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Stress Phenomena Among Teachers of the Subject of Education for Security

Introduction

The term “burnout” was taken from colloquial language, which makes it symbolic.¹ The phenomenon of burnout has been described by researchers since the 1970s. However, much earlier, independent of each other, clinical and literary descriptions were provided of people gradually losing energy and motivation to work, frustrated, exhausted, and sometimes giving up their profession because of this.

The term “burnout” was introduced into scientific language by American psychiatrist Herbert Freudenberg and G. Richelson in 1974. These researchers described burnout as “a state of fatigue or frustration resulting from dedication to a cause, way of life, or relationship that did not bring the expected reward.”²

Until the end of the 1970s, i.e. in the so-called pioneer phase of the research, case studies by practitioners had dominated. Those, initially full of enthusiasm and commitment, over time observed a number of negative changes related to a profession.

¹ M. Anczewska, P. Świtaj, J. Roszczyńska, „Wypalenie zawodowe”, *Postępy Psychiatrii i Neurologii*, no 14(2), 2005, pp. 67–77.

² H.J. Freudenberg, G. Richelson, *Burnout. The high cost of high achievement*, Garden City, NY: Doubleday, 1980, p. 13.

The identified symptoms were divided into affective, cognitive, physical, behavioral and motivation-related.³

Christina Maslach (1976) and colleagues from UC Berkeley contributed most to knowledge about burnout. The model of the burnout syndrome she defined was based on the results of empirical research conducted among people working in professions in the category of social services, e.g. nurses, teachers, social workers. After long-term work which consisted in helping others, some of those people exhibited emotional exhaustion, experienced a sense of work overload and adopted negative attitudes towards themselves and others.⁴

Since the beginning, the teachers' work has been of interest in the research on the phenomenon of occupational burnout. Teaching is featured by direct contact with people as well as commitment and emotional exchange related to interpersonal relationships. In the teaching profession, there is an asymmetry between psychological costs of the teacher's effort and gratification received from fulfilling their role. Many requirements put on a teacher are often impossible or difficult to reconcile.⁵

In 2009, Coulter and Abney reviewed the studies on teachers' burnout. They showed that this phenomenon is associated with an increase in morbidity and, consequently, going on sick leave. It is worth mentioning that some teachers, despite medical recommendations, gave up their sick leave because they felt they would be unable to catch up on the backlog which they had expected to occur. Many teachers felt the negative effect of stress and burnout on their family life and personal relationships with their environment. One of the consequences of these phenomena was giving up teaching, which could be observed just in the first few years from starting career. For the same reasons, people who had worked in school for 20 or more years also decided to switch their profession.⁶

Stress and its kinds

The word stress (pressure) comes from the English language in which, besides other meanings, it also refers to the field of quality control of materials, e.g. glass or metal, and means stress and expansion.⁷

Stress is inextricably linked with every person's life and work, affecting all spheres of their functioning. Excessive or chronic stress causes various effects in the form of health disorders, significantly worsening a person's health, professional and social functioning. Nowadays, the importance of stress and its consequences is gaining momentum, as evidenced by numerous studies and publications. The United Nations defined workplace stress "the world's epidemic of the twentieth century."⁸

³ M. Anczewska, P. Świtaj, J. Roszczyńska, *op. cit.*

⁴ A. Piotrowski, *Stres i wypalenie zawodowe funkcjonariuszy Służby Więziennej*, Difin, Warszawa 2000, p. 9.

⁵ P. Hreciński, *Wypalenie zawodowe nauczycieli*, Difin, Warszawa 2016, pp. 10–11.

⁶ *Ibidem*, p. 11.

⁷ J.P. Schröder, R. Blank, *Zarządzanie stresem. Jak rozpoznawać sytuacje stresowe i im przeciwdziałać*, BC Edukacja, Warszawa 2008, p. 11.

⁸ K. Jakubowska, A. Borkowska, „Ocena nasilenia stresu w pracy a cechy zespołu wypalenia zawodowego u menadżerów”, *Medycyna pracy*, no 6, 2005, p. 439.

Claude Bernard (1813–1878) the French physiologist is believed to have been the precursor of the problem of stress. He believed that there are defense mechanisms in the body whose interaction enables the body to fight threats and thus stay alive. Several decades later, these assumptions became the basis for the work of American physiologist Walter Cannon (1871–1945), the founder of the theory of homeostasis (the ability to remain stable).⁹

In 1926, the term stress was first used by Hans Hugh Selye. He defined stress as a non-specific reaction of the body to all demands imposed on it.¹⁰ He called it General Adaptation Syndrome.

