

University of Sciences Pécs

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Female teachers' mental hygiene state with special regard to the development of their professional and female identity

Resume of the doctoral [Ph.D.] thesis

Katalin Borbáth

Supervisor: Professor Dr. Attila Horváth H.

1. Problem Identification

In Hungary, the statement that the teaching profession has become feminised is accepted as and has mostly negative connotations. Interpretation of this feature as a problem is a cliché in the pedagogical literature and practice nowadays too, although since 1989 it has been conceptualized that it can yield positive effects and understandings (Buda, 1989, Thun, 2005, Rédai and Sáfrány 2019). We were

inspired primarily by Thun's studies (Thun, 1996, 2012) to work towards the theme of female teachers' identity, and the importance of awareness of this topic.

Buda (1996) in his study has thought through the negative connotations in detail, from psychological, educational, and social angles, concluding that there is no danger, or that the feminization of the teaching profession may not have any significant impact. At the same time, Buda says that women, by nature, are more sensitive and more capable of empathy than men. In our opinion, the explanation of these features has nothing to do with the temperament of the female, hence, in the field of pedagogy, which is dominated by women, could we notice empathetic expressions, or expressions without empathy.

The question arises whether gender itself predisposes an individual toward certain operational behaviour patterns, or toward a state of mental hygiene, or whether personal disposition makes a difference? The latter arises in studies by Zsuzsa F.Lassú (F. Lassú, 2001, 2004).

One question remains: whether the plurality of the female personality plays a role? How much are women aware of their personality, how authentically do they live? Do they simply adjust their personality to the expectations of society (Kovács E., 2012)? How aware are female teachers of other questions relating to their profession? Does the measurement of awareness make any difference in the mental hygiene state, or to the extent of burnout? In what circumstances could they sustain a healthy personality?

Another issue further complicates the matter: how the state of teachers is influenced by the way the topic of gender is handled in schools, and the almost complete invisibility of the topic in everyday life.

The awareness is also a question according to how developed the professional personality is.

Whether an individual who is aware of her place and has built her professional personality is less vulnerable according to the controversial expectations upon women (like a teacher and like a female)? Does an individual who is more aware choose her operational skills and reactions, does she feel her identity as a whole, and experience greater protection in her state of mental hygiene? It has become clear that this awareness when developing female and professional identity is a basic point in our examination.

Another important point of view for us is that we intended to examine the female teacher's mental hygiene state, not just merely from the deficiency side, but from the resource's side also. For this reason, the approach of positive psychology found a place in the research and the interpretation.

From this aspect, we do not focus on deficit, but psychological well-being and its elements.

2.Aims of the research

We worked with the fact that, nowadays, the majority of teachers in schools are female, so the aim of the research became to assess the general state of mental hygiene in female teachers, and its causal relations. The long-term aims of the research are to contribute to the creation of a state of well-being with relation to teacher's mental hygiene; and through their state of well-being, thrive in a school climate, and indirectly help to create a less stressful, healthier climate for the students.

We hope that, using our results, it would be possible to plan a more appropriate, more distinct developmental package, which could help to tackle the issue at its root.

Another aim of our research is to refute those theoretical pathways and practical misbeliefs which surround the concept of the feminization of the teaching profession.

The research has a specific focus on female teachers' mental hygiene states in connection with their developing professional and female identity, so as to provide a many-sided view which allows us to be aware of certain nuances.

3.Theme of the dissertation

This dissertation examines personal and professional identity, focusing on active female teachers' mental hygiene state, and searches for relationships between presence of personal and professional identity, their level of elaboration, and the state of mental hygiene. It is important to point out the survey of the mental hygiene state came from two directions. From burnout, and from the shape of personal life orientation as a predictor of psychological well-being.

The dissertation represents psycho-dynamical theoretical aspects of the personality, which has roots in the possibility of continuous development, and it seeks to identify the presence of the conscious shaping of it with the complex examination of the female teachers' mental hygiene state.

