

# OCCUPATIONAL STRESS AND PROFESSIONAL DEFORMATION AMONG UNIVERSITY ACADEMIC STAFF

**Maija Zakrizevska**

*Riga International School of Economics and Business Administration, Meza 3, Riga, Latvia,  
e-mail: [maija.zakrizevska@riseba.lv](mailto:maija.zakrizevska@riseba.lv)*

**Julija Bulatova**

*Riga International School of Economics and Business Administration, Meza 3, Riga, Latvia, e-mail:  
e-mail: [julija.a.bulatova@gmail.lv](mailto:julija.a.bulatova@gmail.lv)*

## ABSTRACT

Occupational stress and professional deformation is an important issue that should be studied not only within the different industries, but also within each company separately.

The results of numerous studies of educational sector indicate on high levels of stress in pedagogical profession; research also indicates on professional deformation of those working in educational sphere for a longer time period. The study (N = 100) involved the academic staff of one of the Latvian state universities, which is famous for its history, traditions and constant values. The aim of the research was to measure the stress level of the academic staff, and to find out if there is a correlation between the occupational stress and professional deformation.

The research applied occupational stress questionnaire (Fontana, 1991) and the survey for studying professional deformation (based upon the questionnaire by Rogov, 1999). For data processing SPSS 22 software was used. The research results highlighted professional deformation features as well as significant correlations between all professional deformation scales and occupational stress – the higher the occupational stress, the more significant behavioural changes.

The paper argues that academic staff should be informed and educated about the signs and expressions of professional deformation. Different techniques for reducing stress can be recommended, and it is also suggested for the management of the academic institution to pay a thorough attention to such issues as stress and professional deformation.

**Keywords:** professional deformation, occupational stress, academic staff

## 1.INTRODUCTION

Stress impacts the effectiveness of work in both, positive and negative, manner (Selye, 1978; Lazarus, 2006). Occupational stress has always been discussed as a present issue in the educational professions (Weissbourd, 2003; Motowidlo, et al., 1986). Professional deformation is argued to be present specifically in a pedagogical profession (Gordijenko, 2008; Fontalova, 2011).

Occupational stress is often defined as a psychological or physical overwork, which is caused by the discrepancy between the work demands and actual capabilities of the employee (e.g. Roja, et al, 2006). There is a notion that occupational stress can actually improve work's quality and productivity (LBAS/LM, 2010). If an employee however has demonstrated high work performance and has been over – mobilized, he/she is often expected to keep up the same level, which may result in a high occupational stress level and may eventually lead to a burnout (Volti, 2008). Stress therefore cannot be considered as a motivational factor in a long run (LBAS/LM, 2010).

Educational institutions can be considered as a violent system, which disclaims human factor (Hirigoyen, 2006). Working in unsociable and unhealthy organizational climate creates negative emotions that affect all the parties involved (Lipman-Blumen, 2006). It emerges as frustration, psychological pressure, avoidance, apathy and alienation from work, leading to professional stress (Ghods, 2008). On top of that, nowadays the work of lecturers is no longer a prestigious and well-paid job, salary hardly covers expenses, and financial vulnerability becomes another cause for stress (Zhuravlev & Sergijenko, 2011).

In the course of professional action, personality growth occurs as well. Professional role influences personality; worldview and moral values are getting shaped due to profession and a particular organizational culture have an impact on the person's self- image and self-worth. Professional deformation gradually emerges in the course of professional action, actualizing certain traits and personal characteristics (Vodjaha, 2012).

This article deals with the problem of occupational stress and professional deformation of the academic staff, paying attention to this important issue. Further, the brief literature analysis will be presented, followed by methodology and results of the research. Conclusions and discussions introduce with the main

conclusions of the research and provide some comments of the authors and recommendations.

## 2.LITERATURE REVIEW

Occupational stress can be defined in terms of interaction between the employee and his/her working environment. Stress is experienced when the demands of the work environment surpasses the abilities of the worker (LIZDA, 2011).