H. Selye distinguished three stages of stress reaction which he called GAS – General Adaptation Syndrome:

- A – alarm reaction stage (it has two phases: the first – shock phase in which problems with the stressor's action appear, bewilderment and shock; the second – shock counteracting phase – attempts are made to overcome the difficulties);
- B – resistance stage (attempts are made to modify the mode of action, a specific acceptance of stress follows);
- C – exhaustion stage (occurs when stress works too long and strong; the body stops defending itself, physiological functions are disturbed).¹¹

Stress is defined in a variety of ways. J.P. Schröder, R. Blank define it as a set of specific and nonspecific reactions of the body to the action of stimuli that disturb its balance – they either mobilize or lead to disturbances.

Richard Lazarus and Susan Folkman define stress as a relationship between a person and the environment which is assessed negatively because it strains and exceeds its resources.

Stress is often associated with something negative, but there is also a type of stress that is desired in life – it can be called "positive stress." Hans Selye distinguished two types of stress. The first one is short-lived, mobilizing, called eustress, and the second one – debilitating, i.e. distress. Such a division indicates that there must be an optimal level of stress arousal at which the body functions properly. H. Selye proved that along with increasing stress the efficiency of performance increases until the optimum is achieved. Then, the increase in stress causes decline in performance and exhaustion, until performance ceases when stress is at a very high level.

Eustress is good stress – motivating, creative, constructive – which encourages a person to achieve the set life goal and make an effort. It has many benefits, such as: physical relaxation, positive psychophysical form, and keen attention. In turn, distress is bad stress, it introduces chaos into action, causes overload of the body resulting in frustration and aggression, and in the long run can lead to an illness.¹²

⁹ M. Waszkowska, A. Potocka, P. Wojtaszek, *Miejsce pracy na miarę oczekiwań: poradnik dla pracowników socjalnych*, Oficyna Wydawnicza Instytutu Medycyny Pracy im. prof. J. Nofera, Łódź 2010, p. 11.

¹⁰ H. Selye, *Stres okiełznany*, trans. by T. Zalewski, Państwowy Instytut Wydawniczy, Warszawa 1979, p. 25.

¹¹ Idem, *Stres życia*, trans. by J.W. Guzek, R. Rembiesa, PZWŁ, Warszawa 1960, p. 40.

¹² J. Wróblewski, *Psychologia w zawodach wymagających kontaktów z ludźmi*, Wyższa Szkoła Pedagogiczna Towarzystwa Wiedzy Powszechnej, Warszawa 1997, p. 116.

The factors that trigger stress are called stressors. They are divided into two groups. The first one is situations and events that force a specific decision. Stressors in this group may be unexpected, such as the death of a loved one, loss of source of income or being robbed of precious things, but they may also be expected, such as a wedding, an important conversation or a difficult exam. Therefore, these stressors are not always negative. Some are awaited with great joy, such as an important stage performance that in some way motivates the actors to play their parts in the best possible way. The second group of stressors includes the factors related to life conditions and characterized by long duration, such as a bad life situation.

Terelak compared various concepts of stress and presented a synthetic characteristic of this phenomenon. In the author's view, stress is nothing more than a specific state of the body. In his theory, Terelak assumes that the body interacts with the environment. He views stress as a more extreme condition than other conditions assessed as normal to which people are accustomed. In order to talk about a stressful situation, the presence of threat is necessary. The threat must be assessed and understood cognitively. If a person is unable to adapt to such a situation, he activates regulatory functions of the psyche.¹³

In work environment, you may come into contact with two important types of stress:¹⁴

- chronic, associated with frequently occurring barriers,
- traumatic, caused by various events, strongly affecting the psyche.

Chronic stress is associated with the situations that do not exceed an individual's adaptive abilities, but gradually deplete their resistance resources. Traumatic stress, on the other hand, is the result of certain exceptional situations that can be associated with threat and trauma.¹⁵

"The failure to meet the needs, or the threat of not providing them is the overriding source of stress, as stress is a subjective assessment indicating that gratifications are not sufficient to meet the needs."¹⁶ In this approach by Lazarus and Folkman, stress is closely related to the subjective cognitive assessment made by an individual. Its appearance in a person may be a consequence of objective external conditions, but also may have its basis in the personality specificity of a given individual.

Based on Karasek's research, a pattern of behavior was established for an employee who is particularly exposed to the risk of stress at work. It is featured by: external control area, ultimately overestimated reactivity, increased activity, ambition to make a big profit in a short time.

