

STRESSORS IN THE WORK OF PRIMARY AND SECONDARY TEACHERS IN THE CZECH REPUBLIC (mainly the stressors caused by the pupils to the teachers)

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Abstract: *The paper is concerned with psychological researches of stressors at the Czech schools, informs for instance about results of research of the National Institute of Public Health of 2002, V. Holeček of 2001, Z. Mlčák of 1999 and 2002, K. Paulík of 1998, K. Provažník and with research of Fontana and Abouserie of 1993 in British primary schools, research of Z. Židková and J. Martinková of 2003, E. Urbanovská of 2006 and of 2009, M. Blahutková and M. Charvát of 2009 and research of R. Kohoutek of 2009 that was focused on teachers' stress caused by the pupils. Most frequently are these stresses and psychotraumas initiated during social communication with the pupils having difficulties and disorders in behaviour and from injuries at school.*

Key words: *stressors at schools, stress and psychotraumas of teachers, Czech schools, British schools, difficulties, pupils with behavioural disorders, serious injuries at schools*

As claimed by the psychologist Z. Židková, ca 28 % of the European Union population suffer from stress of professional origin. Primary and secondary school teachers undoubtedly belong among them.

Research studies of **teachers' stressors**, i.e. agents, events or stimuli that initiate the stress psychosomatic reaction of the teachers at the Czech primary and secondary schools have been conducted rarely yet.

At the beginning we would like to present the information concerning some of them. At first we will deal with the research of the National Institute of Public Health from the first years of the third millennium (2002).

Results of the study of the specialists of the **National Institute of Public Health** confirm:

*high psychic workload in nearly 80 % of teachers,
excessive stress in 60 %,
reduced resistance to stress in 25 %,
nutrient deficiencies in 90 % of teachers.*

The study was realized (in cooperation with the Czech - Moravian Trade Union of Workers in Education) in 2002 and 87 teachers from 12 Prague primary schools (13 man teachers and 74 woman teachers) took part in it. This sample is relatively restricted and does not incorporate the country teachers. The research was focused on psychic workload, stress, hardiness (resistance to stress, personality resilience, increased resistance), risky types of behaviour and attitudes, awareness of teachers about their state of health and on other health risks.

The increased psychic workload of the teaching profession was proved repeatedly in a number of research projects. Increased occurrence of the risk factors for cardiovascular diseases and other health risks were confirmed as well. This research was extended by the questionnaire through which attitudes and knowledge of the teachers concerning the issue of a healthy lifestyle were established.

The results confirm a high psychic workload in nearly 80 % of the examined persons; the following events and risk factors participate in it within a higher degree:

- *inadequate financial and social appreciation of the work, uncertainty of teacher position and status;*
- *pressure on permanent presence at work irrespectively of health and personal reasons (necessary stand-in of the colleagues);*
- *psychic workload (it is the work under time pressure connected with high demands in the field of actions and mutual cooperation and connected with the risk of health threat to other persons);*
- *physical factors (in particular noise).*

Psychic workload is manifested in particular by reduced attention and increased feeling of responsibility, which fact affects motivation, relations on the workplace, dealing with people, labour and health risks, stress, fatigue, drop of work performance, etc.

The somatic state of health of roughly 60 % of teachers shows problems with performance and physical fitness (increased fatigue, short-time diseases), vegetative dysregulation (headache, dizziness, perspiration, fainting, resents heat or cold).

Psychic state of nearly 75 % of teachers shows numerous subjective problems, e.g. concentration disorder, worse memory, neurotic tendency, frustration, insomnia, depression, persistent and physical fatigue after the work.

Evaluation of answers of the set of respondents has revealed that excessive stress in ca 60 % of persons is caused in particular by four assessed load situations: bad attitude of pupils to work, demanding teaching of the pupils with bad behaviour, low social prestige of the teachers and inadequate financial remuneration.

(V. Blažková, P. Malá. *Rodina a škola/Family and School*, 1/2007).

The Brno psychologists Zdeňka Žídková and Jaroslava Martinková published the study "*Psychic Stress of Primary Teachers*" in the journal *České pracovní lékařství/Czech Occupational Medicine*, No. 3, 2003.