The most appropriate definition of the dynamic personality concept approach is the integrated, three-leveled model of McAdams (1995), which attempts to summarize all the personality concepts of the different psychological directions. In his model, he endeavours to sum up the personality models: and writes that, on one level, we have found basic personality traits; on another level there are personality concepts (attitude, motifs, beliefs, roles, etc.) which depend on social environment. He assumes the existence of a third level of the personality also, which contains identities and narratives of the personality which can be organized into a narrative identity.

4.The actuality and relevance of the theme

The actuality of the researched theme has been shown by its topic. It deals with the educational field, which is always affected by contemporary issues. Including the topic of the educational field, the research concentrates on the actors in the process, those who determine the quality of the education: the teachers. In this way, it is connected to the field of teachers' personality research, which is nowadays undergoing something of a renaissance (Göncz, 2014, 2017). Since the research (which sprang from the fact that the majority of teachers are women) has focused on female teachers, it finds a connection with surveys on gender in school, including teachers functioning, methods, and effects of teaching (Kovács, E., 2019). The novel start point of the research is the examination of the female teacher's mental hygiene state from multi-angled ways integrated to the objects of the research, the questions of professional identity and psychological well-being. At this point, we would like to open the readers' eyes to the fact that Finnish education, which is one of the most modern, up-to-date educational models, places a huge emphasis on the creation of professional identity. It is easy to find connections between the features of the system and the atmosphere in Finnish schools and the teacher training model. It is not the aim of this dissertation to explain the Finnish teacher training system, but we would like to make use of those connections which relate to teachers' personality, identity, and professional identity. To begin with, it should be mentioned that support of teachers' professional identity plays a central role in the model. This importance of this central role has been intensified by the relationship between surveys and teaching, which makes the professional self and identity stronger during the years spent studying at university. Orsolya Kálmán says that there aren't special Finnish methodologies; the essence is in the interplay of the educational effect systems (Kálmán, 2008, 3.). The Finnish teacher training system pays extra attention to

shaping the teachers' own identity; as they urge the creation of a personal teacher's image (Kálmán, 2008). An important element of the Finnish teacher training system is the preparation of teacher candidates for continuous self-reflection and the development of critical thinking elements of which play a part in the creation of professional identity also (Csapó, 2015). Through the influence of the Finnish teacher training model, the educational system has started to change in some European countries, and more and more countries emphasize research-based learning. Hungary has also started the promotion of research-based education. One sign of this process is that the highest qualification of the teachers' professional pathway goes to teachers who do surveys (Csapó, 2015).

The Finnish teacher training system supports candidates to form their own frames of methodology, theory, and thinking (Kálmán, 2008). In teacher training for candidates or active teachers equally, professional development is connected to their personal and academic way of learning. The integration of the contents of teacher training provides research-based teacher training and narrative biography-based, self-reflective thesis, and portfolio writing practice (Kálmán, 2011).

Criteria which characterize the emotional life and the everyday atmosphere of Finnish schools (natural lifestyle, calm and balanced teachers and students, well-organized systems, trust and independence for children, an efficient system, and the openness of the learning environment) all assume the presence of psychological well-being and teachers' attention to it (Kálmán, 2008). The system probably helps the well-being of the candidates, while diminishing their level of anxiety with not giving marks also. The few administration tasks support teachers' renewing and psychological well-being too. Also, the Finnish teachers are valued socially and financially as well.

It is a relevant feature of the Finnish teacher training system that candidates do not simply become familiar with the teaching profession, but their personalities are changed by the process. These changes are connected to the structure of the

training system which is based on self-knowledge, research, and active learning (Hercz, 2008).

Namely, we can state that the features of a successfully operating teacher training system are the researched-based aspects, the acquisition of self-knowledge, and also skills of self-reflection and building a personal professional identity, which is based on the previous.

By these criteria, the Finnish system creates a huge amount of awareness in teachers(candidates) which is an essential component of the professional personality of the teachers that we are examining.

5.The structure of the dissertation

There are two major components in the dissertation: background literature, and the introduction of the research. The diversified background knowledge of the research is represented with studies of several scientific areas, which are exhibited via thematic junctions. These junctions have been organized into spiral frames. This review attempts expansively to display all the connected elements of the interdisciplinary scientific background knowledge, with clear concepts.