¹³ Idem, *Stres psychologiczny*, Oficyna Wydawnicza Branta, Bydgoszcz 1999, p. 43.

¹⁴ *Ibidem*, p. 45.

¹⁵ M. Widerszal-Bazyl, *Stres psychospołeczny w pracy – pojęcie, źródła i konsekwencje, różnice indywidualne, prewencja*, [w:] *Nauka o pracy – bezpieczeństwo, higiena, ergonomia*, ed. D. Koradecka, Warszawa 2002, p. 175.

¹⁶ A. Steciwko, A. Mastalerz-Migas, *Stres oraz wypalenie zawodowe: jak rozpoznawać, zapobiegać i leczyć*, Elsevier Urban & Partner, Wrocław 2012, p. 124.

Causes of stress

We can talk about a difficult situation when the imbalance between the person's task, activities, and external and internal conditions appears. It is hugely related to stress, and it occurs when there are any fluctuations between needs and tasks, and conditions. These fluctuations mainly refer to the everyday situation which leads to disturbance in the typical course of activity, which makes it difficult to perform the task at a normal level. In the emerging difficult situations, mainly in the face of a personal threat, the contacts which are quite often an external expression of activity between the person's real and reasonable behavior are disturbed. Difficult situations can be divided due to:¹⁷ subject, e.g. the teacher's situation, basic activity, e.g. problem situation, factors of a given environment and their condition, e.g. traffic, educational situation.

In T. Tomaszewski's view, "each difficult situation closely related to some obstacle on the way to achieving the intended goals means disruption of the structure of a normal situation."¹⁸ Moreover, this situation shows a conflict in the processes of regulating the relations between man and the environment. Difficult situations lasting for a long time can lead to permanent disturbances in a person's functioning, as well as to many undesirable changes, pathological or even deviant in nature. Many difficult situations also include new ones, i.e. those that a given person has never had contact with before. Most often, they require searching for new solutions that a given person has not dealt with, and which may be perceived as favorable or threatening. The author distinguishes difficult situations depending on the type of disturbance, listing:¹⁹

- *deprivation situation* – one in which there is a lack of basic factors enabling the person's proper functioning. In such a situation, the quality is lowered.
- *overload situation* – occurs when the task entrusted to a given person is at the limit of their physical, mental and psychological abilities.
- *obstacle situation* – occurs when the group cannot do the assigned task for separate reasons, when there are barriers or subjective deficiencies on the way to achieving the goal, resulting from the limitations of senses or mind, inadequate to the set requirements.
- *conflict situation* – when a person is in the field of action of opposing forces (physical forces, social and moral pressures).
- *threat situation* – occurs the moment the probability of suffering some kind of harm increases, or damage to one's health or harm of next of kin is experienced. These are situations where there is a possibility of violating any values prized by the group.

The difficult situations presented above are not mutually exclusive. On the contrary, there may be different types of obstacles under the same conditions. The distinguished features of difficult situations are interrelated, which means that each difficult situation is a threat to a greater or lesser extent as the barriers that appear

¹⁷ E. Aronson, *Człowiek – istota społeczna*, Wyd. Naukowe PWN, Warszawa 1999, p. 34.

¹⁸ T. Tomaszewski, *Psychologia*, Wyd. Naukowe PWN, Warszawa 1975, p. 213.

¹⁹ *Ibidem*, p. 214.

may reduce the level of performance, which may have adverse consequences for the doer.

Stress in employees is a very negative factor, both for the employee and the workplace. In the realities of a market economy, entrepreneurs experience growing competition, based on the need to minimize production costs, which result in increased demands on employees. These requirements often exceed the capabilities of the employee. Stress may not only reduce the level of efficiency and productivity in a company, but also damage the employees' health. Therefore, it is important to know how to prevent this adverse element from occurring in the workplace environment.

A high level of stress may be caused by, i.a., the reasons inherent in the tasks assigned to employees, the way work is organized, the way employees are managed by superiors or the relationships in the company. An employee performing tasks in stressful environment becomes nervous and his decisions are often misguided. Uncontrolled competition of work performance leads to a "race" for the superiors' recognition and, consequently, to mobbing.

