

MÁRIA PISOŇOVÁ

*Constantine the Philosopher University
in Nitra*

BURNOUT SYNDROME OF SCHOOL DIRECTORS FROM THE VIEWPOINT OF SCIENTIFIC THEORIES AND RESEARCH FINDINGS

ABSTRACT. PISOŇOVÁ Mária, *Burnout Syndrome of School Directors from the Viewpoint of Scientific Theories and Research Findings* [Syndrom wypalenia dyrektora szkoły z punktu widzenia teorii naukowych i wyników badań]. *Studia Edukacyjne* nr 39, 2016, Poznań 2016, pp. 479-496. Adam Mickiewicz University Press. ISBN 978-83-232-3088-5. ISSN 1233-6688. DOI: 10.14746/se.2016.38.26

The report deals with scientific findings on causes of emergence, symptoms and prevention of the burnout syndrome. The target group of this research are school directors, respectively the heads of pedagogical staff of elementary and high schools, for which this problem is currently a real threat.

Key words: burnout syndrome, school director, emotional exhaustion, burnout syndrome causes, burnout syndrome symptoms, empirical findings, burnout syndrome prevention

Possible causes and symptoms of the burnout syndrome of school directors from the viewpoint of scientific theories and opinions

Burnout syndrome was first defined in the year 1975 by the american physicist Dr. Hendrich Freudenberger¹ in his article „Staff burnout“ from the year 1974. It can be assumed that Freudenberger was stimulated to this decision through the fiction book by Graham Green called „A Burnout Case“. Within this book Graham Green describes the life of a promising architect, whom enters life with various ambitious ideas, multitude of expectations and illusions. However, he is met with unexpected and nonsensical

¹ J. Křivohlavý, *Jak neztratit nadšení*, Praha 1998, p. 131.

problems. Attempting to fight with them, he slowly starts losing his enthusiasm and eventually, disgusted and discouraged by the absurdity of life in the society at that time, he leaves behind his job and runs away to the African jungles.

After the invention of the term „burnout“ scientific studies were created focused on people with the given symptoms. Up to this day more than 5000 articles and books attempting to tackle this problem have been published in various medical and psychological literature.

At the moment, multiple meanings exist regarding this term. According to Maslach and Jackson² it's:

Syndrome of emotional exhaustion, depersonalization and reduction of personal performance. It is achieved in places where people work with people, i.e. where people tend to needs of the people.

The given definition is clarified and built upon by Agnes Pines and Elliot Aronson³ as follows:

It's a formally defined and subjectively lived state of physical, emotional and mental exhaustion, which is caused by extended periods of time trying to tackle situations, which are emotionally challenging. These emotional requirements are most often caused by the combination of these two factors: high expectations and chronic situational stress

Another clarification of this term is the following statement.

The burnout syndrome is characteristic for it's noticeable emotional and cognitive overuse and exhaustion and, in a lot of cases, overall fatigue associated with internal detachment from work-related problems and strong decline in work performance.⁴

Summarizing the statements above, it can be said that the burnout syndrome represents a loss of professional or personal interest. Burnout is the result of a process in which people are engaged very intensively in a particular role to the extent that they lose their enthusiasm and motivation.

Burnout is a response to a situation in which a person is put into a stressful state. It is a state of physical, emotional and mental exhaustion, which is accompanied by a realization that the person is disappointed that their effort is unnecessary, that lacks the necessary power and thus falls into depression.

² A. Maslach-Jacksons in: A. Manoukian, *La souffrance au travail*, Rueil-Malmaison 2009, p. 14.

³ Ibidem.

⁴ V. Kebza, I. Šolcová, [in:] *Management osobního rozvoje*, Ed. E. Bedrnová a kol., Praha 2009; A. Kallwass, *Syndrom vyhoření*, Praha 2007 in E. Bedrnová a kol., *Management osobního rozvoje*, p. 241.

