

STUDY OF PERSONAL TENSION AMONG EMPLOYEES OF THE EDUCATION SECTOR

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The article is devoted to the analysis of the problem of personal tension of employees in the field of education. The purpose is to theoretically substantiate and empirically study the factors of personal tension of education workers. It is established that organizational and functional factors have a limited impact, while anxiety and rigidity are key factors. The results emphasize the need to develop a psycho-correctional program to overcome personal tension of educational workers.

Key words: *personal tension; factors of personal tension; psychoemotional tension; educational workers; professional stress; socio-psychological climate.*

Introduction. The personal stress of educators in the context of war is a particularly relevant research topic due to several specific challenges they face. War significantly increases stress levels as educators worry about their lives and the safety of their loved ones. Constant air raids, the danger of shelling, and other factors of war create strong psychological pressure that can lead to the development of post-traumatic stress disorder (PTSD) and other psychological problems. The war forces educational institutions to adapt to new conditions. This includes switching to distance learning, working in temporary shelters or schools that have been relocated to other regions. Educators must quickly adapt their methods and materials to the new circumstances, which adds to the tension. Teachers often act as psychological support for their students, who are also experiencing the effects of war. This places an additional emotional burden on educators who must not only fulfill their professional responsibilities but also support their students in difficult psychological conditions.

The purpose of the study is to theoretically substantiate and empirically investigate the factors of personal tension of education workers.

In accordance with this goal, the main objectives of the study were identified:

1. To reveal the theoretical foundations of personal tension of employees in the field of education.

2. To empirically study the factors of personal tension of employees of educational institutions.

Theoretical background. An analysis of the literature shows that there are many works by both foreign and domestic scholars on the problem of personal tension. These studies cover various aspects of this topic. In particular, the works of L. Abolin, N. Nayenko, and T. Nemchin analyze the peculiarities of tense and difficult professional situations. The works of D. Barlow, A. Beck, D. Westbrook, and A. Karachevsky focus on the content of maladaptive states and mechanisms of their regulation. Studies by D. Beck, D. Clark, R. Leahy, V. Parobiy, O. Romanchuk, and O. Sergienko examine the features of negative mental states and methods of overcoming them.

The dynamic changes taking place in Ukrainian society have a significant impact on the education sector. This leads to the emergence of numerous stress factors in the activities of educators, which, together with their personal characteristics, contribute to the emergence of professional stress. Such stress negatively affects the effectiveness of professional activity and general well-being, which causes tension. Given these circumstances, the study of psychological factors of personal tension among employees of educational institutions requires further research.

Research methods. To study the manifestations and factors of personal tension

of employees in the field of education, we used the methods of theoretical analysis. We also used empirical methods. During the study, we used two groups of methods. The first group of methods aimed at studying the main manifestations of personal tension among teachers are: the Taylor Anxiety Inventory adapted by T. Nemchinov, the PSM-25 Psychological Stress Scale (adapted by N. Vodopianova), the Diagnostic of Stiffness (G. Eysenck) and the Express Diagnostic of Psychoemotional Tension (O. Kopina, K. Suslova, E. Zaikin). The second group of methods aimed at identifying the relationship between the level of development of personal tension of employees in the field of education and meso-level factors includes the following methods: a questionnaire "passport", a questionnaire "How is your organization developing?" by W. Siegert, L. Lang (modified by L. Karamushka), the methodology "Diagnostics of psychological climate in the team" (V. Shpalinsky and E. Shelest); methodology "Determination of the group cohesion index" (Sishor). The meso-level factors include three subgroups: organizational and functional, psychological, and organizational and pedagogical.

The results of the study were processed using mathematical and statistical methods (correlation analysis by Spearman's criterion). The results were generalized using interpretive methods (classification and generalization of empirical data).

Results and discussion. The study sample consisted of 60 teachers from Mukachevo Lyceum No. 8 and Mukachevo Lyceum No. 6. According to the characteristics of the staff, the respondents formed the following groups. According to the criterion of the position in the educational institution, 10 people among the respondents are the administration of educational institutions, 50 people are pedagogical staff. As for the length of teaching experience, the respondents were divided into the following groups: 15 respondents have up to 5 years of work experience; 25 people - from 6 to 12 years; and 20 teachers - with experience of 13 years or more. In terms of age, the sample included 15 people under the age of 30, 45 teachers aged 31-45, and 10 people aged 46 and older. In terms of gender, all the respondents were women.

To study the level of anxiety, we used the Taylor Anxiety Inventory as adapted by T. A. Nemchinov. The graphical representation of the research results is shown in Fig. 1.