Work atmosphere, in addition to the physical environment factors (noise, vibrations, lighting, temperature) and organization of the workplace, is shaped by the factors resulting from interpersonal relations. Jealousy and hatred are potential stressors in employees. Consequently, these two factors lead to a conflict in the group. Jealousy and hatred are the first symptoms of activation of the stressor – mobbing. This type of stressor most often occurs within certain social frameworks, i.e. in the professional sphere. In the case of mobbing, it is about a situation in which someone in the workplace is harassed, bullied or treated worse than other employees for a long time and feels isolated from the group. The co-workers' "fight" for survival in the workplace is an important cause of mobbing. The assessment of the results and quality of work make a major stressor influencing the employee's behavior. An ambitious employee believes that he does all the tasks without reservations and better than others. In the daily routine, he does not notice that symptoms of negative stressful stimuli come up around him. Unnoticeable stressors slowly but steadily shape his work environment, which is getting saturated with stress. Under-assessment by superiors makes the employee feel humiliated and aggressive towards the people for whose benefit he works.

Downgrading of the position and the associated reduction in remuneration as well as job insecurity are further stressors reassuring the employee that his job commitment is not needed by anyone and he himself feels humiliated. A tired, nervous, aggressive employee becomes cynical and does his tasks without commitment. Lack of motivation to work is the beginning of the process of professional burnout. For people who try to derive a sense of existential success from their work, failure is an unpleasant experience and a very strong stimulus conducive to professional burnout.

Ways to cope with stress

Coping with stress is a regulation that consists in maintaining steady balance between the requirements and responsibilities at work and one's own abilities, skills,

and knowledge. It is natural to cope with problems on a daily basis.²⁰ Strong or permanent stress affects a person negatively. Its quick identification and assessment gives you a better chance of overcoming it. It is important to be aware of the stress you are experiencing and to respond to it accordingly.

Unfortunately, there is not one specific cure or formula for stress. Everything depends on each person's biological and psychological factors and the response of the entire nervous system. The method chosen to combat stress always depends on personal circumstances, the person's characteristics, and the intensity of stress. Having the knowledge that obstacles and difficulties are starting to beat and dominate us is the basic element in coping with stress. The first step in fighting stress is admitting that there is a problem.

Folkman and Lazarus describe stress management as "constantly changing cognitive and behavioral efforts to master specific external and internal requirements that an individual judges to be overloading or exceeding their resources."²¹ A person's activity designed to cope with stressful situations and events is referred to as coping and can be treated as a process, style, or strategy:

a) Coping with stress as a process – a transactional approach:²²

In his considerations, Lazarus considers two basic functions of coping with stress:

- instrumental, i.e. task-oriented – focus, concentration on a given problem. It consists in changing the situation for the better, either completely changing the action or changing the environment that is threatening.

It is about changing the elements of the environment or transforming the existing relations with it.

The methods directly affecting the objective situation are:

- active coping, i.e. attempting to eliminate the stressor by removing it or walking away from it, reducing its effects, searching for and implementing solely design solutions,,
- planning, i.e. discussing the best solutions in coping with stressful situations, preparing an effective method of further action,
- limiting competitive activities – focusing on the stressor, selection of incoming information and setting aside other activities,
- postponing the problem, i.e. waiting patiently for favorable time and conditions for effective action,
- seeking social support,
- regulating emotions – lowering emotional (negative) tension and other negative emotional states.

An individual focuses on overcoming emotional strain. This is overcoming difficulties in contacts with others and breaking mental resistance. These types of activities include:

- distancing oneself from the problem,
- adaptation, i.e. an attempt to accept a negative situation,
- positive re-evaluation, i.e. looking for positive features,

²⁰ G. Bartkowiak, *Człowiek w pracy. Od stresu do sukcesu w organizacji*, Polskie Wyd. Ekonomiczne, Warszawa 2009, p. 27.

²¹ Idem, *Psychologia stresu*, op. cit., p. 75.

²² M. Waszkowska, A. Potocka, P. Wojtaszek, op. cit., p. 33–34.

- planned problem solving,
- turning to religion, i.e. seeking solace in the prayer,
- escape, avoidance through medication, smoking, drinking, excessive eating, etc.,
- psychological detachment, i.e. distancing oneself from the problem by taking up other activities,
- denial of a difficult situation,
- repression, i.e. erasing the problem from memory,
- compensating stress with successful events from other areas of life,
- taking responsibility by blaming yourself.

Both functions May affect each other, they are not mutually exclusive, they can be performed simultaneously.

Stress prevention

The concept of stress perceived as a result of mutual mismatch between the individual and the environment implies the adoption of the most far-reaching individualisation of the employee's organizational context as a general directive, a rule of thumb. This is not always fully possible. Significant limitations in this regard may be created by both technology and organizational structure in an institution, or its management system.