The primary school teachers are included in the specialized literature sources, based on a number of studies, among the professions with increased psychic load. Scope of activities of the teachers has been changed materially during the last 10 years, as clai-

med by Žídková and Martinková; not only the educational component, but also social integration is pinpointed. Presentation of the underlying documents concerning psychic load of the teachers for purpose of job categorization was the very objective of the study. The questionnaire research accommodated 142 teachers (from 13 primary schools in different municipalities of the Blansko region) and the following indicators were monitored: subjective evaluation of the psychic workload, physical symptoms of fatigue, long-time neurotic disorders - 8.5 % of respondents confirmed long-time health problems, problems connected with the burnout syndrome (10 %) - satisfaction with the profession and work stress. The results have proved a higher psychic load at work; time pressure, excessive responsibility and loss of performance were evaluated negatively. Overload is manifested as increased nervousness and psychic fatigue at the end of the working day; one third of teachers stressed long-time neurotic disorders, one tenth of them - strong burnout symptoms. The most frequently represented stressors were as follows:

- position and status of the teacher in the society (33.3 %),
- problems with pupils (e.g. 21.1 % of respondents show lack of interest in learning),
- problems with discipline - 12.0 %,
- responsibility for health and safety of other persons was highlighted by 21.12 % of man teachers and woman teachers.

The increased psychic workload of the primary school teachers is discussed repeatedly by the Czech as well as foreign researchers and also this study confirms that a greater attention has to be paid to the teachers as the prominent profession from the point of the psychic load.

From the research conducted by Fontana and Abouserie in 1993 it follows that in the sample of British primary school teachers 72 % of them suffer from moderate stress and 23 % of them suffer from serious stress. The reasons are evident. Many requirements and demands are raised towards the teachers, both by the children themselves, and by the parents, colleagues or by the superiors. The teachers must continuously keep in mind the requirement for discipline and quiet in the classroom. They do not have strictly determined hours necessary for exercise of their work. Many of them continue at home with preparation; they are deprived of one part of their leisure time and the time for relaxation. They are also subject to criticism from many sides - teachers, inspectors, schoolmasters. They do not have adequate possibilities (incl. the financial ones) for further education. The teaching profession is also very demanding, because the teacher works the whole day in a relative isolation, alone with children only, without the opportunity to consult the problems directly with the colleagues and without the adequate support.

Fontana and Abouserie (1993) have also established close correlation between neuroticism and high stress level and also between introversion and stress (mainly in men).

According to Kyriacou, main sources of the teacher stress can be broken down into seven fields:

- pupils with bad attitudes and motivation for work;
- pupils who disturb and general bad discipline of pupils in the classroom;

- frequent changes of educational projects and school organization;
- bad operating conditions (state and equipment of buildings and classrooms, school operation funding), incl. personal prospects for a better position;
- time pressure;
- conflicts with colleagues;
- the feeling that society underestimates work of the teacher.

(Kyriacou 2004, p.151)

Z. Mlčák (1999) finds sources of the teacher stress in the following basic interaction fields:

- **teacher and curriculum** (e.g. too complex schoolwork).
- **teacher and pupils** (e.g. negative relationship of the pupils to the school),
- **teacher and colleagues** (e.g. missing support from the colleagues),
- **teacher and school** (e.g. too much paperwork, low salary),
- **teacher and parents** (e.g. lack of respect and good manners),
- **teacher and external authorities.**

The Ostrava psychologist and the university teacher, professor Karel Paulík and the Plzeň psychologist and university teacher, active at the Faculty of Education of the West Bohemia University, V. Holeček, have examined the stressors connected with the teaching profession in the Czech Republic, namely in the primary and secondary school teachers and from the point of view of them.