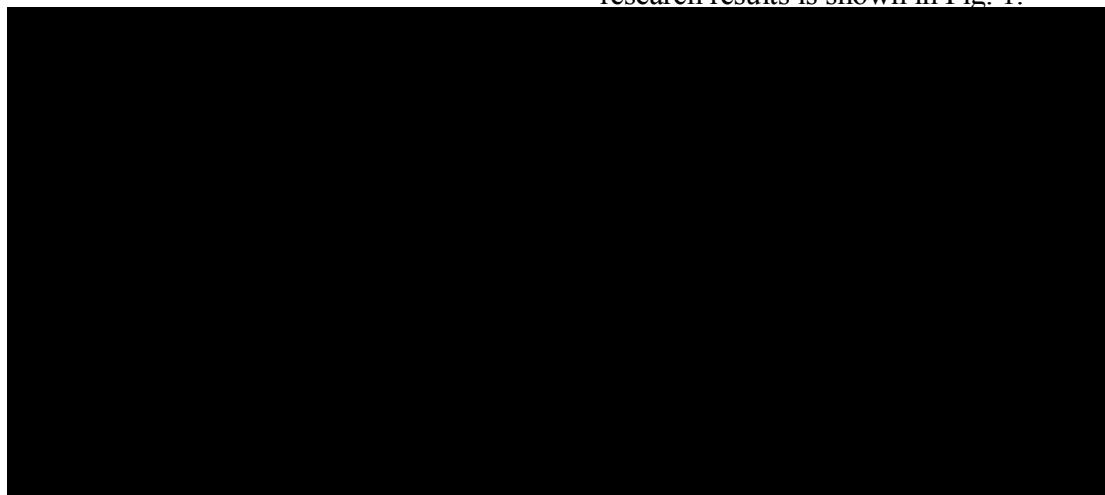


Fig. 1. Levels of anxiety among teachers (%)

The results obtained indicate a pronounced anxiety in the surveyed teachers, in particular, very high levels are observed in 20% of the respondents, and high levels - in 45%. This is a serious indicator that indicates that this part of the workforce may have significant mental health and stress problems. In 27% of respondents, we observe pronounced indicators of the average level with a tendency to high, and only 8% of the surveyed teachers have an

average level with a tendency to low. It should be noted that the low level of teachers is not observed. The results, which indicate a high level of anxiety among teachers, may be due to several factors. In particular, the workload of lessons and extracurricular activities. Teachers often have a heavy workload, including preparing lessons, conducting classes, checking homework, and organizing extracurricular activities. Teachers are required to keep a lot of

documentation, including lesson plans, reports, and student assessments. The constant interaction with students and their parents can be emotionally draining, especially in the case of conflict.

Teachers often act not only as teachers but also as mentors, which can cause additional emotional stress. Requirements for the quality of education are constantly increasing, which can increase teachers' anxiety levels. The need to constantly improve their knowledge and skills can be an additional stressor.

Relatively low salaries compared to other professions can cause financial stress. Lack of public recognition and respect for the teaching profession can reduce motivation and increase anxiety. Lack of support and understanding from school management can increase feelings

of isolation and stress. Thus, according to the results of the study, high levels of anxiety are one of the manifestations of personal tension among teachers.

To study the structure of stressful experiences, namely, somatic, behavioral and emotional stressful feelings of pedagogical workers, we used the methodology "Psychological Stress Scale PSM-25" (adaptation by N. E. Vodopianova). The test results are presented in the form of a graphical representation in Fig. 2.

Analyzing the results of stress indicators according to the PSM 25 psychological stress scale, we conclude that: 33% of teachers have a high level of stress, 50% have an average level, and only 17% of the study subjects have a low level of stress.

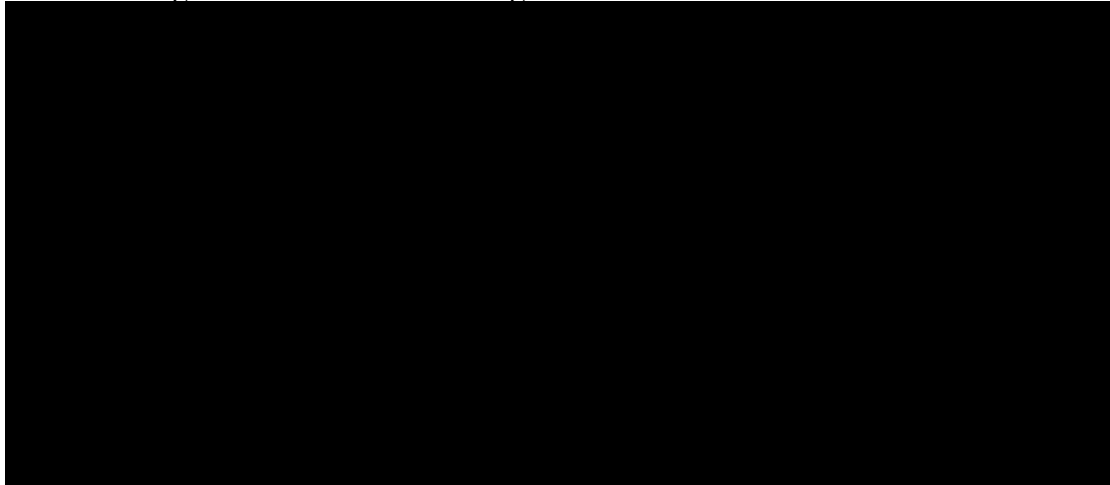


Fig. 2. Levels of teachers' stress severity according to the PSM 25 psychological stress scale (adapted by N. E. Vodopianova)