But the extended scientific background needs some thematic narrowing also, so we present in detail only the more significant elements of this knowledge.

The object of the first unit is problem identification, which questions the state that the feminization of the teachers' profession is a real problem. Instead, we suggest differentiation points that lead us to plan a four-aspect examination.

In the second unit, we work with the basic concepts, demonstrating the concept of personality, identity, professional identity, and teachers' personality.

The object of the third unit is the surveys on teaching professions. After demonstrating the antecedents, it deals with the current, personality psychology rooted research.

In the fourth unit from the classical Jungian theories, via Jungian feminist psychoanalytical writers, we reach one of the central elements of the dissertation: the psycho-dynamical theory of the female typology concept.

The fifth unit takes a new angle: broadening our horizon to the sociological aspects. From gender studies- which balances on the edge of psychology and sociology - we present the aspects which deal with themes on teachers and are relevant to our survey.

The sixth unit of the first part stays within the world of schools and has shown the main issues on school mental hygiene: stress, burnout, and prevention.

The seventh unit goes further, after having shown deficits in mental hygiene it talks about strength through introducing positive psychological aspects.

After these units is the second part of the dissertation: the demonstration of the research itself.

The first unit of the second part explains the planning, methodology, aims, and frames of the research, that the introduction of the questionnaires has come built on the four-aspects examination, and the limitations. The object of the second unit of the second part is the demonstration of the concept of the research, to describe the hypotheses, and to outline the methodology of statistical analysis of the survey.

The third unit of the second part is describing the pure statistical results of the examination. The describing and comparative statistical facts are organized into tables and visualized by graphs. The presentation of the results follows the order of the hypothesis, the factors, and the orders of the questionnaires.

In the fourth unit of the second part, the interpretation of the statistical result according to the hypothesis and the literature of the field. Results of each of the examination tools (the four specific questionnaires) are analyzed and also, we have done their comparative analysis in pairs too.

The fifth unit summarises the previous unit's analytical states. The sixth unit contains the suggestions built upon the conclusions of the examination. In the seventh unit, we can find the literature details and the appendix describing all the used four questionnaires.

6.The main elements of the interdisciplinary background literature

The background literature of the dissertation is summarizing several scientific areas. Educational Studies, Gender Studies, Psychology, Mental hygiene, Sociology, and boundaries of scientific areas are the disciplines we are dealing with.

In the dissertation we deal with most of the main elements (except for basic skills and capability) of the surveys of the teachers (traits of an effective teacher; pedagogical skills; basic personality traits; detecting the basic skills; knowledge influencing effectiveness; practical skills; pedagogical thinking; detecting traits and specialties of pedagogical decision making; detecting beliefs and practical philosophy of teachers; defining reflective teaching; Falus, 1998). We deal with the traits of effective teachers (as we meant it: they occupy a state of psychological well-being) (Szebedy, 2005), the basic traits of a teacher (Göncz, 2017), pedagogical thinking; decision-making; detecting believes; practical philosophy; and capability of reflection of teachers.

The McKinsley report (2007) gave a new dynamism of the research approaching the personality of the teachers by stating that the most important part of the pedagogical work is the personality of the teacher.

The cognitive pedagogical direction, namely the reflective teaching theme has got an emphasis in the dissertation mostly building upon the works of Szivák (2010). Before we talk about the teacher personality surveys- which touch the territory of personal psychology- we draw up multivarious personality concepts (McCrae and Costa, 1987, McAddams,1995).