Stress in an organization can be combated on two levels:²³

- organizational level – technological and organizational conditions and solutions which, due to their flexibility, enable the adjustment (at least in some areas) of an individual's work environment to their individual expectations and needs. It is also important to recognize stress factors at workplace and try to remove them or at least minimize them,
- individual level – impact focused on the individual, aimed both at helping to cope with stress that has already occurred and building resistance to stress that may yet arise.

In the management literature, you can find descriptions of extensive action programs recommended for enterprises to eliminate stressors which threaten their employees. The most frequently mentioned ones include:²⁴

- analysis, clarification and redesign of organizational roles, with active participation of interested employees,
- various forms of counseling to help employees cope with problems and difficulties related to work,
- creating supportive organizational atmosphere based on honesty and openness,
- increasing the scope of employee participation in decision making,
- creating opportunities for employees to discover their own skills and set goals for themselves by organizing career planning seminars, using planned job turnover, diagnosing abilities, etc.,

²³ N. Ogińska-Bulik, *Stres zawodowy u policjantów. Źródła, konsekwencje, zapobieganie*, Wydaw. Wyższej Szkoły Humanistyczno-Ekonomicznej, Łódź 2003, pp. 38–39.

²⁴ *Ibidem*, p. 39.

- giving employees freedom to shape physical working conditions and decide how to perform tasks,
- organizing information seminars on occupational stress – its symptoms, consequences, and remedial measures,
- encouraging employees to participate in relaxation training.

Experts recommend several ways to deal with stress-induced tension: exercise, relaxation techniques, and constructive perception of reality.²⁵

Exercise is the simplest solution that has been used for a long time. For many reasons (social norms, reporting line) it is often impossible to express yourself physically in difficult situations. Physical activity – walking, jogging, cycling or skiing can be a way to unwind, release excessive emotional strain. Physical effort allows you to reduce aggression and muscle tension caused by stress and reduce the level of anxiety. Regularity is the condition for the effectiveness of physical exercise in reducing mental strain.

Relaxation exercises have been recognized by many experts as effective in treating excessive stress. They help not only reduce muscle tension, but also relieve mental tensions. They counteract anxiety states, improve well-being on an ad hoc basis, and have a positive effect on sleep. Regular relaxation exercises reduce hypertension, improve the functioning of the heart, and affect the functioning of imagination and thought processes.

Relaxation is used as a standalone technique or as a procedure that facilitates the use of other techniques, e.g. autogenic training.

Among the relaxation techniques, the following can be distinguished:

- imagery relaxation – allows people experiencing strain or anxiety to achieve a state of peace and safety. It is based on the use of suggestions which enable the person the formation of appropriate images.
- Jacobson's relaxation technique – a state of relaxation activated by means of the defuse of muscle tension by consciously and deliberately inducing tension in individual muscle groups, and then slowly relaxing them. By deliberately contracting and flexing as well as inactivation and relaxation of specific groups of muscles, a person learns to see the differences between the state of tension and relaxation,
- relaxation with music – allows you to distract from the experienced anxiety and tension,
- relaxation through movement (gymnastics, dance) – apart from distraction, there is an additional important factor here, which is the release of muscle tension through effort;
- meditation – is a technique of focusing on one's own physiological processes, as a result of which there is a switch of the state of consciousness from the everyday, ordinary state of wakefulness to another consciousness mode. We use meditation

Positive self-suggestion involves processing pre-selected formulas about our behavior and imagining that behavior. With its help, we can act on mental and physiological processes that are beyond the reach of our consciousness.

²⁵ M. Kamińska, B. Siewierski, A. Skwara, A. Szóstak, *Panowanie nad stresem*, Helion, Gliwice 2005, pp. 75–76.

Work-related psychosocial risk involves those elements of work planning and management, and the social and organisational contexts of work which can cause physical or psychological trauma. This risk is considered one of the high-profile contemporary challenges in the field of occupational health and safety. It relates to such workplace problems as work-related stress, violence, harassment and mobbing. According to the report prepared by the European Foundation for the Improvement of Living and Working Conditions (2007), work-related stress is one of the commonest causes of health problems reported by employees. Over 40 million individuals across the EU are affected by work-related stress. The said survey showed that over the preceding 12 months, 6% of the employees had been subjected to intimidation and physical violence, 4% to third-party violence, and 5% to mobbing and/or harassment in the workplace.