Stress is caused by a mismatch between individual needs and capabilities. When this balance is disturbed, stress occurs. A high level of stress, which according to the results of the study can be traced in 20 teachers, indicates maladjustment, mental discomfort and the need to implement comprehensive measures to reduce neuropsychological tension, psychological relief, change the style of thinking and lifestyle. The average level of stress expressed by 30 teachers is an intermediate state between maladjustment and adaptation to workload. Only 10 teachers are adapted to working conditions.

Prolonged stress prevents the body from returning to a normal state, which leads to increased fears, sleep disorders, burnout syndrome, and depression. The personal tension of teachers arises as a result of prolonged stress and psychological pressure. Therefore, teachers

with pronounced indicators of high stress levels are at increased risk of personal tension.

In times of war, the development of the ability to cope with stressful situations and maintain emotional balance depends on readiness for mobilization. That is, the ability to quickly adapt to new conditions, change approaches to the learning and communication process. Therefore, the next methodology we used in this study is the "Diagnosis of rigidity" methodology (G. Eysenck). We consider teachers' rigidity as a correlate of personal tension. The graphical representation of the test results is shown in Figure 3.

The majority of respondents (43%) showed a medium level of rigidity, which indicates a rather flexible personal position and the ability to respond adequately to the changing situation in the war. However, a significant part of the respondents (37%)

showed the dominance of personality rigidity traits, which indicates a tendency to stereotypes (cognitive, emotional, behavioral) in various

spheres of life, difficulties in manifesting personality decentering and changing the point of view, etc.

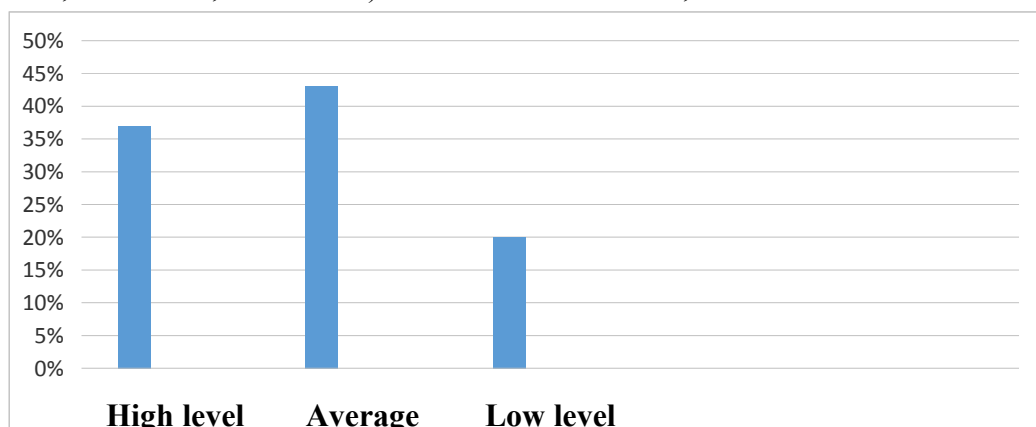


Fig. 3. Levels of severity of rigidity of teachers

Only 20% of teachers with a low level of rigidity showed high levels of personal mobility, which suggests that they are capable of flexibility and adequate changes in response and behavior in different social situations.

Rigidity is a kind of defense mechanism that blocks information that does not correspond to a person's perceptions of the world, preventing the adoption of new decisions if they do not correspond to the currently available perceptions, thus complicating the change of point of view and cognitive decentralization, which determines the inertia of subjective positions. Personality rigidity also makes it difficult to reflect on the past; a person focuses on past events, retains irrelevant, outdated knowledge, and has difficulty gaining new experience. In view of the above, we can summarize that personality rigidity is an important systemic property of a personality that can play a positive role in personality development, maintaining internal balance, stability and constancy of the personality's mental makeup, and (at high levels) to act as a kind of obstacle to the necessary personal transformations in changing external circumstances, to be a psychological barrier to the manifestation of flexibility, mobility, plasticity in various spheres of human life (including professional), which, in turn, contributes to the manifestation of personal tension of teachers.

The next stage of our study is the implementation of rapid diagnostics of the level of psychoemotional stress (O. S. Kopina, K. O. Suslova, E. V. Zaikin). The questionnaire includes methods of rapid diagnosis of PES and

related factors: self-assessment of health; psychosocial stress; life satisfaction; satisfaction with living conditions; satisfaction of basic life needs. Analyzing the results of the study using this methodology, we can state the following:

-The respondents have a low level of self-assessment of health (42%). Low self-assessment of health, according to our data, is associated with increased stress levels and low life satisfaction. This indicator indicates that most teachers consider their health to be unsatisfactory. This may be due to physical and mental exhaustion caused by the stressful conditions of war. Low self-assessment of health can be the cause of increased anxiety, depression and a general deterioration in quality of life.