Based on the research conducted with the respondent teachers, K. **Paulík** (1998) has elaborated the hierarchy of fourteen stressors (load factors):

1. *low social appreciation - prestige,*
2. *inadequate salary,*
3. *fall into line with administration authorities, which the teacher often disagrees with,*
4. *lack of time for rest and relaxation,*
5. *teaching in the classes with a very different level of pupils,*
6. *inadequate cooperation with parents,*
7. *bad attitudes of the pupils to work,*
8. *lacks of school aids and supplies for learning,*
9. *bad behaviour of the pupils,*
10. *teaching in classes with a high number of pupils,*
11. *work connected with rush and hurry,*
12. *many people do not bring the necessary aids and supplies to school,*
13. *problems with pupil motivation,*
14. *lack of space for group/team work.*

According to K. Paulík 10 % of teachers have unsatisfactory state of health (shown by Židková, 2003).

In the research conducted in the period 1999 - 2001 with 317 teacher respondents, V. **Holeček** (2001) determined seven stressors which are shown in the sequence from the most frequently to the least frequently represented ones:

work overload by man and woman teachers;
school management and operation by higher authorities;
problem pupils;
unsatisfied need of self-fulfilment (“frustration”);
problem parents;
unsatisfactory working environment of the school;
problem colleagues.

Under the work overload we understand the pressures due to fixed-term work, quick changes of educational projects, accumulation of tasks, pressing for time, short breaks, excessive paperwork.

Management under this term in the research above we understand not only the specific management and organization of the school in question, but also the higher authorities, i.e. Office of Education, Czech School Inspection, municipalities, inadequate evaluation by them, inappropriate requests, etc.

Problem pupils - i.e. the pupils and students with behavioural disorders, learning disability, the pupils who do not cooperate with the teachers, who have bad attitude and motivation to the school and work there, they escape from school, have no discipline, their aggressiveness and indiscipline in the classroom rises.

Unsatisfied need of self-fulfilment (“frustration”) - partial disillusionment, bad prospects for improvement of teacher status, feeling of underestimation of teacher work by the society, low financial remuneration of a very complex work..

Problem parents are the parents with rising aggressiveness, with uncritical approach to their children, inadequately threatening man and woman teachers by the police, court proceedings, etc.

Unsatisfactory working environment of the school bad material, technical and psychohygienic conditions (state and equipment of the building and classrooms), lack of funds for the optimum school operation, for purchase of suitable aids and equipment.

Problem colleagues have conflicts (e.g. in the staff room), certain of them are unprofessional, inadequately cooperative, insidious, alcoholism can also appear, they fail to render adequate support to their colleagues, etc.

In certain cases the stressors are combined (e.g. problem pupils and their problem parents). In other cases the teacher stressors at school are combined with the stressors connected with their private life (e.g. problems with pupils and problems with divorce).

All stressors above can be considered - in certain constellation and intensity and mainly in combination with the private stresses (e.g. the family ones) and with a certain level of personal sensitivity - the overloading psychosomatic capacity, endangering health of the teachers, i.e. their physical, mental and social comfort.

Eva Urbanovská (2006) from Palacký University in Olomouc has investigated sensitivity of the teenagers to the school load.

She has monitored the stress situations, mainly the teacher - pupil relationship, the school classification, the field of art and music education and physical culture, the field of teaching and learning process, interpersonal pupil relations, dining room and catering.

Through the questionnaire, establishing the degree of subjective psychic load and sensitivity to certain actions of the school staff, she has acquired the following most stressing (most frequently presented) answers:

The teacher examines personal things.

When speaking, the teacher splutters or his mouth smells bad.

More written examinations during a single day.

You feel poorly and the teacher will not let you to WC.

The teacher will never recognize your opinion.

The cooks place the meal on the plate by their bare hands.

The teacher gives evidential preference to certain pupils.

You have not prepared to the exam and you may be excluded from school.

You must learn many schoolwork till the next day.

The mark (grading) seems to be unfair.

An unexpected written examination.

We have investigated primarily stresses of the teachers **causes by pupils (from their point of view)**.