Identity presents as a common theme of social psychology and personality psychology is (Erikson, 1963). The theme of narrative identity fits in this row (László,2008), as does the concept of teacher's professional identity (Korthagen, 2004). Newsy topics among themes of teachers' professional identity is the balance of work-private life, or private life-work conflicts topics, which coloured our work also. On the psychological side we deal with mostly Jungian personality theories(Jung, 1934/1954). Among these theories, we mention the psychological types theory, including the extraversion-introversion dimension concept (Eysenck, 1978, Hull, 2011) and the Jungian feminist psychoanalytic studies. We gave extra attention to Jean Shinoda Bolen (Bolen, 1984/2009) Jungian psychoanalyst archetypes categories and preludes of this. We show some thoughts from feminist pedagogy literature which focuses on female teachers and from feminist psychoanalytic literature with a focus on the female psyche. The critical analysis of the feminist psychoanalytic direction and its thoughts on Bolen's typology is also demonstrated. Furthermore, it has shown the founding of the place of female psychoanalysis among counseling as an applied science by also Enns's studies which we mention shortly (Enns 1993,1994).

The fertilization of the basics of positive psychology and some aspects of school psychology plays a part in theoretical and practical education, which are both fundamental basements for the dissertation. Positive psychology examines the state of the psyche from the perspective of health (Peterson and co, 2000, Csíkszentmihályi, 1997/2001, Oláh 2005), which creates a balance according to the theories that come from the deficit states.

Piko's (2010) ideas also gave inspiration to the planning of the research since the theories and practice of non-traditional mental hygienical supporting factors are important parts of the scientific background of our survey. The most significant positive psychological based researches and theories on the teacher's traits and the field of education are mentioned also (Holecz és Molnár, 2014, Kun-Szabó, 2017).

The background literature of the survey has some roots in gender studies as well. They mostly come from the educational sociology aspect, since important bases of the research are the studies which pioneer the examination of female teachers' identity (Thun, 1996, F. Lassú, 2001, Kereszthy, 2005).

Building upon these, the background literature touches on studies from mental hygiene as a boundary scientific area, which regards the development of burnout examination as the most important thematic element. We can follow the burnout topic through Maslach and her colleagues' examinations (Maslach 1981, Leiter és Maslach, 2016). Applied psychological research on teachers' mental hygiene are organic parts of the dissertation too. It worth mentioning among the Hungarian researchers Petróczy and her colleagues (1999), Ónody (2001) Paksi and her colleagues (2006, 2015), and from the international literature Seibt, Spitzer, Druschke, Scheuch és Hinz, (2013), Antalka (2015) examinations.

Next to all of these theoretical strata, we can regard school psychological attitude (Borbáth, 2010) and institutional mental hygiene examinations (Szabó-Jagodics, 2016) as antecedents.

Hypotheses

We presume that just a certain group of female teachers are in a state of fragile mental hygiene. And this feature refers to the fact that it is not a consequence of the feminization of the teaching profession. The detailed hypotheses control this assumption, where we are looking for evidence that the mental hygiene state

shows differences between certain groups among female teachers. In this survey, we measure mental hygiene by the burnout state and the attitude of life orientation. More differentiation research is made possible by the four-aspect examination. As we examine the problem, we set one fundamental (H 0.) and five main hypotheses, next to them we composed some more hypothetical sub statements also.

We are convinced that with proving or disclaiming hypotheses shown hereafter, we can draw a complex picture about female teachers' state of professional identity, the elaboration of their professional identity, and features of their female identity.

Our start point is H.0. We assume fundamentally that the state of female teachers' professional identity, the elaboration of their professional identity, and features of their female identity are in connection with their mental hygiene state. Examining our start point we established some more hypotheses:

H.1. We presume that female teachers' mental hygiene state is in connection with their life orientation. We assume that the more optimistic life orientation comes along with the healthier mental hygiene state.

H 2. Female teachers' mental hygiene states are different according to their place of living, / position/ spending years in the teacher profession/ professional field/ qualification.

H 2. 1 We assume that the teachers' mental hygiene states are different if they live in Budapest or if in the countryside.

H 2. 2 We presume that spending years in the teaching profession and mental hygiene states are connected to each other.

H 2. 3 Teachers working in different areas have different mental hygiene states.

H 2. 4 We presume that teachers' mental hygiene states are different due to their type of qualification.

H 2. 5 We presume that teachers' mental hygiene states are different according to their position.

H 3. We assume also that female teachers with variant archetypal characterization have different mental hygiene states, life orientation, and professional identity traits.