The burnout effect is in many occasions added as the problem in relation to the characteristics of the teaching profession, with the development of their (teachers') career and with the reflections on the workload of teachers in the current school.⁵

They also lie in the fact that the director is both a teacher and a manager, which enormously increases the demand for their work.

Burnout syndrome may have several causes. These are mainly associated with the job performance and the ability to cope with stressful situations and solve problems. Of course, there are those that stem from personality traits of the person. The director can cause these themselves without significant influence from their surroundings. Regarding personality predispositions, it is necessary to mention that the most threatened those managers whom have low self-esteem; little workload tolerance; low resistance to stressful situations; don't have clear life goals; can't adequately communicate with their environment, etc. However, in certain cases even „strong" individuals can succumb to burnout. This mainly concerns those who apparently think they do not need rest and relaxation.

According to Henning and Pelz (2008) and Keller (1963) the school director can be threatened by 3 causes of burnout:

Individual physical causes: passivity, helplessness, placing the responsibility on others, loss of meaning of their own work, but also excessive pursuit of activity and attempts at increasing their own performance, failure to keep mental hygiene and so on.

Negative working environment: inadequate facilities, poor lighting, high noise levels, poor material and technical equipment and so on.

Institutional causes: low teacher status, disturbed mutual communication, conflict in the workplace, lack of cooperation, a low possibility of career advancement, low salary and so on. Delbrouck 2008, p. 266).⁶ Post-stress depression and procrastination can also contribute to the burnout syndrome's creation according to Miklošíková (2012).

The most common symptoms of burnout are: exhaustion, alienation and decline in performance.⁷

Exhaustion. An exhausted school director feels physically and emotionally drained. Some American authors refer to emotional exhaustion with the word „tedium“.

While in the emotional exhaustion we include for example dejection, for physical exhaustion it is symptomatic to have a lack of energy or weakness.

⁵ L. Eger, J. Čermák, *Hodnocení burnout efektu u souboru českých učitelů*, Pedagogika, 2000, 49, 1, p. 1.

⁶ Ibidem.

⁷ Ch. Stock, *Syndróm vyhoření a jak jej zvládat*, Praha 2010, p. 20-22.

In cases of sense of apathy and emptiness, the physical exhaustion will cause memory dysfunction, lack focus and so on.

Alienation. Someone suffering from burnout feels a sense of depersonalization, almost as if indifference, to their work and to their surroundings. In the past it was mostly the groups of so called „social professions“ which were thought to be the most affected by the burnout, among which professions such as teachers, tutors, medical staff, social workers, managers etc. belong to. It was thought that it was due to their emotional pressure, however today, it's shown that alienation towards colleagues and superiors may be felt amongst employees in other professions. In this way, various phenomena can be explained, such as unfavorable school atmosphere, or the inner resignation and passivity of school staff. Alienation is a gradual loss of idealism, purposefulness and interest. The initial work enthusiasm abates and in it's place, cynicism steps in. For a school director who finds themselves in this situation, school employees are a burden or threat, as well as contact with pupils. Special manifestation of alienation can be contemptuous, sarcastic and aggressive behavior of the director, whom does not feel like meeting their colleagues. Their work commitment, that has been diligent before will be greatly diminished. The cause of this may be the feeling of disappointment and frustration, but it could also be complete exhaustion.

Chronic, long-term exhaustion has an adverse impact on the private sector. The director transmits the work problems into the home environment, which adversely affects relationships within the family and among friends. This is reflected with irritation, but also apathy. In extreme cases, it leads to severing of all ties and to the voluntary social isolation (eg. when friends attempt to gain contact, the person in question does not seem interested in meeting them).

Signs of alienation during burnout syndrome include: a negative attitude to oneself; negative attitude towards life; negative attitude to work; negative attitude to people; loss of ability to establish and maintain social relationships; loss of self-esteem; feelings inability to cope with oneself; sense of inferiority and so on.