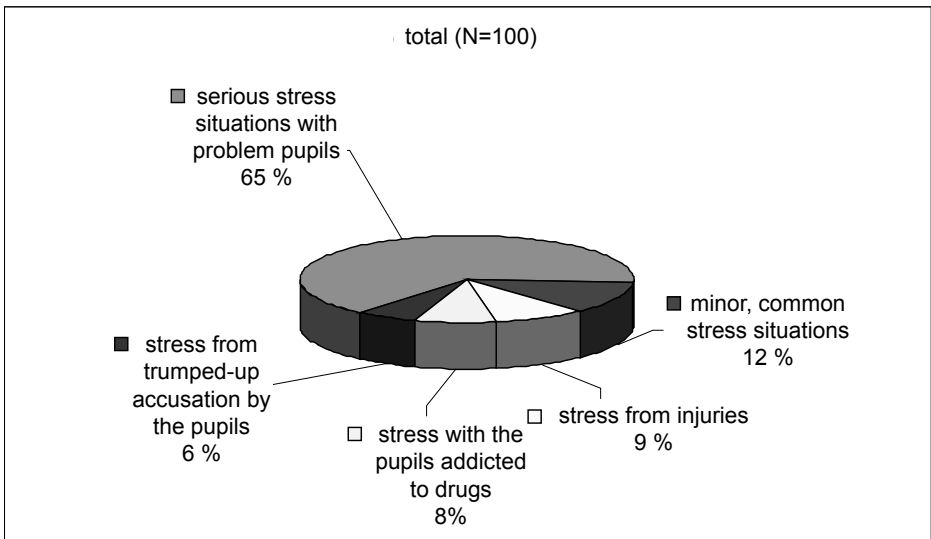
The colabouratory respondent/research group was created by the randomly chosen 25 man teachers and 75 woman teachers of the Czech and Moravian secondary schools.

We asked the man and woman teachers to describe in writing the stress situations caused by the pupils, i.e. the situations that the teachers have experienced during their school practice and that could harm their state of health (physical, social and mental comfort).

The questionnaire method was extended by the method of group and individual interviews.

We have achieved the following results:

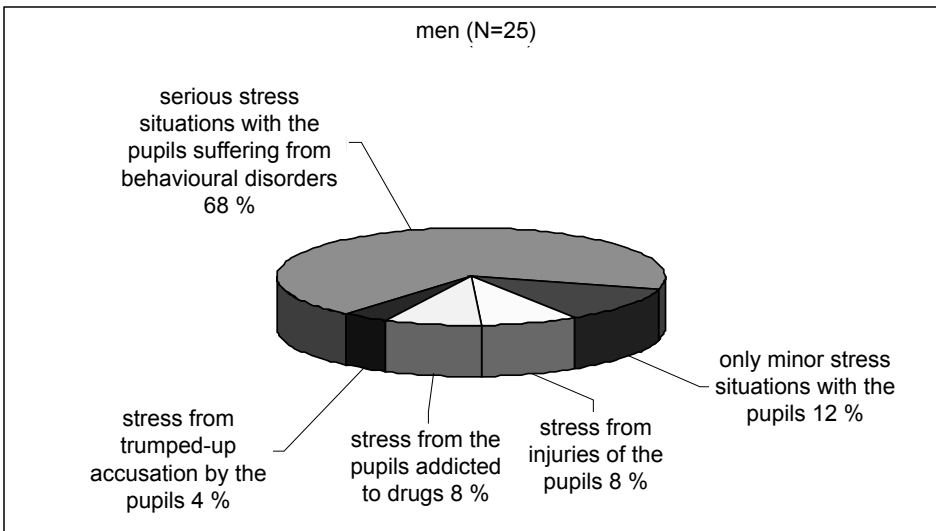
65 % of **man and woman teachers** have experienced **serious stress situations** during their teaching practice connected with the pupils with behavioural disorders and difficulties (these pupils have shown difficulties, personality disorders, psychic disorders, bad discipline, thefts, destruction of school property, personality and psychic disorders), bad discipline, thefts, destruction of school property, truancy, intellectual passivity (extreme lack of interest in learning), verbal aggressiveness and certain of them even committed brachial violence towards the man and woman teachers); 12 % of man and woman teachers have experienced only minor, **common stress situations** during their teaching practice caused in the major cases by verbal aggressiveness of pupils; 9 % of man and woman teachers show serious stress following from **injuries and self-inflicted injuries** at school (in rare cases even mortal injuries and suicides); 8 % of man and woman teachers show serious stress following from **risk behaviour** of the pupils addicted to drugs, alcohol and nicotinism; 6 % of man and woman teachers show the stress following from false, deceitful and trumped-up accusation **by the pupils** from unprofessional behaviour.



