, etc. educational departments).</p> <p>R3 In almost all the cases analyzed (94%) the measure taken by the Medical Colleges has been the permanent unfitness for teaching, while in the remaining 6% it was the temporary unfitness for teaching: this indicates poor prognosis changeability, given the high degree of severity of most of the pathologies observed. In addition, 70% of the measures of permanent unfitness for teaching was adopted only as a result of several medical collegial visits, necessary to establish the immutability of the prognosis of patients observed.</p> <p>R4 Since not all Physicians Colleges have used the DSM IV TR for the formulation of their psychiatric diagnoses, three areas have been recognized for the purposes of stratification of the results. The first area refers to anxiety-depression axis that affects 88 teachers; the second area defines personality disorders that affect 5 teachers; The third area includes psychosis that affects 8 teachers.</p> <p>These are the diagnosis to better describe the largest group (88 teachers):</p> <p>Anxious-Depressive Syndrome (30); Panic Disorder (13); Major Depression (12); Bipolar Disorder (12); Depressive Syndrome (6); Generalized Anxiety Disorder (5); Adjustment Disorder (5); Obsessive Compulsive Disorder (4); Post Traumatic Stress Disorder (1)</p> <p>Otorinolaringoiatric Diagnosis: 21 teachers (13%) chronic dysphonia, including 17 (11%) as the first</p>

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diagnosis, and 4 (3%) at the second. In addition, 11 teachers (7%) were diagnosed with a condition of otopenia with hearing loss, including 9 teachers (6%) teachers as their primary diagnosis and 2 (1%) at the second.

Cancer diagnosis: 12 female teachers (8%) reported neoplastic diseases (8 breasts, 1 thyroid, 1 stomach, 1 chronic myeloid leukemia, 1 lymphoma NH).

Cardiovascular diagnosis: 14 teachers (9%) reported cardiovascular disease (7 hypertension, 2 valvular heart disease, 3 heart diseases, 2 aneurysms).

Orthopedic diagnosis: 18 teachers (11%) reported orthopedic disorders (11 discopathies with low back pain and herniated discs; 5 trauma outcomes, 1 osteoarthritis, 1 degenerative tendonitis).

Miscellaneous of the remaining diagnosis: finally 6 teachers have reported neurological, infectious, autoimmune, eye, endocrine, dermatological diseases.

Reference*:

<http://www.orizzontescuola.it/news/inidoneit-dei-docenti-patologie-che-determinano>

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Title Burnout degli insegnanti e fattori sociale, emotivo e cognitivo. Presentazione di due studi.

Translation in English, if necessary **Teacher Burnout social, emotional and cognitive factors; Presentation of two studies.**

Nature: Book, report, web site, conference proceedings... etc. PhD thesis, University of Milan Bicocca,
Faculty of Education Science
Department of Human Science and Learning "R. Massa"

Author Pietra Gabola

Year 2004

Other important data

Content description

Currently teachers are required to have many abilities which are not only confined to the didactic knowledge but they also involve other skills such as building significant educational relations with pupils, colleagues, the parents of the students. The success of the educational process and the personal and professional well-being of those who teach also depend on them. These skills bring to light *the relational dimension* of the role of the teacher, which is classified as a "helping profession". These aid related professions are based on helping, such as, those of nurses, doctors, and psychologists, who work in contact with the suffering and are subjected to constant events of stress (burnout risk).

Why is useful for the HeLP project

Clear statement that makes the focus of the research clear (research question and if available results or significant conclusions)

Study 1 Results demonstrated that social support (social factor) in critical situations at school is an important resource to reduce the risk of burnout, in fact emotional exhaustion and depersonalization levels increase when support is not provided. Moreover, good emotional competence (emotional factor) in teachers is detected when they face negative emotional situations such as a situation of violence at school between pupils or between pupil and teacher. Instead, conceptions of intelligence (cognitive factor) it is demonstrated that **more constructive teachers have lower levels of burnout**. Finally, regarding the concurrent relationship of burnout with social, emotional and cognitive factors, different profiles of teachers have been detected. The first profile are teachers with a low conception of intelligence, and the second are teachers with high emotional exhaustion and bad emotional competence.

Methodology Report

The third are teachers who choose not to ask for support in different scheduled situations, and the fourth are teachers who assert not to express any emotions when they are provoked by a violent pupil, and teachers who choose to have mixed supports in difficulties.

Finally, teachers who choose not to respond to the type of support that one would be required in case of problems at school.