-Regarding the indicator "L. Reeder's Psychosocial Stress Scale", we also observe a pronounced low level of its manifestation (36%). This indicator can reflect both the presence of high levels of stress and possible adaptation to chronic stressful conditions. Teachers may experience constant pressure that affects their ability to effectively perform their professional duties and maintain emotional well-being.

-O. S. Kopina's life satisfaction scale is characterized by a low level of expression (42%). The teachers who participated in the study are generally dissatisfied with their lives. This may be the result of prolonged experience of stressful situations, lack of stability and security, which are typical for war conditions. Low levels of life satisfaction can also affect motivation and overall mental health.

-The low levels of the studied teachers' scores on the scales of "satisfaction with the living conditions of O. S. Kopina" (50%) and "satisfaction with the basic life needs of O. S. Kopina" (48%) were found. These indicators show that teachers are not satisfied with their living situation. This may include dissatisfaction with material conditions, social support, housing conditions, and other aspects that affect their ability to feel stable and comfortable.

War creates extreme conditions that significantly affect the psycho-emotional state of people. Teachers, like other professional groups, face constant risk, uncertainty and anxiety about their future and the future of their loved ones, which causes constant personal tension in the subjects. As a result, this can lead to increased levels of anxiety and stress, exhaustion and reduced performance, social isolation and a sense of helplessness.

The study of organizational development of general education institutions where the employees under study work was conducted using the questionnaire "How is your organization developing?" by W. Siegert and L. Lang (modified by L. Karamushka). The diagnostics we conducted made it possible to study two selected indicators of organizational development: "organizational maturity"

(maturity of organizational development) and 'problematic organizational development'. Based on these indicators, the following levels of organizational development were identified: "constructive" level; 'crisis level'; 'problematic' level.

As for such indicators of organizational development as "organizational maturity" and "organizational development challenges" (see Fig. 4), the data obtained show that a significant number of surveyed teachers indicated an average level of development of "organizational maturity" (55%) and a low level of development of "organizational development challenges" (47%). This indicates, in our opinion, certain positive trends in the organization: employees have an idea of the goals of their organization; participate in the life of the organization; understand that they can contribute new ideas and suggestions to improve organizational processes, but do not fully do so.

In their turn, organizations strive to create favorable working conditions for their employees; try to give preference to a democratic management style; identify and implement promising, innovative areas of activity, etc. However, the average indicator of "organizational maturity" still indicates insufficient work in this direction.

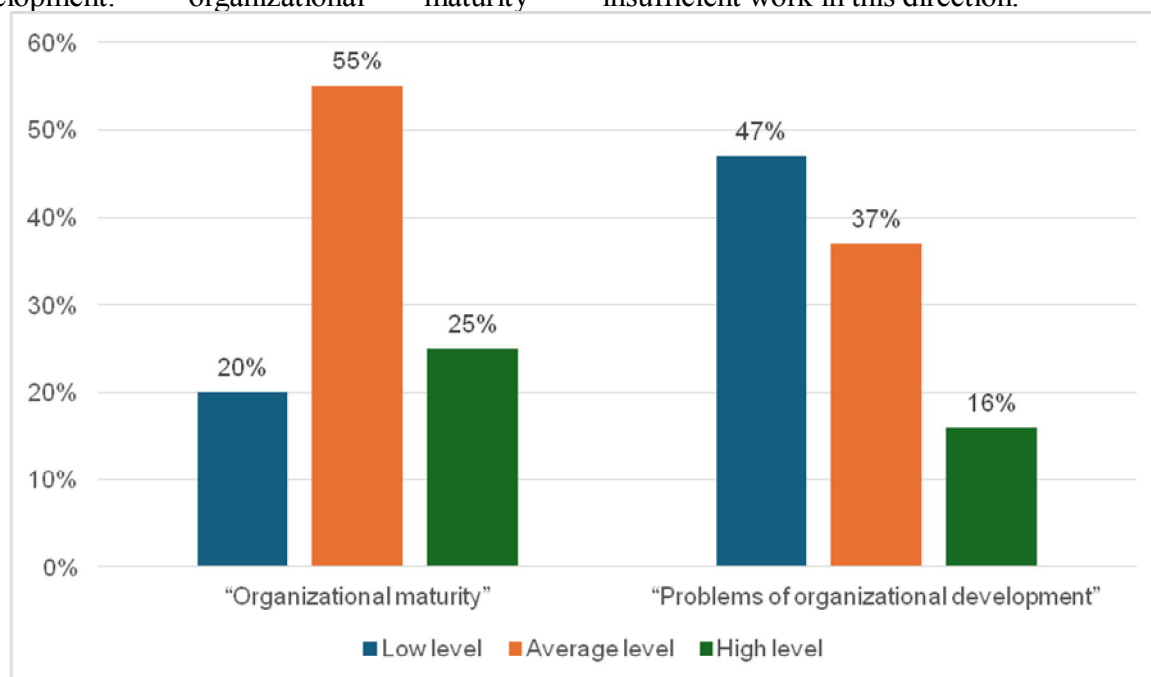


Fig. 4. The level of development of organizational development indicators in educational organizations (in % of the total number of respondents)