Pursuant to the provisions of the Council Directive on the introduction of measures to encourage improvements in the safety and health of workers at work (89/391/EEC), psychosocial risk management is part of the employers' obligations. This entails the obligation to evaluate and manage all types of risk factors which pose a threat to the health of their employees. These issues were also tackled in two agreements entered into by European social partners, i.e. *The Framework Agreement on Work-Related Stress* (2004) and *The Framework Agreement on Harassment and Violence at Work* (2007). Good psychosocial risk management goes beyond the legal requirements, and creates good business opportunities.

The objective of the paper is to present the issue of stress as experienced by upper-secondary school teachers of Safety Education, working in the Małopolskie Province area. The adopted research hypothesis states that the phenomenon of stress which teachers are unable to cope with affects over 50% of the research participants.

Work-related stress is one of the major psychosocial risks, which is why it formed one of the underlying premises behind carrying out research into this issue.

Materials and methods

The research covered 81 teachers from upper-secondary schools in the Małopolskie Province. The group was selected purposively from among teachers dealing with education for security. The respondents group was composed in 74% of women and in 26% of men, aged up to 25 years – 4%, 26–35 years – 32%, 36–45 years – 27%, 46–55 years – 27%, or over 55 years – 10%. The research sample was selected deliberately. The study was carried out on a group of 100 teachers. The research was conducted in 2019/2020.

Research questions

While performing their professional activities, teachers are exposed to a variety of stressors which can be broadly defined as psychosocial. These stressors usually lead to various negative consequences such as fatigue, decreased motivation to work, a tendency to neglect duties or professional burnout. The exact effect of stressors depends, *inter alia*, on gender and age. The aim of this study was to explore the

relationship, if any, between the age and gender of teachers dealing with education for security, and their sense of stress defined in three dimensions, i.e., as emotional tension, external stress and intrapsychic stress.

With a view to solving the research problem, the Sense of Stress Questionnaire (SSQ) by M. Plopa and R. Makarowski was used. The authors of the questionnaire, having conducted numerous research, determined three stress factors, identified as the causes of the corresponding observable behavioural indicators. These are: emotional tension, external stress and intrapsychic stress. While the identified factors provided the basis for developing the questionnaire, the authors decided to add the lie scale, because they assumed that a biased way of responding to questions, motivated either by certain self-presentation tendencies or by specific understanding of the content of particular items included in the questionnaire, would influence the results obtained for the indicators.

M. Plopa and R. Makarowski standardised the Sense of Stress Questionnaire by analysing a group of 9000 people who differed in terms of gender, age, marital status, education, place of upbringing, occupation which they held the qualification for and which they actually performed, and health status. The respondents came from cities, smaller towns and villages. The standards were developed taking into account the above-mentioned demographic and social variables, which significantly differentiated the respondents.

Based on empirical distributions of scores, the authors of the SSQ determined sten scores for these persons taking into account their gender, age, and education.

The authors included 7 statements for each dimension (factor) of the SSQ, e.g., for emotional tension: "I feel anxious that more and more things annoy me" and "I have difficulty relaxing although I try"; for external stress: "I think I am being judged fairly" and "I feel anxious that I am being overwhelmed by what is required of me"; and for intrapsychic stress: "I feel angry that I am not talented enough to achieve my goals" and "I keep being disturbed by what has happened to me in the past". Each statement was assigned a numerical value: 5, 4, 3, 2, or 1. The raw scores for each dimension (emotional tension, external stress, intrapsychic stress), therefore, fall within the range from 1 to 35 points (7 statements of 1 point each, to 7 statements of 5 points each), which means that the total score (for the three dimensions) is between 21 and 105 points. It should be noted that, as for the lie scale, the authors included not 7 but 6 statements, to which they assigned the same numerical values, as a result of which the raw scores for this factor range from 6 to 30 points.

The raw scores of the SSQ were converted into sten scores. The authors adopted a scale consisting of 10 different units²⁶, from very low values (stems 1–2) to very high ones (stems 9–10). In the order of preference, these were low scores: stems 3–4; moderate scores: stems 5–6 average, and high scores: stems 7–8.

Design procedure, instruments, and data collection

The analysis of the research results concerning the relationship between the gender and age teachers dealing with education for security in the Małopolskie Province

²⁶ They reflect the degree of intensity of a given feature, whether desirable or undesirable (psychological conditions).

was based on the SSQ test, the results of which – regarding gender – were compared using Student’s t test for independent groups, and regarding age – they were analysed by estimating Pearson’s linear correlation coefficients. The reliability of the scale as regards its individual dimensions, i.e. the total score and results for individual scales, was determined using Cronbach’s alpha coefficient.