Study 2 Results demonstrate the existence of significant differences between Italian teachers and Scottish teachers, both in burnout's levels and in emotional and cognitive factors. Therefore, scholastic organization and their country's education can also affect teachers' burnout and factors connected with it.

<http://boa.unimib.it/handle/10281/18767#.U42E615OTK8>

-23-

Title La fatica di insegnare: stress e burnout nel mondo della scuola

Translation in English,
if necessary

The hard work of teaching: Stress and burnout in schools

Nature: Book, report,
web site, conference
proceedings... etc.

Book, Cagliari : CUEC,

Author

Maria Luisa Pedditzi

Year

2005

Other important data

Content description

The rapid socio-cultural changes of the last decades are forcing schools to adapt as a venue for development, education and youth education with high demands on teachers. Especially the relational dynamics and the expectations are affecting the teaching profession. Today the teacher must perform more complex tasks than in the past: not only teaching and education but also educational planning and relationship management. This often results in an increase in stress levels and the possible onset of burnout. The professional group of teachers is in fact now considered at high risk of stress and psychosomatic disorders and psychological problems. In order to describe the characteristics of burnout among teachers, this publication collects essays that provide empirical evidence of the relationship between job stress and burnout; between burnout and teaching styles and between individual characteristics and the possible onset of the syndrome.

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Title Il 70% degli italiani muore per malattie da stress

Translation in English, if necessary 70% of the Italian population dies from stress disorder

Nature: Book, report, web site, conference proceedings... etc. Online Article published by Associazione Italiana Psichiatri (Italian Association of Psychiatrists)

Author Italian Association of Psychiatrists

Year 2009

Other important data

Content description

70% of Italians die from diseases caused by stress. The data results from a study conducted by the Department of Clinical Studies, University "La Sapienza", Rome in collaboration with the AISIC (Associazione Italiana Stress e Invecchiamento Cellulare). Particular attention deserves depression, which affects 15-20% over the life of the population.

Reference*:

<http://www.aipsimed.org/il-70-degli-italiani-muore-per-malattie-da-stress/>

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Title "L'influenza delle concezioni degli insegnanti sullo sviluppo dell'intelligenza degli alunni: il fenomeno del burnout a scuola"

Translation in English, if necessary How teacher's conception of students' intelligence development affects their wellbeing: the burnout phenomena at school

Nature: Book, report, web site, conference proceedings... etc. Article, São Paulo: skepsis.org, pp. 1169-1193, Revista Educação Skepsis, n. 2 – Formación Profesional. Vol. II.

Author Caterina Fiorilli; Gabola Piera

Year 2011

Other important data

Content description

Teachers are asked to have many competences, which are not only limited to the teaching practice, but also asked to have social and emotional competences. These demanding requests coming from different sources expose them to the risk of burnout syndrome, which affects those engaged in a helping profession, like teaching. This phenomenon is described as physical, emotional, and attitudinal exhaustion and results in a significant decrease in job satisfaction and performance (MASLACH & JACKSON). It is caused by high levels of stress related to excessive time demands, inadequate relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity, limited promotional opportunities, lack of support, etc. (HOBFOLL, DAY & QING, ALBANESE, FIORILLI & GABOLA). To investigate protection sources to the teachers' burnout risks we observed their conception of student's intelligence development as a measure of their professional self-efficacy. Researches on this subject suggest that considering students' intelligence in a constructivist approach gives teachers higher perceived teaching roles than in an innatist one (ALBANESE, FIORILLI, DOUDIN et al., FIORILLI). Particularly, we analyzed the relationships between teachers' perceived self-efficacy of the role played to develop students' intelligence and the three dimensions of burnout among 566 primary and secondary school teachers. Correlation and regression analysis showed a significant but not strong effect played by teachers' conceptions of students' intelligence on their own professional exhaustion. It was concluded that teachers' conception of students' intelligence development must be taken into consideration when planning interventions both to prevent and to treat burnout among teachers.

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SLOVENIA

-26-

Title Raziskava o poklicnem stresu pri slovenskih vzgojiteljih in učiteljih

Translation in English, if necessary Research on Professional Stress of Slovenian Educators and Teachers

Nature: Book, report, web site, conference proceedings, etc.

Book

Author

Branko Slivar

Year

2009

Other important data

Content description

The book is summary of larger study made between Slovenian educators and teachers. Trade Union of Education, Science and Culture ordered the study. The aim of study was to find the level and causes of stress in target groups, to find the level of burnout, to investigate consequences and to define the prevention programme. The sample of respondents was high 900 teachers, and 776 respondents were educators from kindergarten. 84% of participants in survey estimate that their profession has a high level of stress, 60% of them estimate that they are under low level of burnout, 30% under moderate level of burnout and 10% under high level of burnout.