Among the main reasons of occupational stress often are mentioned the following ones: high workload, too short and strict deadlines for performing tasks, high work quality requests (Ozolins – Nucho & Vidnere, 2004). According to Zhdanov (2008), there are employees who feel like “stuck in the frame” because of the unreasonable work regulations: too rigid control of employees evokes irritation, anger and unwillingness to work.

According to European Agency of Safety and Health at Work, educational employees are one of the professional groups, where employees are the subjects of highest stress. According to European Agency for Safety and Health at Work (EU – OSHA, 2011) in the field of education and pedagogical profession there is the second highest stress level in comparison to other fields and professional groups. The occupational stress increasingly influences the health and wellbeing of educationists (ESENER, 2009). This is the main reason why The European Trade Union Committee for Education conducted the research of the impact of stress in pedagogical profession. ES and EFTA states took a part in this research – altogether 500 schools and 5500 lecturers. The main goal was to determine the cause of occupational stress of academic staff and to understand how it could affect their professional actions.

The research results showed that among other European countries stress levels in work place are one of the highest in Latvia, Lithuania and Estonia (ETUCE, 2013). Comparative research conducted in Finland and the Baltic states has demonstrated that in Latvia there is the highest work intensity and increased tendency of workplace conflicts (Antila & Ylostalo, 2003). The Latvian Trade Union of Education and Science Employees (LIZDA) has introduced with shocking data that in Latvia there is the highest level of mobbing in Europe (34%), the highest level of insults at the working place (verbal violence) (56%), almost the highest level of reported insecurity of employees (50%), reports indicated on very high pressure for controlling one's emotions (64%), and the feeling of being ‘on the edge of burnout’ (49%). Educational sphere employees of Latvia estimate their physical health state lower comparing to educationers in other European countries and they feel ‘rarely satisfied with their work and life in general’ (59%), while in Lithuania for example, 67 percent of pedagogues are satisfied with their lives (LIZDA, 2011a).

This corresponds to the research conducted earlier in Latvia, according to which 54% of higher education lecturers in Latvia consider their profession as highly stressful. Among the main sources of stress there were: inadequate behaviour of students; inadequate demands and unbalanced responsibility required from institutions; work organization per se; workload and lack of time (Uzole, 2009). Often in literature it is also argued that the main source of stress in pedagogical profession happens due to emotional linkage between separate students and professor/lecturer (Zhuravlev & Sergijenko, 2011). Other factors that evoke tension are: perception of social inequality among educationers and representatives of other professions, decrease of social status of the profession; and these factors in turn create insecurity towards pedagogues' own work evaluation and, therefore, hinder their professional development (Uzole, 2009). As a common cause of stress experienced by academic staff there also can be mentioned a role conflict and uncertainty in evaluating the morality of actions (Kuzmina, 2004). Academic staff stands in a spotlight, their professional actions are judged and they are required to maintain high work performance. This by itself results in emotional tension and may lead to a burnout and reduced self-reflection (Kurapova, 2009).

Another important and related topic is psychological health of academic staff. Lecturing not only requires the exchange of information and delivering of knowledge, foremost, it involves responsibility towards personal and students' emotional wellbeing (Zhuravlev & Sergijenko, 2011). Therefore, it is assumed that a lecturer is a psychologically stable person. Taking into consideration the amount of stressors, psychological stability becomes a critical point of discussion. Consequently, occupational stress is undesired in pedagogical work.

Professional deformation of personality is a social phenomenon and it can be defined as changes in personal characteristics, which affect professional actions, which can be expressed in the usage of professional jargon, certain behaviour and even physical image (Mihailiukova, 2005). As many professional capacities and personal resources are not being used and several professional characteristics get transformed in the course of time, modification of personality traits can happen and, paradoxically, it causes disturbing effects (Gordijenko, 2008). Professional deformation spreads over the professional realm having an impact

on person's everyday life. It happens particularly often if a person is working in a specific field for a relatively long period of time loses interests in other topics and lacks contacts with other people outside of own professional circle (Romane, 2013). Among the academic staff not only changes in professional traits, but also in personality traits were observed (Veniaminovich, 2011). Professional deformation of personality in pedagogical work can emerge as a desire to manipulate with others, egoism, inadequate use of authority, rigidity, un-criticality, which influences professional work of pedagogues in a negative manner (Veniaminovich, 2011).