The test probability at the level of $p < 0.05$ was defined as significant and the test probability at the level of $p < 0.01$ as highly significant.

Findings

The comparison of the scores recorded for particular scales (dimensions) in relation to the whole group allowed us to conclude that in the areas of emotional tension, external stress, and intrapsychic stress the teachers obtained low results the most frequently (49.38%, 61.73% and 59.26%, respectively), and high results the least frequently (3.7%, 0.5% and 0.5%, respectively). In the lie scale, that trend was reversed, i.e., high scores were the most frequent (58.2%) and low scores the least frequent (0.5%).

Table 1. The overall scores for the analysed scales

| Scores | Overall score excluding the lie scale | | Score for the emotional tension dimension | | Score for the external stress dimension | | Score for the intrapsychic stress dimension | | Score for the lie scale | |
|-------------------|---------------------------------------|-------|---|-------|---|-------|---|-------|-------------------------|-------|
| | N | % | N | % | N | % | N | % | N | % |
| Low (I–III) | 44 | 54.32 | 40 | 49.38 | 50 | 61.73 | 48 | 59.26 | 1 | 1.23 |
| Moderate (IV–VII) | 37 | 45.68 | 38 | 46.91 | 30 | 37.04 | 32 | 39.51 | 33 | 40.74 |
| High (VIII–X) | 0 | 0.00 | 3 | 3.70 | 1 | 1.23 | 1 | 1.23 | 47 | 58.02 |

Source: authors’ own elaboration.

The overall SSQ score excluding the lie scale did not assume a high value in any of the respondents. Slightly more than half (54.32%) of the cases were low scores and the remaining 45.68% of the cases were moderate scores.

The sense of stress vs. gender

Gender is a key dimension of personal life, social relationships and culture. It determines social roles and even the ways they are performed. It often influences both the way we perceive the reality and various psychological processes that translate into the quality of life.

As one of the research objectives was to determine the relationship between gender and the sense of stress, the scores for emotional tension, external stress and

intrapsychic stress obtained in the groups of male and female respondents were also analysed separately.

Table 2. The scores for the analysed scales, both overall and by gender

| Scale | Group | Arithmetic mean | Standard deviation | Min. | Lower quartile | Median | Upper quartile | Max | Student's t test (df=79) |
|---|-------|-----------------|--------------------|------|----------------|--------|----------------|------|---------------------------|
| Overall score excluding the lie scale | Total | 50.48 | 15.93 | 21.0 | 38.0 | 49.0 | 61.0 | 88.0 | t = -0.4417 p = 0.6599 |
| | Women | 50.02 | 15.88 | 21.0 | 37.5 | 48.0 | 61.3 | 80.0 | |
| | Men | 51.81 | 16.38 | 25.0 | 40.0 | 53.0 | 57.0 | 88.0 | |
| | Total | 3.33 | 1.80 | 1.0 | 2.0 | 3.0 | 4.0 | 7.0 | t = -0.5602 p = 0.5770 |
| | Women | 3.27 | 1.79 | 1.0 | 2.0 | 3.0 | 4.3 | 7.0 | |
| | Men | 3.52 | 1.86 | 1.0 | 2.0 | 4.0 | 4.0 | 7.0 | |
| Score for the emotional tension dimension | Total | 18.07 | 6.84 | 7.0 | 13.0 | 17.0 | 23.0 | 35.0 | t = 0.1311 p = 0.8960 |
| | Women | 18.13 | 6.85 | 7.0 | 12.8 | 16.5 | 23.3 | 32.0 | |
| | Men | 17.90 | 6.95 | 8.0 | 13.0 | 18.0 | 23.0 | 35.0 | |
| | Total | 3.99 | 2.12 | 1.0 | 2.0 | 4.0 | 6.0 | 10.0 | t = 0.2065 p = 0.8369 |
| | Women | 4.02 | 2.09 | 1.0 | 2.0 | 3.5 | 6.0 | 8.0 | |
| | Men | 3.90 | 2.28 | 1.0 | 2.0 | 4.0 | 6.0 | 10.0 | |
| Score for the external stress dimension | Total | 16.11 | 5.12 | 7.0 | 13.0 | 16.0 | 19.0 | 31.0 | t = -0.9229 p = 0.3589 |
| | Women | 15.80 | 5.06 | 7.0 | 12.0 | 15.5 | 19.0 | 28.0 | |
| | Men | 17.00 | 5.33 | 7.0 | 14.0 | 16.0 | 19.0 | 31.0 | |
| | Total | 3.10 | 1.64 | 1.0 | 2.0 | 3.0 | 4.0 | 8.0 | t = -1.2291 p = 0.2227 |
| | Women | 2.97 | 1.60 | 1.0 | 2.0 | 3.0 | 4.0 | 7.0 | |
| | Men | 3.48 | 1.72 | 1.0 | 2.0 | 3.0 | 4.0 | 8.0 | |
| Score for the intrapsychic stress dimension | Total | 16.30 | 5.84 | 7.0 | 12.0 | 16.0 | 20.0 | 32.0 | t = -0.5525 p = 0.5822 |
| | Women | 16.08 | 5.58 | 7.0 | 11.8 | 15.5 | 20.3 | 27.0 | |
| | Men | 16.90 | 6.63 | 7.0 | 12.0 | 16.0 | 19.0 | 32.0 | |
| | Total | 3.11 | 1.70 | 1.0 | 2.0 | 3.0 | 4.0 | 8.0 | t = -0.6956 p = 0.4887 |
| | Women | 3.03 | 1.62 | 1.0 | 1.8 | 3.0 | 4.0 | 6.0 | |
| | Men | 3.33 | 1.93 | 1.0 | 2.0 | 3.0 | 4.0 | 8.0 | |
| Score for the lie scale | Total | 22.43 | 3.23 | 14.0 | 20.0 | 22.0 | 25.0 | 30.0 | t = 0.0058 p = 0.9954 |
| | Women | 22.43 | 3.02 | 16.0 | 20.0 | 22.0 | 25.0 | 30.0 | |
| | Men | 22.43 | 3.85 | 14.0 | 20.0 | 23.0 | 25.0 | 29.0 | |
| | Women | 8.03 | 1.71 | 4.0 | 7.0 | 8.0 | 10.0 | 10.0 | t = 0.0719 p = 0.9428 |
| | Men | 8.00 | 2.14 | 3.0 | 7.0 | 9.0 | 10.0 | 10.0 | |
| | Total | 8.02 | 1.82 | 3.0 | 7.0 | 8.0 | 10.0 | 10.0 | |