Distribution of these findings had similar parameters both in man and woman teachers.

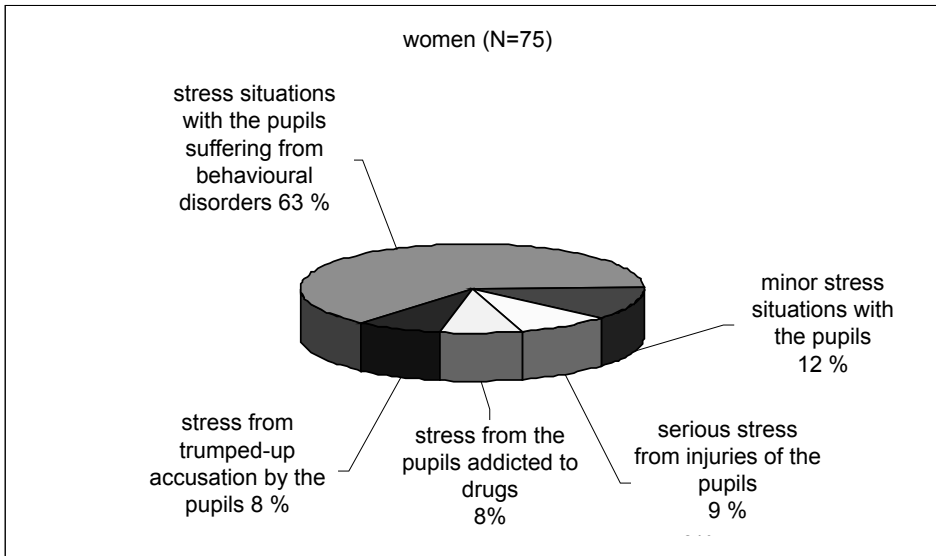
Results in **man teachers** (N=25)

68 % (i.e. 17 men) had *serious stresses* during educative communication with the pupils suffering from behavioural disorders and difficulties; 12 % (i.e. 3 men) experienced only common and *minor stresses* during educative communication with the pupils; 8 % (i.e. 2 men) experiences stress from *injuries* of the pupils; 8 % (i.e. 2 men) experienced stress due to behaviour and communication of the pupils *addicted to drugs*, alcohol and nicotine; 4 % (i.e. 1 man) experienced stress following from false, amoral, deceitful and trumped-up accusation *by the pupils*.



Results in **women** (N= 75):

64 % (i.e. 48 women) had *serious stresses* during educative communication with the pupils suffering from behavioural disorders and difficulties; 12 % (i.e. 9 women) had only common and *minor stresses* during educative communication with the pupils; 9 % experienced serious stress from *injuries and self-inflicted injuries* of pupils; 8 % experienced stress due to behaviour and communication of the pupils *addicted to drugs*, alcohol and nicotine; 8 % experienced stress following from false, amoral, deceitful and trumped-up accusation *by the pupils*.



Classification of teacher psychotraumatization

Both the macro-traumatization and the micro-traumatization can be broken down into the primary and secondary one. Another possible classification: individual and group psychic traumatization which is relatively typical for the sector of education.

Primary psychic traumatization means the situation, where the teacher himself is the victim of bullying, corporal punishment (that might be originally intended for somebody else), humiliation, e.g. experiences emotional discomfort (e.g. anxiety, fear, fright, humiliation, shame), helplessness, failure, dehonoration, hostility from the environment, aversion, feeling of injustice, ridicule, irony, mocking tone, making people fool, power handling, persecution.

The primary psychotraumatization is usually experienced most intensively from among all types of traumatization. It impairs mental and emotional comfort most intensively. Hormonal and nervous reaction of the organism to stress is evidently most intensive here and exhausting materially. Long-time chronic primary traumatization can shatter the organism to such an extent that the teachers experience even the so called

burnout syndrome. This is quite typical for the so called helping professions (teachers, physicians, nurses, psychologists, policemen).