As argued, professional deformation mostly occurs in professions, where work is closely related with the presence of other people: teachers, academic staff, psychologists, managers, medical staff, etc. (Nozhenika, 2009; Bykov, Liapina, 2013).

Table 1

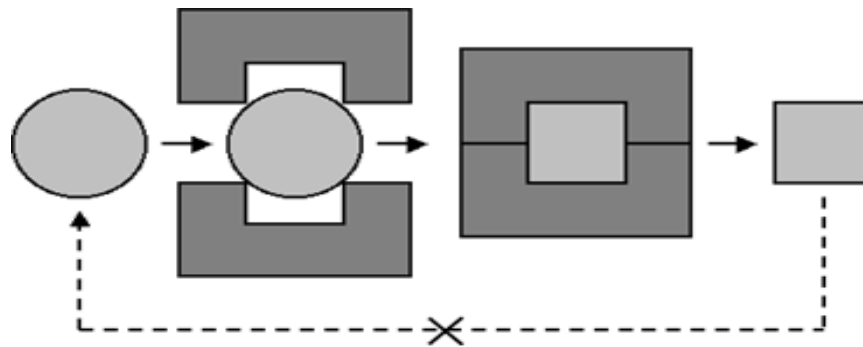
**Description of professional deformation of academic staff**

Nr.	Signs of Deformation	Expression on Deformation
1	Inadequate use of authority	Non-acceptance of diversity of opinions during the whole study process.
2	Demonstrativity	The main goal is to become the center of attention.
3	Didacticism	Explanatory-illustrative educational method; a wish to interpret everything individually; transfers outside of a workplace into everyday life.
4	Pedagogical dogmatism	Attitude built in the course of time – simplification of the realms, careless attitude towards other scientific paradigms and novelty, rise of self-confidence and downfall of intellect.
5	Dominance	Exercising power (common for almost every lecturer with more than 10 years of pedagogical experience).
6	Pedagogical apathy	Emotional emptiness, carelessness towards students' individuality. Develops out of negative pedagogical experience, emotional and physical fatigue.
7	Conservatism	Observed among professors who do lecturing in the same topic for longer period of time, similar to dogmatism and didacticism.
8	Pedagogical aggression	Arrogant attitude or ignoring attitude towards unconcerned and unsuccessful students that raises out of a desire for immediate conformity and implementation of certain norms.
9	Expansion of a role	Immersion in the profession – highlighting particular personal problems and hardships without an ability to understand others.
10	Social hypocrisy	Insincerity, play-act and moralization, often turned towards colleagues.
11	Professional overtaking	Bad habits and speech simplicity being imitated and adopted from students.
12	Informational passivity	Loss of interest in the fields other than own subject matter, lack of self-educational practices.

*Source: Vodjaha, 2012, with adaptation by authors.*

Professional deformation is closely related to the content of work, but it depends on individual psychological predispositions of personality (Vodjaha, 2012). Professional deformation is an integration of professional and comprehensive skills, of knowledge and stereotypes, thinking and characteristics into everyday life. Interestingly, if the professional deformation has occurred, it is very reluctant to corrections (Gordijenko, 2008).

Research showed that academic staff has notable professional deformation (Fontalova, 2011, Poronjushkina, Nazarova, 2012). We assume that high demands from the organization as well as workers' own ambitions to succeed, may result in a professional deformation of personality, which means incompatibility between organization's professional requests and employees' personal resources. Working for a longer time in one profession or organization by itself may lead to personality deformation, which can be demonstrated as one person is shaped according to the forms and standards of the organization and professional demands, and 'exits' out of it being de-formed, as symbolically is demonstrated on Figure 1 below (see Figure 1):



**Figure 1.** The organizational impact on professional deformation

*Source: created by authors*

Professional deformation may occur when the lecturer works in the same position for a significant period of time. Also, as argued, high stress level fastens or contributes to occurrence of professional deformation.