Decline in performance. Inefficiency lies in the fact that the director had lost confidence in their own abilities and from a professional point of view is considered incompetent. Although it is only their own subjective assessment, certain weakening of their performance is really there. The execution of a specific act, which in the past did not give them any sort of problems, now need much more time and energy. Gradually, the unavoidable need to regenerate the body grows. In practice, this may also mean that a holiday or long weekend are insufficient to gain strength and motivation for further work.

The decline in performance is thus the third important symptom of burnout, which can manifest itself during the director's work with dissatisfaction with their own performance; lower work productivity; higher consumption of time and energy; loss of enthusiasm; indecisiveness; loss of motivation; the feeling of failure and so on.

From conducted research, aimed at determining the incidence of burnout syndrome in the teacher population of Czech Republic, Eger-Čermák (2000) found that out of 140 teachers surveyed particularly women of age 35 years or more should be paid attention to, due to the fact that they are the most emotionally threatened. Similar results were also recorded by Zelinová (1998) in the Slovak Republic.

Empirical Survey

Based on the findings above, we focused on finding of the following research objectives:

- Identify the behaviours of school directors, which can lead the burnout syndrome

- Identify the factors that can lead to the burnout of school directors

To achieve the above objectives descriptive research issue has been studied through a quantitative survey. Research tool used was a questionnaire.

The research was carried out in elementary and high schools of the Slovak Republic. 125 members of the senior teaching staff of elementary schools and 93 senior teaching staff of secondary schools were involved in this research. The questionnaires were anonymous.

The first part A) consisted of 15 questions; the second part B) consisted of 15 questions as well.

Interpretation of research results

ELEMENTARY SCHOOLS

PART A

	Females		Males		Together	
	%	n	%	n	%	n
1. Gender	91	114	9	11	100	125

With the questionnaire we found out that in elementary schools, females are predominant - only 9% were males. Based on the data above, we can conclude that a vast feminization of the studied elementary schools took place.

2. Age	Under 30 years		From 31 to 40 years		From 41 to 50 years		More than 50 years		Together	
	%	n	%	n	%	n	%	n	%	n
	15	19	28	35	25	31	32	40	100	125

From the above data it is clear that elementary schools are mostly lead by directors above the age of 50 → 32%. Despite this result, we note the relative age balance within other ages.

In other parts of the questionnaire we investigated the behaviors of school directors that can lead to the burnout syndrome.

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
3. I feel tired of my job	47	59	32	40	15	19	2	2	4	5	100	125
4. I feel physically exhausted	53	66	26	32	9	11	6	8	6	8	100	125
5. I feel emotionally exhausted	45	56	43	54	4	5	2	3	6	7	100	125
6. I feel disgusted by my job	66	83	11	14	2	2	2	2	19	24	100	125
7. My job can bring me joy	30	37	30	37	28	35	10	13	2	3	100	125
8. I don't feel like resolving problems in our school	60	75	6	7	4	5	4	5	26	33	100	125
9. I speak negatively about my job	75	94	4	5	4	5	0	0	17	21	100	125
10. I feel angry when communicating with colleagues	68	85	9	11	0	0	0	0	23	29	100	125
11. There are situations in my job which drive me to insanity	32	40	4	5	0	0	6	8	58	72	100	125

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
12. I can hardly concentrate on my job	68	85	2	3	0	0	0	0	30	37	100	125
13. I doubt my professionalism	36	45	4	5	0	0	0	0	60	75	100	125
14. Work disrupts my private life	36	45	2	3	0	0	2	2	60	75	100	125
15. I think about changing professions	51	64	9	11	0	0	2	2	38	47	100	125

In part A, we found out that the current directors of elementary schools are more and more often tired from doing their job. Among the results, which showed some risky behavior of respondents, we use the results of items 3, 4, 5 and 7. They suggest that up to 32%, or 26 Directors are being exhausted by their work. Physically, up to 26% of the respondents, or 32 directors, feel tired. The most serious, emotional exhaustion, records up to 43% of respondents, or 54 directors. Results of 7 should also be considered, because from all the directors, only 30% of respondents feel joy from their work occasionally and 30% feel it often. This means that 70%, or 94 directors, sometimes reflect negatively upon their work.