The German psychologists Hennig and Keller (1995) show that the number of teachers suffering for a high burnout degree ranges from 15 % to 20 %. Statistic data for the Czech Republic will most probably be similar.

The primary psychotraumatization - short-time as well as chronic - can be caused purposefully, intentionally as well as unintentionally. The number of traumatizations, which the teachers are subject to, is a serious reason for winning the statute of the public figure/official.

Experience of the teacher of the automotive educational establishment is the example of the primary psychotraumatization:

After the Christmas holidays the students were still full of New Year's experience and parties and therefore decided to terrify him. When he stood before the blackboard they threw a petard under his feet. The frightened teacher did not suffer any physical injury, but was incapable to teach due to psychic problems. He has nightmares till now, what could happen not only to him, but to other student in the classroom, what injuries and psychic traumas could arise from this situation.

The class teacher of the ninth-formers presents a remarkable example of the primary psychotraumatization:

Mother of one student called that the ninth-formers, "refreshed" by a high marijuana dose, forced a younger classmate to expose himself and to dance, namely during the day on a bus stop. Everything was recorded on the cellular phone. The invited parents of the ninth-formers apologized their sons before the schoolmaster saying that smoking marijuana is their private thing and that they will not get in their way. The fact that the son forced a naked schoolmate to dance was apologized by his mother (businesswoman) that his son hates socially weaker persons and behaves accordingly. The teacher had neurotic problems following from the parents' reactions for a number of days.

Under the **secondary psychotraumatization** we consider the situation when the teachers are not exposed directly to traumatization of their own person, they are not the direct victim, but were witnesses of *direct* traumatization of somebody who is close to them, e.g. their colleague. They perceived their traumatization socially, which affected their own experience and their own psychic comfort negatively.

The secondary psychotraumatization is usually less intensive than the primary one. Experience of a teacher during the "hop brigade" can serve as an example of the secondary traumatization of the teacher:

To accelerate their work, the students, fixing the hook by which the wire was suspended at the 4 meter height, took one hook more from the bag, put it into the mouth and when fixing the next wire, they put the hook out of the mouth. The hooks were dirty and so the teachers knew how the students accelerate the work and warned them repeatedly. One student, lifting the rod, bent his head back, the hook slipped into the mouth and the student swallowed it. The classmate came to say what happened. With respect to the hook size the teachers rejected to believe it. Moreover, the affected student washed the hook away by tea and continued working. The teachers left him bring to the hospital in Podbořany, where the physicians were also suspicious. But the X-ray revealed the hook in the student's stomach..

The teachers clubbed together, let the hook (taken out of the stomach) gild and presented it to the student as a memento.

Symptoms of psychic traumatization

Hyperarousal, hyperexcitation, hypervigility, i.e. excessive excitation, excessive alertness and activation or even hyperactivation, psychic tension, energizing, timorousness, nervousness, permanent expectation of a danger, conflict, new stress, frustration, is the first and most frequent manifestation of psychic traumatization. It can be a short-time, long-time or can arise from a certain situation only.

Such reactivity seems to be the permanent state for certain teachers as the consequence of personality or temperament disorder or professional deformation, typical for their behaviour and actions. The pupils and students usually say that these teachers have “choleric behaviour” or choleric temperament accompanied by the tendency to cry, scold, sneer, ridicule, treat with irony, be capricious, to use corporal punishments and to dehoneat the pupils and students considered somehow problematic by such teacher.

We could say that the teachers with stabilized hyperexcited behaviour consider such behaviour and such actions effective method of intimidation and adaptation which reduces a major part of hyperactivity, assertiveness or even aggressiveness from the side of active and self-confident pupils and students, because it initiates anxious reactions or even the feeling of fear of the teacher.

Intrusive behaviour and experience, created by annoying, insistent, reoccurring obsessive feeling of psychic traumatization, in certain cases even with the tendency to compulsions, is the second most frequent symptom of psychic traumatization. Permanent recalling a traumatic situation and thinking of what has happened is usually accompanied by the so called flashbacks, leading to a similar experience and similar feelings that were called by the original real traumatic situation.