Studies of stress show that pedagogical work contains significant amount of stressors (Catano, 2007). Lecturer's professional action is often evaluated and high productivity is requested. On everyday basis lecturer must work with students, be psychologically healthy and stand as an authority. Professional deformation has not been widely studied in Latvia, and this study addresses both issues – occupational stress and professional deformation among the educators of one of the universities of Latvia. Research background was dictated by practical question: how can an academic staff work for a long period of time (more than 25 or 30 years) without developing a burnout or professional deformation?

The goal of the current research was to find out whether there is a correlation between the occupational stress and professional deformation and to provide suggestions to management of a particular university which can enable preventative actions on diminishing the signs of the occupational stress and professional deformation. In order to obtain the goal the research questions were raised:

1. Is there a correlation between the professional deformation and occupational stress?
2. What kind of signs of professional deformation the academic staff of university X possesses?

### 3.METHODOLOGY

The research took place in one of the Latvia's biggest state universities with its strong traditions and good reputation. About 500 lecturers are employed by this university. Questioners were electronically sent to full – time employees, out of which 100 valid questionnaires were returned and therefore selected for further analysis. Out of 100 respondents, there were 73% women and 27% men. The age of respondents varied between 23 and 73 years old. Mostly lecturers were in an age of 36 to 50 (39%); in an age group of 51 to 65 there were 27% of respondents, but 23% of respondents represented an age group of 23 to 35. Less represented were the lecturers/professors in an age group from 66 and up (11%). Mostly respondents had work experience as an academic staff lasting from 21 to 30 years (26%), 24% of respondents work in the position from 6 to 10 years, and 23% of respondents answered, that their professional work as an academic staff is lasting from 11 to 20 years. 16% of respondents work as lecturers 5 years or less and 11% of the respondents dedicated more than 31 years to the educational profession in academic setting.

To detect the professional deformation a questionnaire of 40 questions was developed (adapted from Rogov, 1999). Three professional deformation scales were used: behavioural deformation, inadequate use of authority, and demonstrativity. The scale of behavioural deformation included: behavioural change, pedagogical aggression and professional overcome. Inadequate use of authority implies: inadequate use of authority and dominance. Demonstrativity is also sub-divided into two sub-scales: demonstrativity itself and the expansion of role. This questionnaire does not measure such deformational features as pedagogical dogmatism, pedagogical apathy, conservatism, social hypocrisy, informational passivity, and professional didacticism. This can be a subject of further studies.

The coefficients of Cronbach's alpha were calculated in order to detect the internal consistency in all scales. After excluding couple of questions in the scale of behaviour, Cronbach's alpha was 0,962. After excluding two questions in the scale of inadequate use of authority, Cronbach's alpha was 0,939. Cronbach's alpha of demonstrativity scale was 0,942.

In order to determine the level of occupational stress, the test of Occupational stress by Fontana was used (Fontana, 1991). The coefficients of Cronbach's alpha of Occupational stress test was 0,913.

Applying Kolmogorov-Smirnov Z test for calculating the correspondence to the normal distribution, it

was found that results do not correspond to the normal distribution. It can be useful to conduct a further research in a larger selection with possibility to differentiate respondents according to their age and years of experience. In our study a nonparametric statistical method such as the Spearman's rank correlation coefficient was used.

Additionally, the question of personal character was asked, it concerned the matters of dedication of time to oneself (health and beauty procedures), and it was formulated: do you feel you can devote time for taking care of your health and appearance? This question assumed a "yes / no" answer, the space was also left for comments, if respondents would wish to provide them.

#### 4.RESULTS

The results of the questionnaire of the occupational stress have revealed that most of the respondents were familiar with different stress indicators (see Table 2).