Why is useful for the Help project

Because of large sample of target groups and strong dissemination between members of target groups this document is very useful for HELP project

Reference*:

The whole study can be downloaded from www.svz.si/stres

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Title Stres in nizgorelost na delovnem mestu srednješolskih učiteljev v Sloveniji in drugih državah Evropske unije

Translation in English, if necessary Stress and Burnout at the Working Place of High-School Teachers and Other Countries of European Union

Nature: Book, report, web site, conference proceedings, etc.

Master of Science Thesis

Author

Ivana Flajžer

Year

2008

Other important data

Content description

The purpose of the position of high-school teachers in other European countries with Slovenia. A research has been done among Slovene teachers and found out:

- Most teachers confirmed to be in stress for the most part of their working time
- Teaching in grammar schools is equally stressful as in vocational schools,
- Middle generation teachers are the most susceptible to stress,
- A lot of teachers are emotionally and physically

Why is it useful for HELP?

There is comparison between Slovenia and other EU countries

Methodology Report

exhausted, they use different active and passive stress reduction methods,
- They find more support in their families and friends than in their superiors and colleagues.

Master's work was to find out the level of stress and burnout among Slovene high-school teachers and how can they help themselves and to compare.

Reference*:

The thesis can be downloaded from
www.uni-mb.si/.../flajzer-ivanka-mag.pdf

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Title Stres in izgorelost pri ravnateljih slovenskih srednjih šol

Translation in English, if necessary Stress and Burnout Among Slovenian Secondary School Principals

Nature: Book, report, web site, conference proceedings, .etc. Master of Science thesis

Author Ines Celin

Year 2012

Other important data

Content description

59 Slovenian secondary school male and female principals from different parts of Slovenia have participated in the research, the aim of which is to examine the most common stressors principals deal with in their line of work, intensity and typical symptoms of burnout that they experience. This research investigates the relation between work stressors and burnout, between demographic variables, personality, school characteristics and burnout.

Results show that high demands are the main significant stressor for most principals. Another important stressor is insufficient peer support. On average principals are not strained by relationships, organizational roles, changes at work nor lack of control. Most principals do not show symptoms of burnout, approximately quarter of them experience medium level of burnout – increased emotional exhaustion and diminished sense of personal accomplishment is found, depersonalization on the hand is not typical for Slovenian principals.

Why is useful for the HeLP project

It is good source of the information about burnout of specific category of educators – principals of high schools.

Reference*:

It can be downloaded from:
http://dk.fdv.uni-lj.si/magistrska/pdfs/mag_celin-ines.pdf

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POLAND

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Title	Wypalenie zawodowe
Translation in English, if necessary	Occupational burnout
Nature: Book, report, web site, conference proceedings, etc.	Review
Author	MARTA ANCZEWSKA, PIOTR ŚWITAJ, JOANNA ROSZCZYŃSKA
Year	2005
Other important data	Klinika Psychiatryczna Instytutu Psychiatrii i Neurologii w Warszawie Klinika Psychiatryczna Akademii Medycznej w Warszawie
Content description	Why is useful for the HeIP project
<p>To present an overview including the history and definitions of the burnout syndrome, current views on theoretical models of this phenomenon, its dynamics and structure, as well as its prevalence and methods of measurement. Review.</p> <p>Professional helpers employed in the so-called social services, using social skills as the main tool in their work, are at risk for job stress and symptoms of the burnout syndrome. The syndrome manifests itself by emotional exhaustion, instrumental attitude towards one's partners in the interaction at workplace, and a tendency to negatively evaluate one's own work, professional skills and achievements.</p> <p>Conclusions.</p> <p>The focus on the burnout syndrome is not only of cognitive value, but also is likely to draw attention to its detrimental effects on the individual, the employing organization and the society. Moreover, possibilities of burnout prevention are expected to emerge from the research into this problem.</p>	
<p>Reference*: Postępy Psychiatrii i Neurologii 2005; 14 (2): 67-77, http://www.ipin.edu.pl/ppn/archiwum/2005/2/t14n2_2.pdf</p>	