At the same time, it should be noted that 20% of respondents note a low level of development of "organizational maturity" and

16% - a high level of development of "organizational development problems". This means, in our opinion, that despite all the efforts

of the organization to promote organizational development, there are still significant problems in the activities of general education institutions, since a relatively large proportion of respondents believe that their organization lacks clarity in defining the goals of the organization, many goals are not known to employees; employees do not participate in defining goals; they rarely identify with the decisions made, rather they perceive these decisions not as “theirs” but as directed against them; employees find it difficult and almost impossible to communicate with the management of the organization. Thus, it can be said that school leaders should pay special attention to departments where favorable working conditions are not created, where authoritarian management style prevails, where access to information is determined by the status of the employee rather than his or her functions, where inefficient performance of functions is observed, where performance evaluation is often based on emotions or superficial observations.

The results also made it possible to determine the levels of organizational development of general education institutions (see Figure 5). The study found that only 20% of respondents consider the level of development of the general education institution where they work to be “constructive”. More than half of the respondents (67%) consider the level of organizational development of their educational institution to be “problematic”. A relatively small part of the respondents (13%) noted the “crisis” level of organizational development. The data obtained indicate, in our opinion, the need for the management to review the policy and style of leadership in educational institutions, improve working conditions in the organization, create conditions for teachers' self-realization, etc. Thus, educational institutions are on the way to developing and improving management systems, increasing the efficiency of the organization.

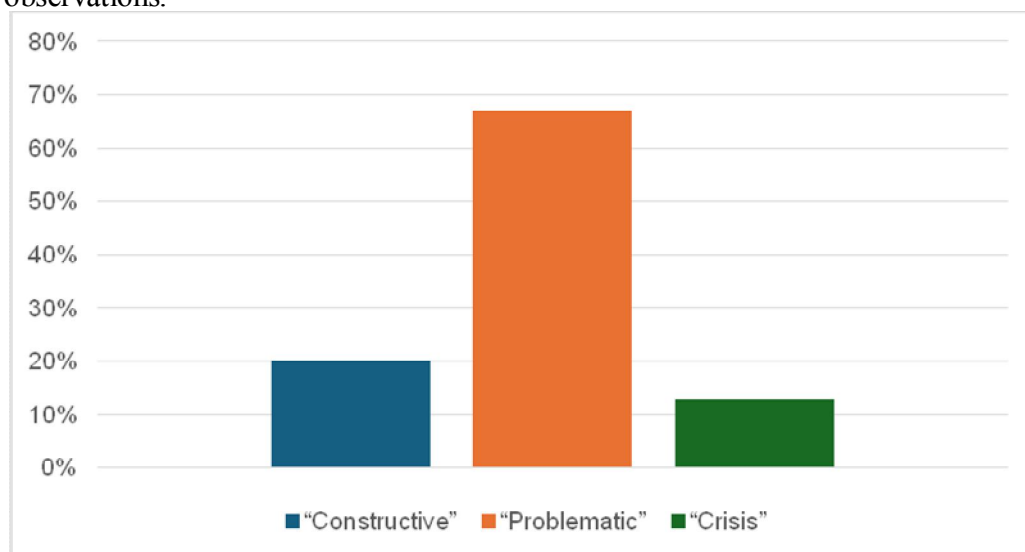


Fig. 5. Level of development of organizational development indicators in educational institutions

In our opinion, the prevalence of the “constructive” level of organizational development (20%) over the “crisis” level (13%) indicates a positive trend in the development of general education institutions during the war.

To study the psychological climate in the team of pedagogical workers, we conducted the methodology “Diagnostics of the psychological climate in the team” (V. Shpalinsky, E. Shelest). The graphical representation of the results is

shown in Fig. 6. According to the data obtained, more than half of the respondents assess the psychological climate in their team as favorable. 55% of the surveyed teachers are satisfied with their relationships with colleagues, managers, as well as with their work, its process and results. They note the overall positive mood in the team, which contributes to their creative potential and desire to work in the institution, using their creative and physical resources to benefit others.