Table 2

<b>Stress indicators</b>	<b>%</b>
Fatigue and loss of energy	64%
Inability to say "No", when something is asked	63%
Inability to cut out the thoughts about problems	63%
More duties than it is possible to manage	63%
Inability to relax in the evenings	49%
Discontinuous sleep during the night or in the mornings	36%
Difficulty to arrive at a decision	24%
Indigestion	24%
Difficulty to fall asleep	24%
Feeling of hopelessness	23%
Tendency to fire up about trifles	13%
Unwillingness to meet new people or new experience	13%

Additionally, the question of dedication of time to oneself (health and beauty procedures) was asked. Only 37% answered positively that they do 'find time to themselves'.

The results gained from the questionnaires of professional deformation showed that the academic staff has significant signs of professional deformation in all three scales: behaviour, inadequate use of authority and demonstrativity. The findings show that lecturers have features of professional deformation of: behaviour (obtained 602 answer values), pedagogical aggression (511 values) and professional transfer (537 values). Finding also show that academic staff have features of professional deformation of: inadequate use of authority (1000 values) and dominance (133 values), as well as professional deformation of: demonstrativity (494 values) and expansion of role (516 values).

To determine the correlation between the scales of professional deformation and occupational stress, Spearman's correlation was applied (see Table 3).

Table 3

**The results of the Spearman's' correlation**

			Professional deformation of academic staff			The level of occupational stress
			The scale of behaviour	The scale of authority	The scale of demonstrativity	
Professional deformation of academic staff	The scale of behaviour	Correlation Coefficient	1,000	,970**	,984**	,952**
		Significance	.	,000	,000	,000
		N	100	100	100	100
	The scale of authority	Correlation Coefficient	,970**	1,000	,966**	,936**
		Significance	,000	.	,000	,000
		N	100	100	100	100
	The scale of demonstrativity	Correlation Coefficient	,984**	,966**	1,000	,941**
		Significance	,000	,000	.	,000
		N	100	100	100	100
The level of occupational stress	Correlation Coefficient	,952**	,936**	,941**	1,000	
	Significance	,000	,000	,000	.	
	N	100	100	100	100	

The results of the research show that there exists significant correlation between the scale of behavioural deformation in the questionnaire of professional deformation and the occupational stress (0,95). It can be assumed that the higher the stress the more behavioural changes occur. The results of the research show that significant signs of deformation - behaviour, pedagogical aggression and professional transfer are connected to the stress level.

Significant correlation was also established among the scales of inadequate use of authority in the questionnaire of professional deformation and the occupational stress (0,94). Therefore, it can be predicted that the higher stress level, the bigger are the signs of pedagogues' inadequate use of authority. Lecturers in higher education admit they see themselves as authorities, which students and colleagues should respect. It can be assumed that if the stress level of academic staff gets higher, the inadequate use of authority may occur.

It was also found that a significant correlation between the scale of demonstrativity in the questionnaire of professional deformation and occupational stress (0,94) exists. If the academic staff in university X has high stress level, they are tend to expose demonstrativity.

## 5.CONCLUSIONS AND DISCUSSION

Based upon the brief literature analysis it can be concluded that occupational stress emerges if work demands are higher than ones' actual capabilities to meet them. Occupational stress for the academic staff emerges mostly from too high workload, variety of relationship with different students, high amount of paperwork, high requests on quality, and low social status of the profession. Occupational stress, particularly in educational setting is a widely studied topic (e.g. Winefield et al., 2002, Tytherleigh et al., 2005; Poronjushkina, Nazarova, 2012). Often occupational stress is studied in relation with career contentment (Catano et. al., 2007). In this research occupational stress was studied in relation to professional deformation.

The results of the questionnaire of occupational stress indicated that academic staff of university X has different kinds of stress expressions: fatigue and loss of energy, inability to say "No", inability to forget about everyday problems, and awareness that there are more duties than it is possible to handle. Only 37% of

academic staff has confirmed they devote some time “to themselves”, which means that most of the lecturers for some reason are not able to find time for their health and beauty/appearance conditions.