From the above results we can deduce certain risks deriving from non-compliant work conditions, which are influenced by the level of relations between people. Perhaps because of this reason up to 51% of directors, which is 64 respondents from elementary schools, are considering a change professions.

PART B

	Choleric		Sanguinic		Melancholic		Flegmatic		Together	
	%	n	%	n	%	n	%	n	%	n
1. My temper is mostly	13	16	45	56	25	31	17	21	100	125

	Yes		No		Together	
	%	n	%	n	%	n
2. Before becoming a director, my expectations about directing were a bit more optimistic	72	90	28	35	100	125

The second part offers us quite the surprising and alarming results. This finding, of course, requires a deeper and more detailed analysis. One of the main reasons that can lead to burnout syndrome are exaggerated ideas about directing activities. From these results it is evident that 72% of elementary school directors, or 90 members of senior teaching staff, imagined the process of directing a bit more optimistically before becoming a director.

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
3. I have conflicts with my colleagues in work	34	42	0	0	0	0	0	0	66	83	100	125
4. I feel unappreciated in my work	53	66	23	29	9	11	0	0	15	19	100	125
5. I feel my job is insufficiently payed	13	16	21	26	36	45	26	33	4	5	100	125
6. I try to relax and rest during my free time	11	14	32	40	34	42	23	29	0	0	100	125
7. I try to plan my activities for my work	9	11	23	29	32	40	34	43	2	2	100	125
8. At work, I place high expectations on myself	21	26	28	35	36	45	15	19	0	0	100	125
9. If need be, I accept help from my colleagues	51	64	23	29	15	19	11	14	0	0	100	125
10. I am afraid of disappointing my colleagues, parents, pupils	51	64	15	19	4	5	6	7	24	30	100	125

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
11. I am frustrated by the frequent legislative changes	30	37	34	43	21	26	11	14	4	5	100	125
12. I feel that society undervalues my job	11	14	32	40	32	40	25	31	0	0	100	125
13. I have small decision-making freedom at work	51	64	19	24	17	21	0	0	13	16	100	125
14. Demands for my work above my power	49	61	19	24	6	8	0	0	26	32	100	125
15. The lack of knowledge to lead is complicating my job	36	45	30	38	21	26	4	5	9	11	100	125

The above results indicate that the most common possible causes of burnout of elementary school directors may not only be moral, but also financial appreciation of their work. In question 4, 4-53% of the respondents, which is 66 directors, think that they are insufficiently payed. On average, 36% of respondents (question 5) feel financially unappreciated most of the times. The same amount of respondents also think, that they are placing overly high expectations on themselves (question 8). At the same time, they are often (32%) frustrated by frequent legislative changes. The results of question 13 show us a high amount of occasional lack of freedom to make decisions (51%, or 64 respondents). Interesting result is also the claim, that 30% of directors in question 15 have troubles coping with their jobs due to the lack of knowledge to lead.

HIGH SCHOOLS

PART A

	Females		Males		Together	
	%	n	%	n	%	n
1. Gender	65	60	35	33	100	93

High schools have a similar representation of men and women like elementary schools do. However, there are more men in the director positions, compared to elementary schools – 35%, which can lead to certain improvements in quality of human relations in the workplace.

	Under 30 years		From 31 to 40 years		From 41 to 50 years		More than 50 years		Together	
	%	n	%	n	%	n	%	n	%	n
2. Age	0	0	26	24	37	34	37	34	100	93

High schools have a similar balance between ages like Elementary schools do, however, it is interesting that there are no Directors under the age of 30.

