

IRSTI 81.79.11

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HYPNOSIS AS A STRESS MANAGEMENT TOOL FOR TEACHERS

Abstract. The article considers the hypnosis as an element of stress management educational complex for the teachers. The author attempted to use the hypnosis technics as a stress coping and prevention tool for the teachers.

Based on practical experience and research provided among the teachers, directors and other school staff author included and patented the hypnosis as an element of psychological pedagogical complex “Stress defense and increasing the stress coping ability”. Hypnosis as an element of mentioned complex provides an opportunity to deeply clear the influence of accumulated stress, trauma and depression. Also hypnosis methods helps to create a motivational base and activate inner resources to effectively manage any life situations. The advantages and difficulties in the application of hypnosis and self-hypnosis are considered.

Keywords: stress, hypnosis, stress-resistance, stress management, motivation.

Аннотация. В статье рассматривается гипноз как элемент обучающего комплекса управления стрессом для учителей. Автор попытался использовать технику гипноза в качестве инструмента преодоления стресса и профилактики для учителей.

На основе практического опыта и исследований, предоставленных с учителями, директорами и другими школьными сотрудниками, автор включил и запатентовал гипноз как элемент психолого-педагогического комплекса «Защита от стресса и повышение стрессоустойчивости». Гипноз как элемент упомянутого комплекса дает возможность основательно избавиться от влияния накопленного стресса, травм и депрессий. Также методы гипноза помогают создать мотивационную базу и активировать внутренние ресурсы для эффективного управления любыми жизненными ситуациями. Рассмотрены преимущества и сложности при применении гипноза и самогипноза.

Ключевые слова: стресс, гипноз, стрессоустойчивость, управление стрессом, мотивация.

Аңдатпа. Мақала гипнозды мұғалімдер үшін стресс-менеджмент оқу кешенінің элементі ретінде қарастырады. Автор гипноз техникаларын мұғалімдер үшін стрессті жеңу және алдын-алу құралы ретінде қолдануға тырысты.

Практикалық тәжірибесін және оқытушылар, директорлар және басқа да мектеп қызметкерлері арасында өткізілген зерттеуді қолданып автор «Стрестен қорғану және стресстік төзімділікті арттыру» психологиялық-педагогикалық кешенінің құрамында гипнозды енгізді және патенттеді. Гипноз аталған комплекстің бөлігі ретінде жинақталған стресстің, жарақаттар мен күйзелістердің әсерінен толықтай құтылуға мүмкіндік береді. Сондай-ақ, гипноз әдісі кез-келген өмірлік жағдайды тиімді басқару үшін мотивациялық базаны құруға және ішкі ресурстарды белсенді етуге көмектеседі. Гипнозды және өзін-өзі гипнозды қолданудың артықшылықтары мен қиындықтары қарастырылады.

Түйін сөздер: стресс, гипноз, стресстік төзімділік, стрессті басқару, ынталандыру.

In this study author observes the researches on a hypnosis and applies on different groups the hypnotic methods of coping with stress to identify its effect. Teachers are defined as a main target group for the study. Stress as a term generally used to explain the physical and psychological state of individual affected by outer factors. Most popular studies on stress done by H. Selye [1] define it as a process of the physical adaptation for the changes. Teachers as a group face many changes last decades related to technological, social and economic development. As Chris Kyriacou (1987) [2] shows in his study, stress may significantly impair the working relationship a teacher has with his pupils and the quality of teaching and commitment he is able to display. There has also been a recent increase in the number of teachers claiming early retirement pensions on grounds of ill-health precipitated by stress and attempts by teacher unions to include an element in their salary claims to cover stress. Stress for teachers works as a trigger for the further problems as depression, psychosomatic problems, psychological dysfunctions, Ashley Trautman & Molly McDonald (2012) [3].

For Schools, as an organizations stress directly effects stuff and reflects in:

1. Productivity decrease
2. Conflicts between teachers and pupils, parents.
3. Sick leaves

4. Professional mistakes

Tom Cox , Neil Boot , Sue Cox & Sue Harrison (1988) [4], investigated the nature of stress in schools and provided the strategies related to the school as an organization, and did not focus on the individual teachers. Author uses the same steps in working with stress in schools. Firstly defining the level and factors of stress. Studying the reasons causing the stress in schools, Masilonyana Motseke (2013) [5] defines 30 main stress factors for the teachers. Mainly low salary is thought to be a stress factor, but it is surprising to find that pupils' poor attitudes towards work, and too heavy a workload, have been generally found to be the main sources of stress.

Scientists all over the world trying to define, measure and find the most effective stress coping methods for the organizations, because negative effect of stress growing rapidly.