At the beginning of this research two questions were raised, which were answered in the course of the research. Answering to the first question - Is there a correlation between professional deformation and occupational stress? - The results indicate that statistically significant correlations exist between all scales of professional deformation and occupational stress. Therefore, it can be assumed that the higher is the occupational stress, the more significant are the signs of professional deformation.

The second question - What signs of professional deformation academic staff of organization X have? – Results revealed such signs: professional aggression, temptation to manipulate and criticize, unreasonable pretension and showoff.

Data of professional deformation questionnaire has also indicated that academic staff had high indexes in all three scales. In the scale of behaviour there are significant signs of behaviour, pedagogical aggression and professional transfer. In the scale of authority there is significant signs of inadequate use of authority, but in the scale of demonstrativity there are significant signs of demonstrativity and expansion of role.

Theoretical analysis of different researches has shown that academic personnel might develop a professional deformation by working for a longer time. It might lead to lowering of the quality of work.

As a result of this research, following recommendation to the management of university X was developed: To involve a professional psychologist or a lecturer in psychology of stress management in order to explain the signs of stress and the signs of professional deformation to the academic staff and the management of the university. In order to avoid professional deformation of academic staff and foster self-actualization, to involve a psychologist who could take regular meetings either as an open lectures- seminars or coach sessions, which would help to realise the features and expressions of stress and professional deformation;

To carefully analyse student’s evaluation questionnaires about academic staff and to involve psychologist who could give some consultations and support to those lecturers, who have significant signs of professional deformation’;

To promote open communication; create the confidential room or an ethical center where the employees can pose questions and get support, which is aimed on reduction of stress and the risk of emotional burn-out.

For the academic staff it is recommended to learn to recognize the early signs of stress and professional deformation, and search for a balance between the work and self-maintenance. It is also important to evaluate own abilities and capacities in relation to the workload. Building good colleague relationships and working in a team should be acknowledged. Academic staff should also learn to ask for a help and support when needed; proper time scheduling and implementation of breaks, as well as maintaining of overall positive attitude towards life should take place.

## REFERENCES

1. Antila, J. & Ylostalo, P. (2003). “Darba dzives barometrs Baltijas valstis 2002.gada. Darba politikas petijumi 247. Galveno rezultatu kopsavilkums”, Helsinki: Darba ministrija. Available at: [https://osha.europa.eu/fop/latvia/lv/research/docs/petijuma\\_secinajumi.htm](https://osha.europa.eu/fop/latvia/lv/research/docs/petijuma_secinajumi.htm) , accessed 01.02. 2015.
2. Bykov.S., Ljapina,I., (2013). “Emotional burn-out as a factor of organisational stress of the employees of psycho-neurological hospital.”// “Emocionalno vikoranjie kak faktor organizacionno stresa rabonikov psihonevrologicheskovo dispansera”. *Vestnik Samorskoj gumanitarnoi akademii*. No 1, s.85-93.
3. Catano, V., Francis, L., Haines, T., Kirpalan, H., Shannon, H., Stringer, B. & Lozanski, L. (2007). “Occupational Stress Among Canadian University Academic Staff”, McMaster University. Available at: <http://www.unbc.ca/sites/default/files/sections/sitransken/occupationalstressamongcanadianuniversity.doc>, accessed 16.04.2014.
4. ESENER: European Survey on New and Emerging Risks - Psychosocial Risks, (2009), ESENER-PSR Technical Report, Munich: European Agency for Safety and Health at Work, available at: <https://osha.europa.eu/en/esener-enterprise-survey/technical-report-euosh.pdf>, accessed 20.11.2014.
5. ETUCE: European Trade Union Committee for Education (2013). “Par veselīgam un drošam darba vietam izglītības darbiniekiem/ Teacher trade unions in solidarity for healthy and safe workplaces in the economic crisis”, Published by Brussels 2013 ETUCE Project 2013 – 2014, available: [http://teachersosh.homestead.com/Health and Safety in Crisis/Project Report Health and Safety in Economic Crisis\\_EN.pdf](http://teachersosh.homestead.com/Health and Safety in Crisis/Project Report Health and Safety in Economic Crisis_EN.pdf) , accessed 28. 04. 2015.
6. Fontana, D. (1991). “*Managing Stress*”. *Bulletin of the Institute of Historical Research Journal*. Wiley & Sons.
7. Fontalova, N. (2011). „Stress in professional labour and its psychopsihological consequences.”//„Stress v profesionalnoi deyatelnosti I evo psihologo –ekonomicheskije posledstvie”. *Izvestija Irkutskoy gosudarstvennoi ekonomicheskoy akademii*. No 3. 179-182 s. assessed 26.02.15.
8. Gordijenko, N.V., (2008). “Psychological prophylaxis of the professional deformation of the personality of the

