

CORRELATION BETWEEN NEUROTIC STATE OF TEACHER TRAINERS PROFESSION AND THEIR LIVING SATISFACTION

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Abstract: *On the basis of a longitudinal research done at the Pedagogical Faculty of the University of West Bohemia in Pilsen, a known fact has been come true. Undergraduates, owing to a big strain to which they are exposed, show in comparison with population average a higher degree of test neurotic state. We focused our research on the correlation between neurotic state of undergraduates and their living satisfaction. A lower life satisfaction of instable undergraduates has been proved by questionnaire survey analysis and statistical treatment of results. Sense of life dissatisfaction of neurotic respondents is linked with their orientational family and study group.*

Keywords: *longitudinal research, neurotic state, life satisfaction, orientational family, study group.*

Introduction

Educational process whose aim is education of a health and harmoniously developed personality has int. al. its own mentally hygienic aspect. Teacher has an unsubstitutable role in its application, namely as “a model of sane personality, as a creator of good interpersonal relationships and as a realizer of hygienic principles of education” (Provazník, 1985).

Unfortunately, every teacher cannot be a pedagogical model of a sane personality, i.e. “such a personality in which all processes run in a optimal way, a harmonious relationship is among their constituents and levels, especially between emotions, intellect and self-concept, which enables to reflect well the external reality and the own internal state, to react promptly and adequately to all impetuses, to solve all ordinary and extraordinary missions, and at the same time, to feel satisfaction, happiness, blissfulness, cheerfulness, in other words to feel well-being and social peace” (Konečný, Bouchal, 1979, s. 14).

A number of researches show that right between teachers there is a relatively high percentage of individuals with a heightened tendency to neurotic state (Matoušek, 1986, Knotek – Šípek, 1987, Míček, 1992, Miňhová, 2006). That is to say that the teacher profession lays high demands on individuals that may lead to a lower psychi-

cal stability (Žaloudková, 2001). It is understandable that a neurotic teacher cannot be either an example of a sane and equable personality for pupils or a model to be imitated as a pattern of behaviour and a model serving to identification of attitudes and values. As for a neurotic teacher, it is difficult for us to determine the share that the teacher profession has on his/her neurotic field and to what extent s/he already brings neurotic symptomatology from the previous anamnesis. In view of the fact that the activities of a teacher influence experiences, behaviour and mental health of pupils, we are sure that the stability and the even temper should be an inherent part of the personality profile of a student of teaching.

Research of neurotic state of teacher trainers

Between 2005–2008, a research focused on occurrence of neurotic state of undergraduates of the Pedagogical Faculty of the University of West Bohemia and their life satisfaction was done. The respondents were undergraduates trained to be teachers at primary, middle and secondary schools, according to so far not divided, not structured study programme. After elimination of the undergraduates that showed in the EOD test a high score of lie and false statement, 695 undergraduates formed the testing sample, 388 of whom are trained to be teachers at primary schools, and 307 are trained to be specialized in general subjects at middle schools and secondary schools.

We used in our research the material obtained both by test and by clinical methods. The Eysenck questionnaire EOD was used to find out the degree of neurotic state. Neurotic state was the observed variable. We proceeded from the following statistical characteristics: arithmetic mean and standard deviation.

Inventory of neurotic symptoms – N70 was used to the specification of neurotic symptomatology.

The feeling of life satisfaction, possibly of dissatisfaction of undergraduates and their assessment of some aspects of social background were found out by the ŽIS test and by means of an inquiry and a structured interview.

The results of our research were statistically processed in cooperation with the Department of Mathematics of the Pedagogical Faculty of the University of West Bohemia. To eliminate effects of some intervening variables that could skew the results, testing was done by one experimenter only in the morning and in the first half of the week.

Results of the experiment

On the basis of the testing we found out that neurotic tendencies appeared at 238 undergraduates (34.3%) from 695 responders. For the sake of specification, we state basic statistical characteristics of the studied group in dimension “neurotic state”: average: 10.07, standard deviation: 6.05. The given characteristics respond to the characteristics of standardizing sample of university population (Vonkomer, Miglierini, 1979). In accordance with contemporary outcomes in the field of mental hygiene of undergraduates (Knotek, Šípek, 1987, Höschl, Švestka, 2006), we state on the basis of the results of our research that undergraduates in the view of strain to which they are exposed show, as compared with the percentage of neurotic individuals in population (15%), a higher

degree of neurotic state.

Feeling of life satisfaction of psychically stable and labile (neurotic) undergraduates

One of the features of mental health is the process of life satisfaction. As examples from praxis and results of researches show (Míček, 1976, Zvolský, 1997, Höschl, 2004, Miňhová, 2006), neurotic individuals often live out feelings of basal dissatisfaction and those are naturally transmitted to their vicinity. An dissatisfied or unhappy man frequently produces unsuitable forms of behaviour, and thereby s/he disturbs peace of mind of men living in his/her close proximity. Good emotional classroom climate can create only a relatively satisfied teacher. As a cheerful and optimistic atmosphere is one of the conditions of effective teaching, we consider a prevailing feeling of peace of mind and life satisfaction as an important precondition of exercising of teacher profession. In consideration of importance of these problems, we focused on finding of the feeling of life satisfaction in our group.