The so called **psychic constriction**, a certain internal psychic choking, clenching, pursing, a certain psychic immobilizing narrowing, throttling which can be of not only acute, but even of chronic nature, is the third most frequent symptom of psychic traumatization. We are speaking about deformed perception having the character of a passive defensive adaptation mechanism. It causes even a certain temporary anaesthesia towards the experienced psychic traumatization. It is an escape reaction.

The teachers show for instance the following symptoms of their psychotraumatization:

- feeling of exhaustion or increased fatigue,
- reduction of self-confidence,
- concentration disorders,
- panic attacks,
- internal unrest,
- feeling of internal stress,
- backache,
- anxiety and fear,
- headache,
- tearfulness,

- moodiness,
- affective lability,
- sleep disorders,
- lack of appetite,
- increased consumption of psychopharmaceuticals,
- higher consumption of cigarettes,
- abdominal pain, vomiting,
- gastrointestinal disorders,
- nausea or even dizziness,
- allergic problems,
- sub-depression and depression,
- overall increased neuroticism,
- irritability, fretfulness,
- apathy,
- feelings of psychosomatic job burnout,
- incapacity to work.

Level of psychic vulnerability

Not a single person, neither the child nor the adult, has the same level of psychic vulnerability (neither acute nor permanent, long-time).

Some people are more resistant, resilient - they have the so called a “thick skin”. But other people are sensitive or even hypersensitive. It is advisable to train and develop resistance to the load, indomitable personality, defiance and hardiness.

This fact should be considered, in particular in the sector of education.

Sensitive or hypersensitive people, exhausted by the passed diseases, injuries or operations, persons with low self-confidence and self-assurance, less psychically integrated persons are more susceptible to psychic traumas.

It can be even an inborn, genetically conditioned feature to a certain degree.

A sensitive person experiences the psychic trauma by itself if it traumatized anybody from its environs, though unintentionally, accidentally.

Therapy of psychic traumatizations

Psychosocial and pedagogic support and assistance for establishment of the acute psychic traumatization

The psychically traumatized person must at first be given the possibility of **de-fusing**, i.e. the possibility of spontaneous heart opening to get rid (at least partially) of the accumulated and explosive emotions during the chat (let off steam). It is the laic social support of the colleagues, fellow workers, friends, non-specialists or relatives. Even the adult who has passed the acute psychic traumatization should be given the possibility to cry, weep, to unburden and vent the feelings, to relax. It is not advisable to persuade him that he is brave and therefore he is able to cope with the situation without weeping, crying and without help of other persons.

Debriefing, i.e. a single official advice (often a group one), is another suitable

procedure for the affected person; during debriefing urgent professional analysis of the traumatic event will be carried out and adequate anti traumatic intervention or corrective professional care will be proposed.

In some cases professional and specialized **anti traumatic intervention** may be necessary.

We are speaking about a longer-time specialized advisory or psychotherapeutic care performed by psychologists or psychiatrists and special social teachers, belonging to the so called helping professions. Change of the class or school can also be considered a solution.

The long-time acting unregulated load results, sooner or later, in exhaustion of the organism, claims Pavla Čísařová (2002) in the journal *Psychologie dnes* and continues:

“Physical environment where the teachers move plays a not negligible role in the teacher stress. Lack of time and space for regeneration during the working day has adverse impact on the human psychics. This is not a new idea. The teachers, who in the most cases share the cabinet with more colleagues, desire to have a small room where they could be alone at least for a moment.

The idea of such a room is mostly connected with the room for smokers which is absolutely not the place where non-smokers could rest. “Construction of an **anti-stress room** stands the test of time in certain foreign companies,” says Hana Kasíková. “It is the sound insulated room, where the person in need can cry and let off steam and accumulated stress.” The question, whether something like this is applicable under the conditions of our schools, may remain open as well as the question of long-time efficiency of such strategy of stress coping. Maybe it is more advisable to let off steam alone than before the class..