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Title	WYPALENIE ZAWODOWE U NAUCZYCIELI AKADEMICKICH
Translation in English, if necessary	The burnout syndrome among academic teachers
Nature: Book, report, web site, conference proceedings, etc.	Report
Author	Iwona Majchrzak Katedra Rachunkowości, Zachodniopomorski Uniwersytet Technologiczny w Szczecinie
Year	-
Other important data	
Content description	Why is useful for the HeIP project
<p>The article presents the concept and essence of the phenomenon of burnout among lecturers. The author also defines the symptoms and factors of this phenomenon and indicates the ways of preventing and coping with the burnout syndrome. This article was elaborated with literary studies and one's own observations and experiences.</p> <p>Reference*: http://www.wydawnictwo.zut.edu.pl/download/wydawnictwo/czasopisma_wydania/2/36/Majchrzak.pdf</p>	

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Title	Stres w pracy nauczyciela
Translation in English, if necessary	Stress in teacher's work
Nature: Book, report, web site, conference proceedings, etc.	Article
Author	Zbigniew Marten
Year	2007
Other important data	Wyższa Szkoła Humanitas, Sosnowiec
Content description	Why is useful for the HeLP project
The study is a review of the most important publications in Polish pedagogic and psychological literature concerning the issue of stress in teacher's work. It describes the results of most representative Polish researches. The author also presents results of researches made under his supervision and gives a draft of his own surveys.	
Reference*: http://www.sbc.org.pl/dlibra/docmetadata?id=9862&from=publication	

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Title	Psychospołeczne warunki pracy polskich nauczycieli. Pomiędzy wypaleniem zawodowym a zaangażowaniem
Translation in English, if necessary	Psychosocial working conditions of Polish teachers. Between burnout and engagement
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Red. Jacek Pyżalski i Dorota Merecz
Year	2010
Other important data	
Content description	Why is useful for the HeLP project
This book - based on the results of the current representative research on a large sample of teachers - describes how they perceive the positive and negative factors in their workplace.	
Reference*: http://promocjazdroiwapracy.pl/wp-content/uploads/2011/05/Psychospo%C5%82eczne-warunki-pracy-polskich-nauczycieli.pdf	

Methodology Report

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Title	Nauczycielu, nie wypalaj się! Vademecum nauczyciela
Translation in English, if necessary	Teacher – do not burnout! Teacher's vademecum.
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Berta Strychar ska-Gać
Year	2009
Other important data	WSIP Wydawnictwa Szkolne i Pedagogiczne
Content description	Why is useful for the HeLP project
Author of the book shows the effective and proven ways of preventing physical and mental exhaustion. Advice on how to regenerate and how not to lose enthusiasm and motivation to work with students.	
Reference*:	WSIP Wydawnictwa Szkolne i Pedagogiczne, ISBN: 9788302104688

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Title	Współczesny nauczyciel. Studium wypalenia zawodowego.
Translation in English, if necessary	The contemporary teacher. Study of burnout.
Nature: Book, report, web site, conference proceedings, etc.	Book
Author	Kirenko Janusz, Zubrzycka-Maciąg Teresa
Year	2009
Other important data	WSIP Wydawnictwa Szkolne i Pedagogiczne
Content description	Why is useful for the HeLP project
The aim of the book is the inclusion of the current research on the correlates of burnout of the contemporary teacher. Explorations undertaken by the authors apply to depending on the burnout of teachers of such psychosocial factors as: network and intensity of social support, self-esteem, sense of coherence, achievement motivation and professional attitude.	
Reference*:	Wydawnictwo UMCS, ISBN 9788377840955

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Title	Wypalenie zawodowe w ujęciu strukturalnym i dynamicznym
Translation in English, if necessary	Structural and dynamic terms of burnout
Nature: Book, report, web site, conference proceedings, etc.	Review
Author	Stanisława Tucholska
Year	2003
Other important data	Lublin, Wydaw. KUL
Content description	Why is useful for the HeLP project
Burnout is a complex phenomenon, with a clear structure and dynamics. Its implications are vast and not limited to only one sphere of human activity. Often, only a fast, professional intervention can result in beneficial changes and stop the growing spiral of losses and reduce the intensity of the burnout.	
Reference*: Lublin, Wydaw. KUL	