A questionnaire focused on feelings of life satisfaction and on evaluation of some aspects of undergraduates' life was assigned to both groups of stable and labile undergraduates. An analysis of questionnaire inquiry and a statistical processing of its results proved a lower life satisfaction of labile undergraduates. The following figure shows the degree of satisfaction of stable and labile undergraduates.

Degree of satisfaction	Stable undergraduates		Labile undergraduates	
	n	%	n	%
1.	86	18.8	17	7.1
2.	280	61.2	32	13.4
3.	72	15.7	102	42.8
4.	19	4.1	87	36.5
Total	457		238	

Figure 1. Degree of satisfaction of stable and labile undergraduates (relative frequency and percentage of occurrence)

1. very satisfied
2. satisfied
3. rather dissatisfied
4. very dissatisfied

Comparing the two groups, we can see that 366 (80.1%) stable undergraduates stated that they were very satisfied or satisfied with their life, and only 91 (19.9%) undergraduates of this group stated that a feeling of life dissatisfaction prevails. On the other hand in the group of labile undergraduates, 49 (20.6%) undergraduates expressed their complete or partial life satisfaction, and 189 (79.4%) members of this group are completely or partially dissatisfied.

A statistically important difference in the feeling of life satisfaction ($p < 0.05$) was proved between the groups of labile and stable undergraduates. A prevailing feel-

ing of life dissatisfaction of the undergraduates with a higher level of neuroticism is thus fully evident in our group. On the basis of regressive analysis we came to the conclusion that neuroticism noticeably correlates with the feeling of life satisfaction ($R = 0.703$). This fact is undoubtedly given by a poor competence of labile individuals to cope adaptively with difficult vital situations. A higher sheepishness impedes them anyway to rationalize functionally those factors that are objectively unsolvable, and to solve actively those that can be influenced. If we consider, at the same time, that individuals with a higher degree of neuroticism often provoke aggressiveness with their behaviour in social vicinity, we can presume that they are exposed in a larger extent to harmful interpersonal incentives.

Statistical evaluation of the results of the questionnaire and comparison of responses of both labile and stable undergraduates brings several interesting pieces of knowledge:

Labile undergraduates significantly often ($p < 0.01$) consider their parents as unacceptable, and they significantly often ($p < 0.05$) judge that their parents' educational methods were improper. They are oftener dissatisfied ($p < 0.05$) with the behaviour of their schoolfellows, they oftener have ($p < 0.01$) a feeling of isolation in their study group and are statistically significantly dissatisfied ($p < 0.01$) with activities of their study group. There is no considerable difference between both stable and labile undergraduates as for the assessment of their teachers. No statistically significant difference was found out as for both stable and labile undergraduates' views of the schedule as well. Contrary to our expectations, no statistically significant difference was registered between both groups as far as concerns the satisfaction with erotic relationship and sexual needs. On the contrary, our assumption that labile undergraduates have considerably less ($p < 0.05$) close friends was confirmed. An interesting piece of information is the finding that labile undergraduates suffer from sexual identification disorders ($p < 0.01$) thus identification with their common sexual role, which is statistically significant.

If we recapitulate the stated results of our research, we come to the conclusion that the feeling of life dissatisfaction of neurotic undergraduates of our group refers before all to the orientational family and to the study group, i.e. to these small social groups in which respondents spend the most of time, carry out common activities, and in which sanctions, that occur in consequence of inobservance of group rules, look unusually directly, and thereby effectively.

Conclusion

The results of our research entitle us to the conclusion that psychical stability of undergraduates of Pedagogical Faculty significantly correlates with their life satisfaction and it is the fundamental presumption of successful performance of teacher work. This implies that the necessary part of the future teachers training is their personality and social development, which is, inter alia, aimed at consciousness of positive life values. The important task of Pedagogical Faculty is consequently to support the development of psychical stability and even temper of undergraduates and their good frustration tolerance by specific therapeutic methods and social and psychological trainings.

VZTAH MEZI NEUROTICHNOSTÍ STUDENTŮ UČITELSTVÍ A JEJICH ŽIVOTNÍ SPOKOJENOSTÍ

Abstrakt: Na základě longitudinálního výzkumu provedeného na FPE ZČU v Plzni se potvrdila známá skutečnost, že vysokoškolští studenti vzhledem k velké zátěži, které jsou vystaveni, vykazují ve srovnání s populačním průměrem vyšší stupeň testové neurotičnosti. Ve svém výzkumném šetření jsme se zaměřili na vztah mezi neurotičností studentů a jejich životní spokojeností. Analýzou dotazníkového šetření a statistickým zpracováním jejich výsledků byla prokázána nižší životní spokojenost instabilních studentů. Pocit životní nespokojenosti neurotických respondentů se vztahuje především na jejich orientační rodinu a studijní skupinu.

Klíčová slova: longitudinální výzkum, neurotičnost, životní spokojenost, orientační rodina, studijní skupina