H 3. 1. Female teachers' archetypal characterizations are different due to their place of living, / position/ spending years in the teacher profession/ professional field/ qualification.

H 4. Female teachers' professional identities are different according to their place of living, / position/ years spent in the teacher profession/ professional field/ qualification.

H.5. We presume that the female teachers' mental hygiene state and life orientation are in connection with their professional identity state.

H 5. 1 We assume that forms of openness (transfers actively or passively) are connected with burnout controversially while closeness approaches are connected to burnout directly.

H 5. 2 We assume that reflective ways of thinking (the predisposition for self-knowledge, self-reflection, self-monitoring, self-correction, self-congruence, reflective learning) controversially are in correlation with burnout.

H 5. 3 We presume that flow/ creating/ experiences in everyday teaching are in correlation with psychological well-being and controversially are in correlation with burnout. While not experiencing flow/ creating/, experiences and using an achievement-oriented attitude in everyday teaching is in correlation with stronger burnout and smaller psychological well-being.

H.5. 4 Attitude of teachers and their beliefs (achievement, child-centred aspect, spirituality) influenced patterns of burnout and psychological well-being.

H.5. 5 The mental hygiene protecting factors -which are the generally known prevention factors of burnout- such as (sport, spiritual attitude, hobby, relaxational and creative activities) can reasonably be said to be in connected with smaller burnout and higher psychological well-being.

H.5. 6 We also assume that features of professional human relations influence the patterns of burnout and psychological well-being.

7.Paradigm and the Framework of the Research

The chosen research paradigm is a quantitative one, which presents us with the possibility that in the cognitive process we could lean on broadly collected data, and also by that, we could give an answer for our research questions based on facts, which comes from systematic measurement and quantifiable data. The research itself is based on inductive, conclusion-searching, partly describing strategy, which gets its starting point from the everyday reality of school life.

Accordingly, we have chosen examinations using questionnaires in an empirical testing form (Kontra, 2011). We applied to our paradigm of the survey a conclusion-searching, partly descriptive strategy, while we introduced the meanings of the examined question, and furthermore, we were able to analyze the connections and interactions of the features. Using questionnaires emerged as an adequate methodology of the research which in the meantime gave us the opportunity for an integrative approach also.

We have connected the main two questions of the teachers' personality research, while we integrated the question: “what makes a good teacher?” into the question: “how does the process of becoming a teacher work?” We broadened this direction with the aspects of mental hygiene and, because in the teaching profession we find mostly women, so we should examine the role of their female identity elaboration too.

The present survey has planned to examine the transformation of female teachers' identity and mental hygiene state. The most expedient way of planning this examination appeared to be by using two validated and two personal creating questionnaires, as a comparative survey.

For the examination, we have done the four questionnaires of statistical analysis which together make up a complex whole, since all of them have grabbed a part of the personality and the psychological state relevant aspects, like mental hygiene state, life orientation, the feature of professional personality and archetypes of female identity. For mapping the mental hygiene state, we used to measure burnout in the validated and broadly applied Maslach Burnout Inventory Educators Survey (Schwab, Maslach, Jackson, 1986).

For measuring life orientation, we used the also validated LOT-R test, which is a tool developed by representatives of positive psychology (Scheier, Carver és Bridges, 1994).

To make up an image of professional identity we used an originally developed tool, called My Professional Identity Questionnaire (SzSzK). To measure female identity type, we created another tool, called Female Master Teachers and Goddess Within Us (BÉIK).

The statistical analysis of the data we have done by the SPSS statistical program: First we completed the basics, describing data analysis, and after the normality examination we chose the Kruskal-Wallis test for group analysis. We managed post hoc pair comparisons, Chi-square tests, and cross tables. Furthermore, we completed correlation counting's also. The coefficients which cause limitations in statistical analysis are demonstrated also.

8. Summary of Results and Conclusions

After finishing our examination and its statistical analysis we can state that our starting assumptions are proved, that the female teachers' mental hygiene state (by

our definition it is the togetherness of the level of burnout and psychological well-being) are connected with the extent of elaboration of the professional identity and the female identity.