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Title	Macro-paths of burnout in physical education teachers and teachers of other general subjects
Translation in English, if necessary	
Nature: Book, report, web site, conference proceedings, etc.	Study
Author	Maria Brudnik
Year	2010
Other important data	Studies In Physical Culture And Tourism University School of Physical Education, Kraków, Poland
Content description	Why is useful for the HeLP project
The aim of the study was to ascertain to what degree work-related stress, self-efficacy and professional personality determine burnout in general subjects teachers, and to verify a hypothesis that PE teachers burn out in keeping with a macro-path specific for their profession. The study was carried out in 2005 on a sample of 395 subjects (women N = 301, men N = 94). Burnout was diagnosed using the Maslach Burnout Inventory (MBI). The analysis was based on a four-phase typological model (Noworol, 2000).	
Reference*: Biblioteka Akademii Wychowania Fizycznego w Poznaniu, ISSN 0867-1079 http://www.wbc.poznan.pl/dlibra/info?forceRequestHandlerId=true&mimetype=application/pdf&sec=false&handler=pdf_browser&content_url=/Content/157811/09_Brudnik_REV.pdf	

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Title	Uit je burnout
Translation in English, if necessary	Out of your Burn out (a 30 day programme)
Nature: Book, report, web site, conference proceedings... .etc.	Book
Author	Carien Karsten
Year	2011
Research issue under investigation	
This books gives summary and 30 day self help programme how to deal and cope with burn out for people with burn out and for professionals. The book also describes examples of burn out and cases, research questions and causes of burn out.	
Why is it important for the Help project?	
It can also be used as a reference in making the e-counseling prevention programme.	
Reference: Karsten, C. Out of your burn out (2011). Kosmos editors. ISBN 9021550334	

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Title	Geen tijd voor burnout
Translation in English, if necessary	No time for Burn out
Nature: Book, report, web site, conference proceedings... .etc.	Book
Author	Frank Schaper
Year	2003
Research issue under investigation	
This books deals with a summary of burn out with many Dutch people and the chapters follow the association of life phases, personality traits and the difference between men and women in signals of burn out. It also gives statistical analyses and diagrams of burn out.	
Why is it important for the Help project?	
It can also be used as a reference in our desk research and pilot to see whether we also sees differences in the pattern of burn out between men and women.	
Reference:	
Reference: Schaper, F. No time for Burn out (2003). Scriptum. ISBN 9055943142	

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Title Uit de brand, omgaan met mensen met een burnout

Translation in English, if necessary Out of fire, dealing with people with burn out

Nature: Book, report, web site, conference proceedings... .etc. Book

Author A.van Dam & F. de Leeuw

Year 2005

Research issue under investigation

This books gives a summary of what is burn out, the signals, the causes and consequences in the functioning of people. The influence of burn out on the family, work, friends and colleagues and how to deal with their support.

Why is it important for the Help project?

It can be used as general reference article for help partners but also for the website Dutch participants

Reference:

Dam & F. de Leeuw. Out of fire (dealing with people with burn out) (2005). Pearson Assessment and Information

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Title Druk? Voorkom burnout!

Translation in English, if necessary Busy? Prevent Burn out

Nature: Book, report, web site, conference proceedings... .etc. Book

Author B. van Melle & J. Plompen

Year 1999

Research issue under investigation

This books gives a resume of stories of people with burn out with their signals and how they dealt with it. It is useful for a self help book for people to recognize the symptoms

Why is it important for the Help project?

Can be useful as a reference for Dutch participants in the project as peer review stories

Reference:

Melle & J. Plompen. Busy, Prevent burn out (1999). Kosmos (eds). ISBN 9021589842

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Title	<i>Gefeliciteerd met je burn out!</i>
Translation in English, if necessary	Congratulations with your burn out!
Nature: Book, report, web site, conference proceedings... .etc.	Book
Author	M. Schriek
Year	2013
Research issue under investigation	This self help book is written by a person who experienced herself a burn out and is now 20 years later an expert in learning people to deal with burn out, steps to prevent it. It gives a summary of the statistics of burn out in the Netherlands (14%) and also issues for organisations to deal with burn out.
Why is it important for the Help project?	Can be used as a general article for the project for statistics on burn out prevalence in the Netherlands
Reference:	Schriek. Congratulations with your burn out (2013). ISBN 9079872547

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Title	Nooit meer stress! In 10 stappen naar een relaxed en gelukkig leven
Translation in English, if necessary	Never Stress again! 10 steps to a relaxed and happier life
Nature: Book, report, web site, conference proceedings... .etc.	Book
Author	X. Williams
Year	2002
Research issue under investigation	This book gives a summary of burn out signals and prevention programmes based on making realistic goals, learning to think more positive, signals of stress reactions and understanding the physical reactions on stress, emotional reactions on stress from biopsychosocial model.
Why is it important for the Help project?	It is a good background literature on the burn out theoretical model and prevention programme literature in the Netherlands.
Reference:	Williams. Never Stress again! 10 steps to a relaxed and happier life. (2002). Forum