The trend focused on **self-awareness** of the teachers in certain groups, possibility of a social support and its utilization, seems to be a more effective direction. The necessity of more systematic education of the teachers during the first two years of their teaching practice rises to the surface. “Compared with certain other professions, e.g. physicians, teachers can utilize a specialized supporting staff, who could assist in coping with their problems, within a restricted scope only,” points out Václav Mertin. “If we reject X-ray, biochemical analysis or another necessary examination, the physician will not take care for us. The teacher must educate all children, though the parents reject to visit a psychologist, speech therapist or psychiatrist with the problem child.”

“In addition to memory loss, reluctance to work, original associations are lost as well,” claims Hana Kasíková. “The courses of personality education for the teachers we therefore return to the roots of creativity, being the refreshing source of energy.”

According to Václav Mertin prevention of the burnout syndrome in the teachers should go by two paths/directions. “The teacher must learn how to treat his/her professional life in a more progressive way - to have out-of-school interests, groups of friends; being the top sportsman, the teacher should take care of his own regeneration. But there is the path of necessary prevention covering the whole society. Each teacher should pass the lifelong education obligatorily, as least 14 days annually. The well educated teacher is not afraid to go to school, because he is ready to what has been prepared by the pupils, parents, management or inspection for him; he is more self-confident, is able to defend his work much more better and is less dependent on a single profession.”

The psychologist Antonín Mezera thinks that after a few years of teaching practice the teachers should mandatorily change the school environment and population of the pupils they teach. “The teachers should be given the possibility or even the duty to teach not only at the primary school (after five to ten years), but also at the secondary school, special school or college. They should be given the possibility to devote themselves for instance to the work of the educational advisor, methodologist or inspector. In the field of the theory of management such method is named **job rotation**, but the sector of education is unfortunately relatively very resistant to the changes of this kind.”

Besides the “crying room”, states Pavla Císařová, even the alternative, presented by C. Henning and G. Keller in their “*Anti-stress Programme for Teachers*”, seems to be fanciful in our system of education. We are speaking about **sabbatical**, i.e. a free year. Like in Switzerland (...), each teacher should be given the possibility to experience a free year after 7 - 8 years of teaching. He can utilize it at his own discretion - to regain strength, to educate himself, etc. The sabbatical can be funded so that the teacher will be granted the salary reduced monthly by 1/7–1/8.

Křivohlavý (2001) recommends internal and external methods and procedures for burnout prevention. The **internal procedures** are as follows: not to raise the goals impossible to obtain, to develop positive thinking actively, to determine priorities, to search for the sense of life. The **external procedures** include social support, improvement of the climate in the organization and modification of the working environment.

Urbanovská (2009) is concerned in details with the strategies of stress coping (in secondary school students). She has described the so called strategy of control, strategy of avoidance and strategy of resignation.

Blahutková and Charvát (2009) have pointed out importance of high share of sports and physical activities in stress elimination.

Professional load of man and woman teachers at the Czech primary and secondary schools is so serious that a much more higher than before diagnostic, educational and therapeutic attention and care of specialists has to be paid to it.

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STRESORY UČITELŮ ZÁKLADNÍCH A STŘEDNÍCH ŠKOL V ČESKÉ REPUBLICĚ (zejména stresory způsobené učitelům žáky)

Abstrakt: Příspěvek se zabývá psychologickými výzkumy stresorů na českých školách., informuje např. o výsledcích výzkumu Státního zdravotního ústavu z roku 2002, V. Holečka z roku 2001, Z. Mlčáka z roku 1999 a 2002, K. Paulíka z roku 1998, K. Provazníka a o výzkumu Fontany a Abouserie z roku 1993 na britských základních škola, Z. Židkové a J. Martinkové z roku 2003, výzkumu E. Urbanovské z roku 2006 a z roku 2009, M. Blahutkové a M. Charváta z roku 2009 o výzkumu R. Kohoutka z roku 2009, který se specializoval na stresy učitelů způsobené žáky. Nejčastěji jsou tyto stresy a psychotraumata způsobené během sociální komunikace žáky se závadami a poruchami chování a úrazy žáků.

Klíčová slova: stresory na školách, stresy a psychotraumata učitelů, české školy, britské školy, dificulty, žáci s poruchami chování, úrazy ve školách