Our fundamental hypothesis, -that if the feminization of the teaching profession is a problem, then its cause is the missing of freely and authentically lived professional and female identity- has been proved. We can conclude that for the mental health of the female teachers, they should develop their professional identity in order to strengthen their identity and deploy their special female identity or character combination.

Based on our survey which has formed the picture in the examined connection more complex- we can state that it does not come through in the pedagogical discourse ((Buda, 1996) spread assumption that boys in the feminized school environment ab ovo have suffered in their psychosocial development because of the lack of the male model in teachers' role.

We can state that our results according to burnout and life orientation are in harmony with the current results of national and international surveys. After the statistical analysis, it became obvious that our detailed presumptions were proven, with some exceptions.

It has completely been proven that the predisposition for optimism and positive life/ orientation is controversially proportional to signs of burnout. We have found cooperation by spending years in the teaching profession and professional field, but we haven't picked it up with qualification and position. We have got indirect affirmation to that fact by choosing from the archetypes that there are differences in the mental hygiene state of teachers who live in Budapest or live in the countryside.

We have significant discrepancies in mental hygiene state among the different age groups by spending years in the teaching profession.

We pointed out that in the beginner (0-5 yrs) group of the female teachers are the most optimistic group, and the female teachers in the advanced (6-17 yrs) group have the weakest mental hygiene state. There are distinctions according to professional fields also: female teachers in preschools are in the best mental hygiene state and the ones who did not indicate professional field are in the worst mental hygiene state. This outcome was reinforced by the fact that preschool teachers tended to choose the mental hygienically balanced Aphrodite archetype as their type more than another type. On the contrary, the teachers who did not indicate professional field tended to elect a Persephone type, the archetype famous for fragile psychological well-being.

In the case of the latter group, we assume identity problems in the background, which is connected with the character description of the Persephone type, who are challenged with difficult identity building. She could transform by following her inner development from an unnamed girl into a wise, experienced woman. In our survey, this transformation was successful for just a few of them.

Among groups by spending years in the teaching profession, we have found beginners are in a more balanced mental hygiene state than the other groups. In the background of this balanced state, we detected several special attitudes and features. One of the beginners' groups' strengths is that they do more sport, more open learning from the experienced generation, and self-reflection is important for them.

It is important to consider that beginners are less receptive to reality than the other group, which comes across as a mental hygiene protecting factor. There is another element for growing self-efficiency for the beginners: they have a higher level of digital skills than the other groups (Gyarmathy, 2012), and this fact can grow their self-confidence and counterbalance their anxiety comes from the inexperience which is another broad scientific theme (Szivák, 1999).

Some of the outcomes of the research underline the role of the flow experience- as a central factor- in preserving good mental hygiene and building professional personality as more time is spent in the teaching profession. These outcomes are the facts, that with the growing years in the teaching profession the capability for flow strengthens, and which are parallel with the growing competency and stronger professional identity.

The beginners' flow experiences during classes are the rarest but they are a mentally healthier group among teachers, which seems like a contradiction. But, if we thought about that beginners' mental hygiene preventive habits and competencies are stronger on the whole, that many of capabilities for good mental hygiene -such as flow, and the more developed professional personality- of the groups of veteran teachers and those who have taught from a long time, we would be disappointed, because the whole picture is even more complex than this.

Since the elaboration of the professional personality and its elements such as the flow capability at the class is a good prediction of the stronger psychological well-being. Also, because the mental hygiene state of the groups of veteran teachers and the ones who have taught for a long time is clearer than the advanced group's (who have spent less time in the teaching profession) mental hygiene state.

The research reveals that the advanced group's members are in the weakest mental hygiene state among the groups, according to the comparison of the amount of time spent in the teaching profession.

We presume that the effects of the work-life balance crisis are the strongest in this group, and because of that external pressure which becomes internal, the „internal whacker" effect is the strongest here (Kast, 2012). Furthermore, the optimism of the beginners does not shield them at this stage anymore. This group recognised the anomaly of the educational field already.