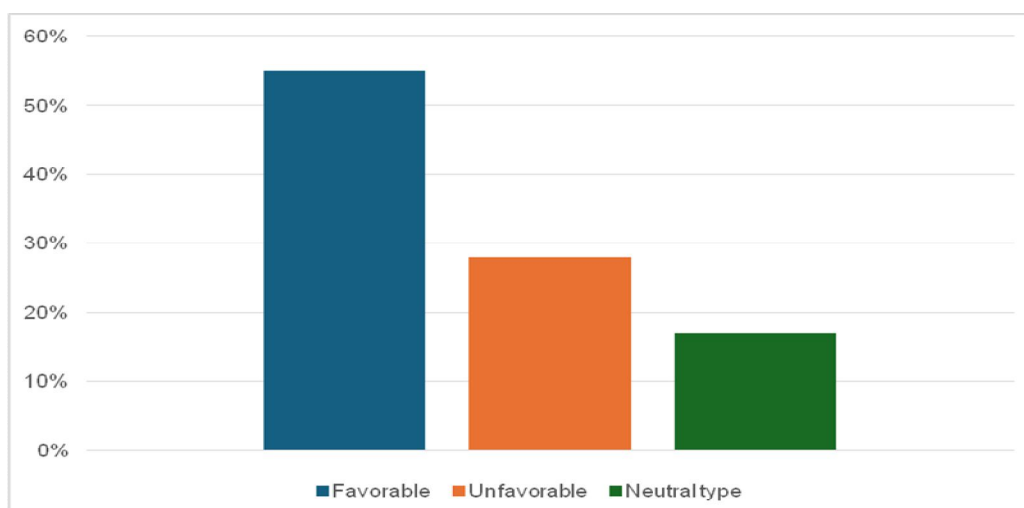


Fig. 6. Levels of organizational development according to the methodology “Diagnostics of the psychological climate in the team” (V. Shpalinsky, E. Shelest)

At the same time, 28% of teachers assessed the psychological climate in their teams as unfavorable. They express dissatisfaction with interpersonal relationships with colleagues and management, as well as with working conditions and content. They report a low level of satisfaction with cooperation, mutual assistance, and trust among employees. Also noteworthy are the responses of 17% of respondents who rated the psychological climate in their team as neutral. These teachers point out the simultaneous existence of signs of both favorable and unfavorable climate, recognizing the prevalence of trusting interpersonal relationships, but consider the level of their manifestation insufficient, and note a positive but low degree of mutual assistance, mutual support, and job satisfaction.

To study the meso-level factors, we also used the methodology “Determination of the Group

Cohesion Index” (Sichor). The graphical representation of the results is shown in Fig. 7.

According to the survey results, the respondents mostly have an average level of team cohesion (45%). Teams with this level of cohesion are characterized by a stable system of interpersonal relations, where team members successfully solve tasks requiring joint and coordinated actions, especially those considered important by the majority. Tasks that the team considers less important are solved less effectively, although a friendly style prevails in the relations between team members. A high level of cohesion was found in 17% of teachers. Teams with this level of cohesion are characterized by a democratic style of leadership and a clear understanding of the goals and objectives of joint activities. Members of such teams can solve complex and diverse tasks, including those that go beyond their immediate responsibilities, but are socially necessary and socially useful.

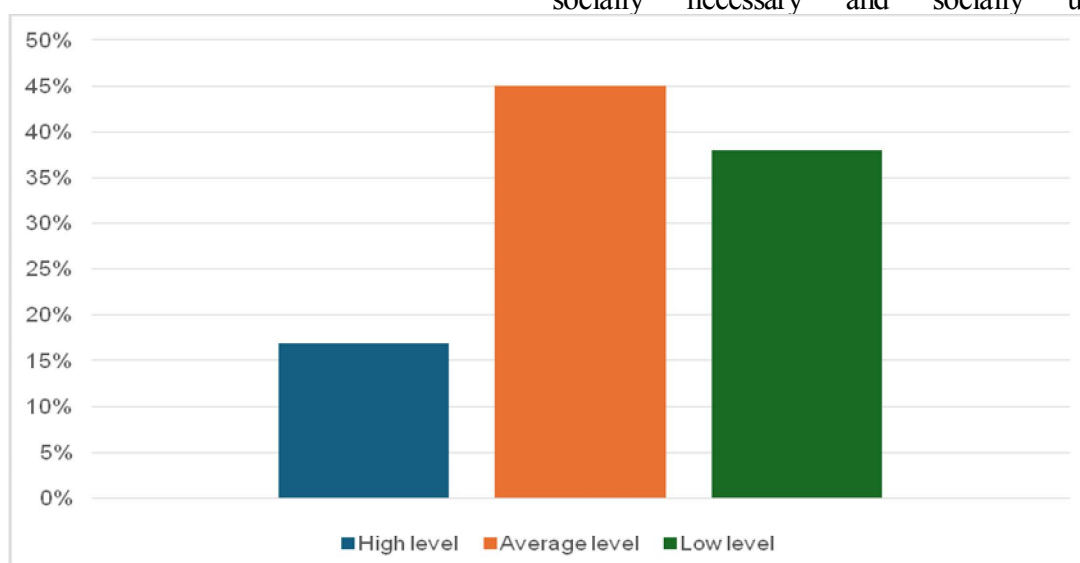


Fig. 7. Results of the diagnostic methodology “Determination of group cohesion” (Sisor)

A low level of cohesion is observed in 38% of teachers. Such teams lack well-established joint activities, cohesion and motivation to work together. Tasks can be solved only after they are divided into independent components, which is proposed to be solved by individual team members.