- pedagogue.” // Psihologicheskoe coprovozhdenie profilaktiki profesionalnoi lichnosti deformacii lichnosti pedagoga. Severo – kavkazkij socialnij institut, available at: <http://www.dslib.net/psixologia-vozrasta/psihologicheskoe-soprovozhdenie-profilaktiki-professionalnoj-deformacii-lichnosti.html>. (Accessed 17 February 2014).
9. Ghodsy, A. (2008). “The Role of School Organizational Climate in Occupational Stress among Secondary School Teachers in Tehran”, *International Journal of Occupational Medicine and Environmental Health*, Vol. 21, Issue 4, pp. 319 – 329.
  10. Hirigoyen, M. F. (2006). *Ielavisanas dvesele: emocionala paklausana un identitates deformacija*, Riga: Eve.
  11. Kurapova, I.A. (2009). “The Moral –Virtues regulation of the Emotional Burn-out in the professional sphere: the case of teachers of the secondary and higher schools.” // *Nravstvenno-cennostnaja reguljacija emocionalno vigoraniya v profesionalnoj dejatelnosti: na primere pedagogov crednei I vishei shkoli*. Institut psihologii RAN, available at: <http://www.dissercat.com/content/nravstvenno-tsenostnaya-regulyatsiya-emotsionalnogo-vygoraniya-v-professionalnoi-deyatelnosti#ixzz2uT89L1YF> (accessed 7 February 2014).
  12. Kuzmina, G., (2004). “Stress is powerful, but is it the most powerful?” // “Stress - varens, bet vai visvarens? Par stresu un ta parvaresanu”, *Psihologija Gimenei un Skolai*, Nr. Nov. / Dec., 28. - 31.
  13. Lazarus, R.S., (2006). *Stress and Emotion. A new Synthesis*. London: Springer Publishing Company.
  14. LBAS/LM, (2010). *Psihosociala darba vide*, Riga: Latvijas Brivo arodbiedribu savieniba un Labklajibas ministrija, available at: <http://www.lbas.lv/upload/stuff/201103/psihosocialadarbavide.pdf>, accessed 12 December 2014.
  15. Lipman-Blumen, J. (2006). *The Allure of Toxic Leaders: Why We Follow Destructive Leaders and Corrupt Politicians*. Oxford: Oxford University Press.
  16. LIZDA, (2011a). “Teachers’ Work-Related Stress: Assessing, Comparing and Evaluating. European Trade Union Committee for Education”, The European Federation of Education Employers, available at: <http://www.lizda.lv/content/files/TeachersStressEn.pdf>, accessed 2 February 2014.
  17. LIZDA, (2011b). “Recommendations for lowering stress and violence in pedagogic work” // “Rekomendacija par stresa un vardarbibas mazinasanu pedagoga darba”. The European Federation of Education Employers, available at: [www.lizda.lv/content/files/rekomendacija.docx](http://www.lizda.lv/content/files/rekomendacija.docx), accessed 25 February 2014.
  18. Motowidlo, S., Packard, J., & Mannin, M. (1986). „Occupational Stress: Its Causes and Consequences for Job Performance”. *Journal of Applied Psychology*, No4. 618 – 629.
  19. Mihailukova, A.V. (2005). “Personal changes of professional deformation cause the lost of professionalism”. // “Lichnostnie izmenyanie iz-za profesionalnoi deformacii grozjat specialistu poterei etogo samogo profesionalizma”, *Delovoi Peterburg – 2005*.