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
3. I feel tired of my job	53	49	21	20	10	9	6	6	10	9	100	93
4. I feel physically exhausted	49	46	14	13	6	6	0	0	31	29	100	93
5. I feel emotionally exhausted	51	47	25	23	6	6	6	6	12	11	100	93
6. I feel disgusted by my job	45	42	20	19	4	4	2	2	29	27	100	93
7. My job can bring me joy	31	29	20	19	29	27	12	11	8	7	100	93
8. I don't feel like resolving problems in our school	64	59	6	6	6	6	4	4	20	19	100	93
9. I speak negatively about my job	59	55	6	6	6	6	2	2	27	25	100	93
10. I feel angry when communicating with colleagues	74	69	6	6	0	0	0	0	20	19	100	93
11. There are situations in my job which drive me to insanity	39	36	6	6	0	0	0	0	55	51	100	93
12. I can hardly concentrate on my job	61	57	2	2	2	2	0	0	35	32	100	93

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
13. I doubt my professionalism	16	15	2	2	0	0	0	0	82	76	100	93
14. Work disrupts my private life	17	16	4	4	0	0	0	0	79	73	100	93
15. I think about changing professions	27	25	8	7	0	0	2	2	63	59	100	93

In part A we received similar results like we did with Directors of elementary schools. A certain difference, however, is noted in questions 9 and 15. The directors speak negatively about the work less (by 11%), compared to their colleagues in elementary schools. 27% less respondents, compared to elementary schools, are considering a change of professions.

PART B

	Choleric		Sanguinic		Melancholic		Flegmatic		Together	
	%	n	%	n	%	n	%	n	%	n
1. My temper is mostly	17	16	57	53	12	11	14	13	100	93

	Yes		No		Together	
	%	n	%	n	%	n
2. Before becoming a director, my expectations about directing were a bit more optimistic	69	64	31	29	100	93

In high schools we recorded a similar result compared to elementary schools.

Likewise, it shows that respondents had more optimistic expectations about this sort of work, compared to reality.

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
3. I have conflicts with my colleagues in work	49	46	0	0	0	0	0	0	51	47	100	93

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
4. I feel unappreciated in my work	47	44	27	25	10	9	6	6	10	9	100	93
5. I feel my job is insufficiently payed	14	13	26	24	31	29	29	27	0	0	100	93
6. I try to relax and rest during my free time	12	11	14	13	23	21	49	46	2	2	100	93
7. I try to plan my activities for my work	13	12	18	17	26	24	41	38	2	2	100	93
8. At work, I place high expectations on myself	18	17	17	16	47	44	14	13	4	4	100	93
9. If need be, I accept help from my colleagues	60	56	10	9	14	13	6	6	10	9	100	93
10. I am afraid of disappointing my colleagues, parents, pupils	59	55	8	7	0	0	0	0	33	31	100	93
11. I am frustrated by the frequent legislative changes	33	31	26	24	23	21	12	11	6	6	100	93
12. I feel that society undervalues my job	14	13	26	24	39	36	21	20	0	0	100	93
13. I have small decision-making freedom at work	47	44	14	13	22	20	0	0	17	16	100	93
14. Demands for my work above my power	56	52	14	13	2	2	4	4	24	22	100	93

Categories	On occasion		Often		Most of the times		Regularly		Never		Together	
	%	n	%	n	%	n	%	n	%	n	%	n
15. The lack of knowledge to lead is complicating my job	59	55	17	16	12	11	0	0	12	11	100	93

As mentioned above, the presented results again revealed an imbalance between the expectations of the respondents and directing in reality (item 2). Other results show similar findings, as was the case with directors of elementary schools.

Among the factors which may be potential causes of burnout syndrome of high school directors, we can on the basis of the data include: conflicts in the workplace, moral and financial unappreciation of directing profession and excessively high expectations for their own work.

Ways of preventings the burnout syndrome of school directors

The issue of preventing the burnout syndrome was addressed and dealt with by many authors, for example, A. Kallwass, W. Schmidbauer, J. Melgosa, J. Cerny, R. de Charms, M.D. Rush, A. Spirit, L. Vaska, K. Čavojská and others. In their works they describe strategies for preventing and coping with stressful situations, aimed at removing said undesirable condition.

In this context, it should be mentioned again that the school director performs the teaching profession as well. It is thus an enormous burden that is not easy to deal with. Experts said the problem can be dealt with subconsciously and programmatically.