Heads of educational institutions should pay attention to the level of team cohesion. It is necessary to introduce measures aimed at increasing team spirit and cooperation. These can include team building trainings, joint projects and activities that promote communication and trust between team members. It is also important to stimulate motivation to work together through a system of rewards and recognition of achievements. Ensure effective adaptation of new employees to the team so that they quickly become part of the team and can effectively interact with other members.

Monitor the emotional state of employees, provide psychological support if necessary, and promote a positive and supportive atmosphere in the team.

In general, educational managers should pay constant attention to the development of team cohesion, as it directly affects work efficiency, employee motivation, and the achievement of educational goals.

Conclusions. Personal tension is a psycho-emotional state that occurs in response to a variety of internal and external factors that cause stress. This condition is characterized by feelings of anxiety, nervousness, irritation, a sense of uncertainty and sometimes helplessness. In the context of professional activities, personal tension can affect an employee's performance, motivation, and overall mental health.

Professional manifestations of personal tension are characterized by a decrease in productivity, procrastination, burnout, and emotional disorders. Personal tension is a complex multifactorial condition that manifests itself at different levels of personality functioning: emotional, cognitive, physical, behavioral, and professional.

Educators, like workers in many other fields, may be exposed to a variety of factors of personal tension. Many scholars group these factors into the following groups: organisational and professional, socio-demographic, meso-level, micro-level, etc.

Based on the empirical study of the factors of personal tension of education workers, it was found that on average, most of the studied education workers have high rates of severity of the main manifestations of personal tension (anxiety, rigidity, psychological stress and indicators of psycho-emotional stress), which negatively affects their psychological well-being. Considering the influence of organisational and pedagogical factors of employees of educational institutions can help reduce anxiety, rigidity and stress and regulate the psycho-emotional stress of teachers. Particular attention from the management of the educational institution and psychologists in terms of preventing personal tension is required for 'ordinary' employees with less work experience, less seniority and lower qualification level.

In general, the results of the ascertaining stage of the study revealed the severity of personal tension in a significant number of the studied teachers. Most of the organizational-functional factors we studied have a very limited statistically significant relationship, both positive and negative, with all manifestations of personal tension, except for anxiety and rigidity, and therefore are not important correlates of personal tension. Whereas the group of psychological factors, which includes such characteristics as the level of organizational development, psychological climate in the team and team cohesion, and the group of organizational and pedagogical factors, according to the results of our study, are important correlates of personal tension of teachers. This emphasizes the need to develop and implement a correction program aimed at reducing tension and improving the psychological climate in the educational environment, which is a prospect for further research.

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ДОСЛІДЖЕННЯ ОСОБИСТІСНОЇ НАПРУЖЕНОСТІ ПРАЦІВНИКІВ СФЕРИ ОСВІТИ

Вступ. Особистісна напруженість працівників сфери освіти в умовах війни є особливо актуальною темою дослідження через низку специфічних викликів, з якими вони стикаються. Війна значно підвищує рівень стресу, оскільки освітяни переживають за своє життя та безпеку своїх близьких. Постійні повітряні тривоги, небезпека обстрілів та інші фактори війни створюють сильний психологічний тиск, що може призвести до розвитку посттравматичного стресового розладу (ПТСР) та інших психологічних проблем. Війна змушує освітні установи адаптуватися до нових умов. Це включає перехід на дистанційне навчання, роботу у тимчасових притулках або школах, що були переведені в інші регіони. Освітяни повинні швидко адаптувати свої методи та матеріали до нових обставин, що додає додаткової напруженості. Вчителі часто виступають в ролі психологічної підтримки для своїх учнів, які також переживають наслідки війни. Це накладає додатковий емоційний тягар на освітян, які повинні не лише виконувати свої професійні обов'язки, але й підтримувати своїх підопічних у складних психологічних умовах.

Теоретичне підґрунтя. Аналіз літератури показує, що існує чимало робіт як зарубіжних, так і вітчизняних вчених, присвячених проблемі особистісної напруженості. Ці дослідження охоплюють різні аспекти цієї теми. Зокрема, праці Л.Аболіна, Н.Наєнко, Т.Немчина аналізують особливості напружених і складних професійних ситуацій. Роботи Д.Барлоу, А.Бека, Д.Вестбрука, А.Карачевського зосереджуються на змісті дезадаптивних станів і механізмах їхньої регуляції. Дослідження Д.Бека, Д.Кларка, Р.Ліхі, В.Паробія, О.Романчука та О.Сергієнка розглядають особливості негативних психічних станів і методи їх подолання.

