

MENTAL HEALTH OF TEACHERS IN UKRAINIAN EDUCATIONAL ORGANIZATIONS

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Abstract

Introduction. Organizational educational environment may contain some destabilizing features (threats), which under certain conditions violate the psychological safety of a teacher and negatively affect his/her mental health and well-being in general. However, the effects of a destabilizing organization of professional activities on mental health and well-being have not been specifically studied, which necessitates appropriate research.

Purpose: to research the indicators of teachers' mental health in a destabilizing organization of professional activities.

Methodology: The study was conducted at the Poltava M. V. Ostrogradsky Regional Institute of Postgraduate Pedagogical Education, Poltava V. G. Korolenko National Pedagogical University, Volodymyr Vynnychenko Central State Pedagogical University and Poltava State Medical University in 2018-2020. The sample size of 1817 respondents (Ukraine) included 388 men and 1429 women aged 20 to 57 years. The following methods were used: "Scale of threats to occupational health" (Dziuba, 2015) and "Scale of subjective well-being" (Sokolova, 2007) adapted by T. Dziuba. The study used mathematical and statistical analysis (descriptive statistics, correlation analysis) using IBM SPSS Statistics (version 21.0).

Results. It was found that an unstable level of emotional comfort is dominant (57.2%). This is shown by the following indicators: "self-assessment of mental health" 61.0%, "tension and sensitivity" 54.3% and "signs of psychiatric symptoms" 53.0%. Correlation analysis revealed a significant negative impact of the threat factors "daily and weekly overtime" ($p < 0.01$) and "overwork" ($p < 0.01$) on mental health. There is an increase in emotional discomfort in a situation of daily and weekly overtime and overwork. There is a positive correlation between the teachers' mental health and the indicator "significance of the professional environment" ($p < 0.01$).

Discussion. The dominance of the level of unstable emotional comfort among teachers may indicate they tend to unnecessary emotional experiences and dramatization of the situation including those related to health or professional activities. It may also indicate certain psychosomatic symptoms (excessive response to professional situations and failures, violation of sleep cycle, decreased overall activity, etc.). This trend shows that the high level of professional requirements causes stress and can lead to a variety of negative symptoms: burnout, dissatisfaction with work results, stress, health problems. Decrease of the general level of mental health of Ukrainian teachers in the situation of daily and weekly overtime causes them feeling difficulties in controlling emotions (indicators: "mood swings", "signs of psychiatric symptoms", "self-assessment of mental health"), constant worries about real and imagined professional situations (indicators: "self-assessment of mental health" and "satisfaction with professional activities"). High rates of emotional discomfort indicate the crises of professionalization and burnout. Professional environment is extremely important for teachers' mental health. Professional support is a resource for activating and realizing the professional potential of teachers, optimization of intensive

interpersonal interactions, making optimal decisions in situations of excessive professional and time stress.

Conclusion. The study showed that teachers' mental health in Ukrainian educational organizations is characterized by unstable emotional comfort and increased emotional discomfort, which is a consequence of unbalanced (destabilizing) working conditions: overwork, overtime. The obtained data motivates the need to conduct targeted psychotherapeutic and corrective work with teachers who demonstrate professional distress.

Keywords

mental health, psychological security in the educational organization, overwork, daily and weekly overtime.

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