  20. Nozhenika, O.S. (2009). “Professional deformation of teacher and pedagogical reflexion.” // “Profesionalnaja deformacija uchitelja i pedagogicheskaja refleksija”. *Voprosi psihologii*, Moskva: OOO.
  21. Ozolina-Nucho, A., Vidnere, M. (2004). “Stress management: overcoming and prophylaxis”. // *Stresa menedzments: parvaresana un profilakse*, Riga: AGB.
  22. Poronjushkina, T., Nazarova, I., (2012). “Practical recommendations for the prophylaxis of professional stressors” // “Prakticheskije pekomentacii po profilaktike profesionalnih stresov. *Sovremennije isledovanie socialnih problem*, No 8 / 2012, 3-14 s.
  23. Roja, I., Roja, Z., Kalkis, H. (2006). “Stress and violence at work.” // “Stress un vardarbiba darba”, Riga.
  24. Rogov, J.I. (1999). „Ocenka profesionalnoi napravlenosti lichnosti uchitelja, available at: <http://brunner.kgu.edu.ua/index.php/cv/516-rogov>, accessed 10 February 2014.
  25. Romane, L. (2013). “Profesionala deformacija: kad privataja dzive ielauzas darbs: par profesionalo iemanu pielietosanu arpus darba vietas”, *Veseliba*, Nov. (2013), 86. - 89.lpp.
  26. Selye, H. (1978). *The Stress of Life*. New York: Mc Graw – Hill.
  27. Tytherleigh, M.Y., Webb, C. Cooper, C.L. & Ricketts, C. (2005). “Occupational stress in UK higher education institutions: A comparative study of all staff categories”, *Higher Education Research & Development*, 24, pp. 41 - 61.
  28. Uzole, T. (2009). “Stress and burnout: professional stress and its management.” // “Stress un izdegsanas sindroms: Profesionalais stress un ta vadisana”, Riga: Latvijas Universitate, available at: <http://profizgl.lu.lv/mod/book/view.php?id=16480&chapterid=3238> (accessed 15 December 2014).
  29. Veniaminovich, G.A. (2011). “Professional destruction and deformation of the pedagogue” // *Profesionalnaja destrukcija i deformacija pedagoga*, available at: <http://www.proza.ru/2011/12/28/1510%20->, accessed 02.12.2014.
  30. Vodjaha, S.A. (2012). “Professional deformation of the pedagogue”. // *Profesionalnaja deformacija pedagoga*, Available at: <http://educationalpsychology.narod.ru/index/0-32>, accessed 03.02. 2014.
  31. Volti, R. (2008). “An introduction to the sociology of work and occupations”, Los Angeles: Rudi Volti.
  32. Weissbourd, R. (2003). “Moral teachers, Moral Students.” *Educational Leadership*, 60, 6 – 11.
  33. Winefield, A.H., Gillespie, N., Stough, C., Dua, J. & Hapuararchchi, J. (2002). “Occupational stress in Australian universities: A national survey 2002.” South Melbourne: National Tertiary Education Union.
  34. Zhuravlev, A.L., Sergiejnko, J.A (2011). “Stress, burnout, keeping up in contemporary context.” // “Stress, viganie, sovladanie v covremennom kontekste”, *Institut psihologii RAN*.
  35. Zdanovs, O. (2008). [Zhdanov, O.] “On the Utility of Stress: on Stress at work.” // “Par stresa lietderibu: par stresu darba”, *Les Nouvelles Esthetiques Latvia*, Nr. 6, 46. - 47.lpp.