In addition to this for the workload, the advanced group has the least of all possibilities for recreational activities. For example, the number of those who take part in sporting activities drastically decreased compared to the previous group. It is an additional specialty that beginners are not represented in the burnouts' group nor the group of female teachers in burnout danger.

In parallel with this we can say that compared to the other groups, teachers dealing with children with special needs mental hygiene are healthier. Alike then kindergarten/preschool/ teachers: among them there are none in the burnout group, neither in the group of female teachers in burnout danger, which is in harmony with the result of Szabó, Litke és Jagodics (2018). The most balanced values have the group of teachers dealing with children with special needs and kindergarten/preschool/ teacher, whose values originate ability/possibility of presiding over reality and also to the less set pedagogical tasks.

The reverse can be true in these cases: teaching with less set tasks, with relatively more freedom and creative opportunity, provides more safety according to mental hygiene and that is why these areas attract characters with dispositional advantages, primarily the Aphrodite type. Presumptions of ours that examine the connection between professional personality and mental hygiene most of them are proved by the statistical analysis of the SZSzK, the MBI-ES, and LOT-R questionnaires. This result, among several other issues, confirmed implicitly the validity of the SzSzK questionnaire.

It has been proved, that the forms of openness (pedagogical, psychological, active, and passive) primarily the openness to psychological themes correlates with psychological well-being and are inverse relation and/or the marks of burnout syndrome. Our assumption has been confirmed by analysing the openness factor of the SzSzK questionnaire.

It has been verified that teachers' /self/ reflective mindset correlates in the other way around with the marks of burnout and attends signs of psychological well-being.

We certified that the flow/ creating/ experience in everyday pedagogical practice correlates with psychological well-being and are at a reciprocal rate with the signs of burnout, while the achievement-centred attitude / non-flow / creating/ experience in everyday pedagogical practice are in connection with stronger burnout signs and lower level of psychological well-being.

Partly it has been attested that the non-traditional mental hygiene protecting factors result in lower burnout and higher psychological well-being levels. We have got tendencies according to the facts, that creative and relaxing activities have a protecting effect on mental hygiene. We have not found proof for the supporting effect of the spiritual attitude.

It has become obvious that the teachers' harmonious relationships with students and parents provide better mental hygiene and also, we have found that the presence of pessimism is stronger in the case of a reality-centered attitude.

We can state that the flowability which contains dispositional elements and complex capabilities (in our examination this is the capacity to experience flow during a teaching in the class) is one of the measures of the elaboration level of the professional personality and mental hygiene. It has been followed by openness (we meant openness for teaching area, educational methodology, and psychology too); furthermore, sustaining and keeping harmonious work relations; also operating elements – as many as possible- of reflective working mode.

The child-centred attitude system, the less reality centred approach and the conscious use of free time for supporting mental hygiene by applying well-known protection factors (sport, relaxation, creative activities) are all present as a defence for mental hygiene, and at the same time, they are marks of the maturity

of the professional personality. However, the factors which have been presented as approaching background are not or just loosely connected to their mental hygiene state, except approaching reality.

We can declare that the elaboration of the female teachers' professional personalities is in a strong connection with the conscious protection of mental hygiene and with psychological well-being. According to this, we gained data by examining female archetypes and independent variables.

On the grounds of characterology, the Aphrodite type's strong flowability has been presumed. It has been verified that female teachers who prefer the Aphrodite type have the healthiest psyche, next to the Hestia type who is characterized by conscious self-knowledge and instinctive meditative abilities. Due to their characterization, the Hera type shows ambivalent mental health: in self-effectiveness, they are on the top however their level of pessimism is the strongest, which is weakening the psychological well-being.

We can settle that the representatives of the fragile goddess archetypes in the Bolenian category system (Hera, Déméter, Persephoné types) are in a lower level of health, moreover we have found Persephone type in the most fragile mental hygiene state.

We couldn't gain any significant data about the Demeter type. Due to the Bolenian categorization, we could imagine Demeter traditionally in the role of the mother or supporter. The role of the mother corresponds to the teaching area of the schoolteacher, however, Demeter's generously supportive side of her character would not fit into this role.