Based on scientific researches author combined the stress coping and prevention methodologies, In 2018 based on literature and practical tests developed and patented the stress management program for the school teachers, which include the hypnosis as a stress coping and prevention tool. Analysis of scientific literature shows that hypnosis mostly used individually and in medical areas, but also can be applicable in other areas and for group works as a tool.

American Psychologies Association Division 30 defines hypnosis as: “A state of consciousness involving focused attention and reduced peripheral awareness characterized by an enhanced capacity for response to suggestion”, Gary R. Elkins, Arreed F. Barabasz, James R. Council & David Spiegel (2015) [6].

Authors research was done in different pedagogical groups in Semey Medical University, Astana Medical University, Astana Garden Schools and 54 school in Astana. More than 100 teachers joined the trainings provided by the author, using the hypnosis technics.

As a first step to identify the stressors and factors teachers were interviewed and asked a main question:

“What are the outcomes of stress you face?”

Most mentioned problem and requests for training based on following reasons:

1. Constant fatigue. Inability to rest, even on holidays
2. Insomnia. Job responsibilities, pupil results, expectations and overload leads to difficulties with sleep.
3. Irritability. Very sensitive reaction for any changes and surroundings.
4. Overstrain of muscles of neck and shoulders

5. apathetic mood

Each of the factor can be a fundament for depression or lead to psychosomatic reaction.

As a second step for the given groups a short term, 2-3 hour hypnotic training was done for 2 days. Training passed in a group format, what is investigated in researches of Daniel L. Araoz (1979) [7], proving the effectiveness and showing the methodology that can be used to conducts the hypnotic reactions in groups.

Group therapy, as a way of psychological treatment, offers its participants an opportunity to experience life in a safe and non- judgmental environment. Through group therapy, people grow in self- understanding, refine their relationships, and receive feedback on their behaviors and beliefs. They also have a chance to test new modes of acting and to express different opinions, ideas, and attitudes.

Main idea during the training using hypnosis is not only helping the members to overcome the stress, but also to teach the self hypnosis methods, so that any given technique can be used freely long after the training. Effectiveness of self hypnosis is discussed in studies of Paul Sacerdote (1981) [8]. Here we discuss only basic methods, used for working with groups. A brief description of each of the techniques follows.

Relaxation

When patients learn to relax through hypnosis, they improve their general functioning and consequently, through hypnorelaxation, they increase self-control and self-confidence and become more positive in their outlook on life.

Positive Revivification

Revivification of a pleasant event is a beneficial technique when group members are depressed or when the group finds itself in a plateau of indifference. Revivification provides and energy inflow from the historical events.

Hand Levitation

Technique of E. Rossi using the levitation of hands allows to investigate any problem for the cause and integrate it with the solution.

Age Progression and Mental Rehearsal.

Croup members find this technique very helpful when goals have to be set , preparation for future events are done. Age regression help members to get alone with past traumatic events in life.

Finally, teachers are asked to give feedback immediately and in 1-2 days period. Immediate reactions are as follows:

1. I relaxed very depply

2. Tension in muscles released
3. Thinking stopped
4. Strong desire to sleep
5. Will to cry
6. Deep breathing started

Result that were obtained during the training directly reflect the current state of each participant. Those who were affected slightly are mostly tightened by the cultural and social limitations. That is why self-performance is critical in authors training. All participants need to continue practicing self-hypnosis to get and fix the desired results.

Only difficulty that sometimes occurs with continuation is the barriers in hypnotizing themselves. Participants learn exercises in heterohypnosis, when there is a trainer leading and participant following. Participants may not be sure being in hypnosis or just fall a sleep. To avoid described difficulties, additional material is distributed with the concrete instructions. Instructions consist of 8 steps given in study of Richard B. GarverEd D. (1984) [9] Eight Steps to Self-Hypnosis. Steps are:

1. Plan the suggestion first and keep it positive
2. The entry cue
3. Neutral imagery
4. Move to suggestive imagery
5. Return to neutral imagery
6. Re-orient.
7. Post-hypnotic suggestion for post-trance feeling
8. Exit cue

Following the instructions participants easily get the result and continue practicing the exercises after training.

In a 2-3 daysperiod of self-practice, participants notice the following results:

1. Deep relaxation after a techniques and deep night sleep without any thinking and dreams
2. Release of irritability, attitude to many factors change, what decreases the stressor factors
3. Pain reduction, psychosomatic illnesses passes, body tensions decrease. Erich Flammer&AssenAlladin (2007) [10].

All of the given result directly lead to positive mood what effects personal and professional parts of the teacher's life.

As a conclusion, author recommends to include the hypnotic techniques as a part of stress management program for teachers. Main deep analysis is being conducted and researches continue.

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