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Title	www.gezondheidsplein.nl
Translation in English, if necessary	
Nature: Book, report, web site, conference proceedings... .etc.	website
Author	
Year	
Research issue under investigation	This is a general healthcare website site on the signals, definition and general treatments of burn out in the Netherlands.
Why is it important for the HelP project?	
Reference:	gezondheidsplein.nl

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Title	www.psychowijzer.nl
Translation in English, if necessary	
Nature: Book, report, web site, conference proceedings... .etc.	website
Author	
Year	
Research issue under investigation	This is a general healthcare website site on the signals, definition and general treatments of burn out in the Netherlands and consists also of a self stress test.
Why is it important for the HelP project?	Gives a general website on stress an burn out for Help partners and Dutch participants. Is also contains a self stress test that can be given optionally to Help participants.

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Reference: www.psychowijzer.nl

Title www.burnin.nl

**Translation in English,
if necessary**

Nature: Book, report,
web site, conference
proceedings... .etc.

website

Author

Year

Research issue under investigation

This is a website site and independent knowledge platform on the signals, definition and general treatments of burn out in the Netherlands. It also contains recent research studies on which Dutch people can participate and also contains a Dutch burn out test.

Why is it important for the Help project?

Gives a general website on stress and burn out for Help partners and Dutch participants. It also contains a self stress test that can be given optionally to Help participants.

Reference: www.burnin.nl

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Title Behandelingsstrategieën bij burnout

**Translation in English,
if necessary** Treatment strategies in burn out

Nature: Book, report,
web site, conference
proceedings... .etc.

Book

Author Hoogduin, C.A.L., Schaufeli, W.B., Schaap, C.P.D.R., & Bakker, A.B.

Year 2001

Research issue under investigation

This book gives a general definition on burn out and gives the different treatment strategies that can be used in burn out

Why is it important for the Help project?

Reference: Hoogduin, C.A.L., Schaufeli, W.B., Schaap, C.P.D.R., & Bakker, A.B. (red.) (2001). Treatment strategies in burn out. Houten/Diegem: Bohn Stafleu van Loghum.

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Title Job burnout

Translation in English,
if necessary

Nature: Book, report,
web site, conference
proceedings... .etc.

Author Maslach, C., Schaufeli, W.B., & Leiter, M.P.

Year 2001

Research issue under investigation

Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy. The past 25 years of research has established the complexity of the construct, and places the individual stress experience within a larger organizational context of people's relation to their work. Recently, the work on burnout has expanded internationally and has led to new conceptual models. The focus on engagement, the positive antithesis of burnout, promises to yield new perspectives on interventions to alleviate burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being.

Why is it important for the Help project?

This article gives recent work on theoretical conceptual models on burn out and its definition internationally related to work.

Reference: Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology*, **52**, 397–422. [CrossRef](#)

Schaufeli, W.B., & Enzmann, D. (1998). *The burnout companion to research and practice: A critical analysis*. London: Taylor & Francis.

Schaufeli, W.B., & Salanova, M. (2007). Work engagement: an emerging psychological concept and its implications for organizations. In S.W. Gilliland, D.D. Steiner & D.P. Skarlicki (Eds.), *Research in social issues in management, Vol. 5. Managing social and ethical issues in organizations* (pp. 135–177). Greenwich, CT: Information Age.

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WEBSITE REFERENCES:

- www.gezondheidsplein.nl
- www.fondspyschischegegezondheid.nl
- www.psychowijzer.nl
- www.burnin.nl

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1. Hoogduin, C.A.L., Schaufeli, W.B., Schaap, C.P.D.R., & Bakker, A.B. (red.) (2001). **Behandelingsstrategieën bij burnout**. Houten/Diegem: Bohn Stafleu van Loghum.
2. Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422.[CrossRef](#)
3. Schaufeli, W.B., & Enzmann, D. (1998). **The burnout companion to research and practice: A critical analysis**. Londen: Taylor & Francis.
4. Schaufeli, W.B., & Salanova, M. (2007). Work engagement: an emerging psychological concept and its implications for organizations. In S.W. Gilliland, D.D. Steiner & D.P. Skarlicki (Eds.), **Research in social issues in management, Vol. 5. Managing social and ethical issues in organizations** (pp. 135–177). Greenwich, CT: Information Age.

ANNEX 2 SURVEY RESULTS (EXCEL)