For this reason, these characters are presented among helpers, as F. Lassú és Szarvas (2010) has found in her research. Another reason for the lack of statistical coherence is in the organization of data, because we analyzed several groups of teaching areas, and each group has a low element number.

Besides we have known that the Demeter type's mental hygiene state is less weak than Persephone types. Supposedly it is because the Demeter type has less introverted features than Persephone has.

In the meaning of Bolenian categories, the „virgin" character (Athena, Artemis, Hestia), means a more independent female character, and in this meaning, they have stronger mental health which character specification has been affirmed by our examination also.

We confirm the characterization also in that meaning that, as expected, the Pallas Athene types are the most common among teachers. We can find their representatives in all the teaching areas. Although this type of mental health is not outstanding however seemingly they can adjust to the educational field quite well. Adjusting to the world of school is not difficult for them according to their features of the character, a world is still, considering its main elements, a world that has patriarchal tradition.

We have little data about Artemis type since they have been presented in our sample with a limited element number, and supposedly because of that, they feature less significant connections. By all means, we have found out that the Artemis type doesn't feel happy being a teacher, and this reaction is understandable due to their features of the character. Also, their low element number among teachers is concluded from the Bolenian character features of them.

We have a mediate inference that there is a connection between mental hygiene state and extraversion and introversion as background elements. On one hand, we drew our conclusions from the pattern of preferences of home office work. We presumed that the preference of home office means more introverted characters, who are in danger of burnout, or who experience less psychological well-being. On the other hand, we think that the less a teacher is interested in home office the

more we can assume that she has balanced mental health and or she is an extrovert type.

We presume that in the teaching profession the extroverted disposition is protection for mental health while the introverted disposition can have a weakening effect if it is not connected with an aware, conscious self-developing work.

An exciting outcome of the examination, the feature we have experienced according to *my possibility* answers. This answer is more often true with regard to weaker mental hygiene states, and in the background, we presume procrastination behaviour. While analysing our results we concluded that procrastinating as an attitude and hesitancy as a disposition attend burnout and a lower level of optimism, and a higher level of pessimism. These correlations are waiting for further analysis.

On the whole, our starting assumption has been proved, that female teachers' mental hygiene state in our meaning the level of burnout and psychological well-being are in connection with the level of the elaboration of their professional and female identity.

Namely, female teachers need to develop their professional personality in order to gain a solid identity, in addition to deploying more and more their special female character, or combination of character. The fact that both of our personally developed questionnaires / BÉIK, SzSzK/ can produce valid answers has gained mediate evidence.

9. Further possible directions of the research

We can imagine several alternatives as to the follow-ups for our research. One of them is following the survey by deep-interview technique in focus groups or repeating it in the school environment nowadays. Exciting and newsy outcomes can be awaited from personality examination among female teachers' by

combining Szebedy's teacher's character and Bolen's female archetypes typology, also validating this new research tool. The research can be the basis for examinations that are aimed specifically at the ones who are in burnout danger and the ones who are protected from burnout using the female identity types as a possible aspect for it. Present research can serve as a base for vocational aptitude examination also.

The dissertation raised the role of the reflective pedagogy knowledge in the connection of mental hygiene state and spending time in the teaching profession, which needs further revealing to be a progression element for understanding deeper interrelations.

It would be rewarding to propose and explore the line also which deals with the outcomes according to female teachers' idols in the teaching profession. Due to this item of our questionnaire, the outcome turned out to be that half of the examined female teacher population do not know these well-known women, all of them were historical, teacher personalities. The question of who those famous Hungarian and international teacher idols are whose life and work path are known among female teachers has emerged.

We can suggest further researches in the following themes: the connection between burnout and procrastination as a mark of depression; hesitancy and its role in burnout or the danger of burnout; examinations according to extraversion and introversion topic as a possible aspect in the field of counselling of choosing the special pedagogical area as a profession. An aim can be raised to develop and validate both of the personally edited questionnaires (SzSzK and BÉIK).

Finally, one more issue: while planning the research one of my motivations was writing a specific mental hygiene handbook, supplement for female teachers and this task still has been waiting for me...

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