Ways of prevention were addressed by W. Keller (1963) and G. Henning – G. Pelz (2008), which created a number of recommendations designed to eliminate the burnout syndrome. In the application to the school directing practices, we note them as follows:

- Reduce excessively high expectations of themselves, students, colleagues, because they lead to subsequent frustration.
- Do not fall to the syndrome of a "Helper". A person has to know the limits of their powers, no one is omnipotent and responsible for everyone and everything.

- Learn to behave assertively - to know how to assert their legitimate opinion and during justified cases, be able to say "no." Openly express their own feelings, but at the same time, do not treat another person insensitively.

- Establish work and private priorities, focus on essential activities. Do not waste its energy on irrelevant activities.

- Find social support. Find a confidant that which can be talked openly about their feelings. Find a group of people that you will be able to, if necessary, ask for help.

- Avoid negative thinking - the beginning of the end is self-pity.

- Explore yourself - engage in self-reflection.

- Adhere to the principles of psychic hygiene, restoring energy, relaxation.

- Be open to new experiences and approach work with creativity.

- Learn to adequately deal with stressful situations.

From the large number of techniques used to handle this problem, we choose in relation to the teaching profession these: regular exercise and healthy diet; meaningfulness of living, positive thinking; suitable organization of working time⁸, i.e. workshops, making daily balances, sufficient rest and sleep, decompression (release of tension in your free time), building relationships, social support, good use of holidays.

More recent strategies in publications include, for example, the development of communicational, organizational and teaching skills, assertiveness, feedback (thinking about oneself, the ability to self-evaluate), supervision, improving working skills, spiritual journey (faith) and others. It is very closely related to the need to increase the core competencies of each person, because their acquisition is a lifelong process that needs to be maintained with dynamics of new teaching and the learning curve. It contributes to the development of skills to handle different situations appropriately.⁹

Accordingly, it is, however, very difficult to determine which strategy is the most appropriate and effective. As a possible way to prevent professional fatigue we consider, for example, lifelong learning, which builds on the following statement:

⁸ M. Pisoňová, *Leadership ako súčasť manažérskych funkcií. Teória a prax riadenia ziskových a neziskových organizácií*, Nitra 2008; *Teória a prax efektívneho sebariadenia. Tvorba osobných cieľov a organizácia času*, Nitra 2009; *Osobnostný rozvoj riaditeľa školy - východiská a determinanty*, Bratislava 2012; M. Pisoňová a kol., *Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov*, Bratislava 2014, p. 228.

⁹ L. Pavelová, M. Tomka, *Aké sú požiadavky na profesionálny profil absolventa študijného programu sociálna práca? [in:] Rizika sociálnej práce : zborník z konferencie VII. Hradecké dny sociálnej práce*, Hradec Králové 2010.

Research shows that teachers who are constantly studying, participating in education and training activities, are much more rarely subject to the phenomenon of professional burnout. Those who work on themselves receive many suggestions and inspiration to not allow themselves to succumb professional depression. Although the problem of burnout has many other factors related to personal life, its essence lies in maintaining and revitalizing the meaning of life and professional fulfillment.¹⁰

Regarding the prevention of burnout syndrome, it is recommended¹¹ to improve the quality of life by including within your life the use of the following three tips:

1. *15 minutes for better quality of life*

If you often feel too much rush, you should devote 15 minutes of every day to silence or meditation, which can "clear your head", remove the accumulated ballast and get a different, more optimistic view of the world.

2. *„Sharpen your edge“*

To avoid long-term burnout, we recommend regular activity we call "sharpening your edge." The name comes from a joke about a lumberjack whom for hours straight cut trees. One adviser, after an hour of looking at him and says:

„I'm sorry to interrupt, but would it not be faster, if you stopped for a moment, drank something and then sharpened your edge? It seem dull.“

That's impossible. I don't have time for playing around, I'm late as it is “the lumberjack responds.