Динамічні зміни, що відбуваються в українському суспільстві, значною мірою впливають на освітню сферу. Це призводить до появи численних стресових факторів у діяльності працівників освіти, які разом з їхніми особистісними характеристиками сприяють виникненню професійного стресу. Такий стрес негативно впливає на ефективність професійної діяльності та загальне самопочуття, що викликає напруженість. Враховуючи ці обставини, дослідження психологічних чинників особистісної напруженості серед працівників закладів освіти потребує додаткового вивчення.

Методи дослідження. Зокрема, в ході дослідження нами використані дві групи методик. Першу групу методик, які спрямовані на вивчення основних проявів особистісної напруженості серед педагогічних працівників складають: методика виявлення рівня тривожності Тейлора в адаптації Т. А. Немчинова, методика «Шкала психологічного стресу PSM-25» (адаптація Н. Є. Водоп'янової), методика «Діагностика ригідності» (Г. Айзенк) та «Експрес-діагностика рівня психоемоційної напруги» (О. Копіна, К. Сулова, Є. Заїкін). До другої групи методик, які спрямовані на виявлення взаємозв'язків між рівнем розвитку особистісної напруженості працівників сфери освіти та чинниками мезорівня, нами віднесено такі методики: анкета-«паспортчика», опитувальник «Як розвивається Ваша організація?» В. Зігерта, Л. Ланга (модифікація Л. Карамушки), методика «Діагностика психологічного клімату в колективі» (В. Шпалінський і Е. Шелест; методика «Визначення індексу групової згуртованості» (Сішор). До чинників мезорівня нами віднесено три підгрупи: організаційно-функціональні, психологічні та організаційно-педагогічні.

Обробка результатів дослідження проведена за допомогою математико-статистичних методів (використаний кореляційний аналіз за критерієм Спірмена). Узагальнення результатів здійснено з використанням інтерпретаційних методів (класифікація й узагальнення емпіричних даних).

Результати дослідження. На основі проведеного емпіричного дослідження чинників особистісної напруженості працівників сфери освіти, встановлено, що в середньому більша частина досліджуваних працівників сфери освіти мають високі показники вираженості основних проявів особистісної напруженості (тривожності, ригідності, психологічного стресу та показників психоемоційної напруги), що негативно позначається на їх психологічному благополуччю. Врахування впливу організаційно-педагогічних чинників працівників закладів освіти може сприяти зниженню тривожності, ригідності проявам стресу та регулюванню психоемоційної напруги педагогів.

Особливої уваги з боку керівництва освітнього закладу та психологів у плані профілактики особистісної напруженості потребують «рядові» працівники, з меншим стажем трудової діяльності, меншим стажем на посаді та з нижчим рівнем кваліфікації.

Загалом, результати констатувального етапу дослідження виявили вираженість особистісної напруженості у значній кількості досліджуваних педагогічних працівників. Більшість досліджуваних нами чинників з групи організаційно-функціональних мають дуже обмежений статистично значущий зв'язок, як позитивний, так і негативний, з усіма проявами особистісної напруженості, окрім тривожності та ригідності і тому не є важливими корелятами особистісної напруженості. Тоді як група психологічних чинників, яка включає такі характеристики, як: рівень організаційного розвитку, психологічний клімат у колективі та згуртованість колективу та група організаційно-педагогічних чинників, за результатами нашого дослідження, є важливими корелятами особистісної напруженості педагогічних працівників. Це підкреслює необхідність розробки та впровадження програми корекції, спрямованої на зниження рівня напруженості та покращення психологічного клімату в освітньому середовищі, що є перспективою подальшого дослідження.

Висновки. Особистісна напруженість – це психоемоційний стан, який виникає у відповідь на різноманітні внутрішні та зовнішні фактори, що викликають стрес. Це стан характеризується почуттям тривоги, нервозності, роздратування, відчуттям невизначеності та іноді безпорадності. В контексті професійної діяльності, особистісна напруженість може впливати на ефективність виконання обов'язків, мотивацію та загальне психічне здоров'я працівника.

Професійні вияви особистісної напруженості характеризуються зниженням продуктивності, проявами прокрастинації, вигоранням, розладами емоційної сфери. Особистісна напруженість – це складний багатофакторний стан, що виявляється на різних рівнях функціонування особистості: емоційному, когнітивному, фізичному, поведінковому та професійному.

Освітняни, подібно до працівників у багатьох інших сферах, можуть зазнавати впливу різноманітних чинників особистісної напруженості. Багато науковців об'єднують чинники в групи: організаційно-професійні та соціально-демографічні; чинники мезорівня, чинники мікрорівня тощо.

Ключові слова: особистісна напруженість; чинники особистісної напруженості; психоемоційна напруга; працівники сфери освіти; професійний стрес; соціально-психологічний клімат.

Концептуалізація – Костю С. Й.

Методика – Алмаші С. І.

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