This anecdote reflects a phenomenon that is often encountered in professional life. A phenomenon that has much in common with efficient, respectively, inefficient time use.¹² It is therefore very important to plan your time and "sharpen your edge." It is necessary to regularly restore energy and sparingly deploy your forces. Regular exercise and light endurance sport practiced three times a week preferably with a length of 30 min. benefit not only physical health, but especially mental one.

Asides from peace and sport (if the work is static), it's necessary to indulge in compensating activities. „Brain jogging“ is also suitable, with the aid of brainteasers.

3. *Treat yourself to a quiet day*

„Usually, I work 18 hours a day. On Sundays, only 6 hours..“ answered one entrepreneur to a question asking him how he spends his Sundays.

¹⁰ B. Kasáčová, *Učiteľská profesia v trendoch teórie a praxe*, Prešov 2004, p. 55.

¹¹ J. Knoblauch, H. Wöltje, *Time management*, Praha 2006, p. 38.

¹² M. PISOŇOVÁ, *Osobnostný rozvoj riaditeľa školy*; M. PISOŇOVÁ a kol. *Školský manažment pre študijné odbory učiteľstva*.

Many people consider Sundays or holidays dull, drab and depressing. But Sunday is an opportunity for us to really rest up and gain distance. Outdoor peace on this day is still guaranteed by the State. For inner peace we are responsible ourselves. It shouldn't be a complete shut-down, but a real compensation - whether alone, with friends or with family.

At the end of this section are some specific actions that correspond with the above recommendations¹³:

Active sustain of positive emotions – take care to maintain positive emotions over negative ones during the week.

Seek out pleasurable experiences – take care of your body and psyche through massages, aromatherapies, solar therapies, colours and so on.

Have a sense of humor – it improves the immune, helps the physical, psychical and social condition.

Learn to appreciate the little things – prepare your own pleasurable events and activities.

Remind yourself, that everything is good for something – seek out positive sides of things even on the less positive events in your life.

Learn to „turn remember“, at the right moment – back to the good times.

Learn to evaluate the demands on yourself and your dreams – if they are inflated compared to your options, lower them to a suitable level.

Ensure an acceptable standard – don't try to be perfect at all possible situations.

Delegate authority and responsibility to your colleagues – the director creates an environment for themselves for realizations of conceptual and strategic plans to relax.

Learn to find the meaning of life in other situations, other than work – with the aim to break away from job duties and to explore other parts of life and ways to relax.

Maintain professionalism – which requires, among others, necessary distance from people and proper consideration of things with hindsight.

Separate work from private life – protect your private life by stating clear, transparent rules (turn your phone off at home, etc.)

Proper and regular diet, drinking and sleep – take care to intake high enough amount of fruits and vegetables, always find time for food, consume the said food in a peaceful environment, sleep in silence and dark, etc.

Preventing the burnout syndrome is more effective when it is dealt with jointly by the school staff and the school in which you work. In this context, we show you in Table 1 – How to prevent burnout.

¹³ E. Bedmová a kol., *Management osobního rozvoje*, p. 245-246.

Table 1

How to prevent burnout

What can an employee do?	What can the management do? [School]
<ul style="list-style-type: none"> - Maintain a healthy lifestyle (rest, sleep, active movement) - Don't underestimate the principles of psychic hygiene - Meet with people (outside of work) from different professions - Don't think about work at home, don't talk about it - Carefully plan relaxation and holidays - Avoid long-term routine - Improve your communication skills, learn to handle conflicts - Ventilate your emotions - Find hobbies which bring you joy - Continue your education and learn new things 	<ul style="list-style-type: none"> - Determine a set of rules - Define work plans and goals - Inform colleagues on joint efforts at - Morally, ethically and materially evaluate people - Set the conditions for rewarding and punishing - Follow the draw of paid holiday and recovery time - React to symptoms of burnout - Be interested in personal problems of employees and offer aid

Source: Dudinská E. a kol., *Manažment ľudských zdrojov*, Prešov 2011, p. 81.

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