Source: authors' own elaboration.

The conducted analysis revealed no significant differences in terms of experiencing stress. More specifically, no significant differences ($p > 0.05$) between males and females were found as regards: a) emotional stress (in the group of women, the

mean was 18.13 with a deviation of 6.85 and the range of results was from 7 to 32, while among men, the mean was 17.9 with a deviation of 6.95 and the range of results was from 8 to 35); b) external stress (in the group of women, the mean was 15.8 with a deviation of 5.06 and the range of results was from 7 to 28, and in the group of men, the mean was 17 with a deviation of 5.33 and the range of results was from 7 to 31), and c) intrapsychic stress (in the group of women, the mean was 2.97 with a deviation of 1.6 and the range of results was from 1 to 7, while in the group of men, the mean was 3.48 with a deviation of 1.72 and the range of results was from 1 to 8).

The obtained results were confirmed by sten scores.

It should be pointed out that for the emotional tension dimension, most of the surveyed women and men fell in the range of 1 – 4 stens, i.e., in the range of very low (1 – 2 stens) and low (3 – 4 stens) values. Teachers (both male and female) representing this group do not feel anxious, nor are they discouraged, irritated or annoyed for any reason. The situation is completely different for those professionals who recorded a score between 7 and 10 stens (i.e., 7 – 8 high or 9 – 10 very high). They experience anxiety, tend to resign from work, have a pessimistic view of the world, negatively assess themselves, and seek the reasons for failures in themselves rather than in the outside world. For the respondents with a score of 5 – 6 stens, the experience of stress is at a moderate level.

For the external stress dimension, also the largest number of male and female respondents obtained a score of 1 – 4 stens (1 – 2 very low and 3 – 4 low) which implies that they face no or few problems in their relations with the outside world. Very few respondents obtained from 7 to 10 stens – a score that is considered high, and indicates frustration and conviction that their own resources are exhausted in the course of implementing the duties imposed on them; it also indicates their conviction of being exploited and unfairly treated by their superiors or co-workers, helplessness and growing tiredness in defending their own arguments.

The third dimension of stress under analysis is intrapsychic stress. In this dimension, as in the previous two, the largest group of the surveyed men and women was in the range of 1 – 4 stens (1 – 2 very low or 3 – 4 low), which implies that they have their plans and are not afraid to see them through, and that they confidently set their goals, think constructively about the future, do not feel alone, as well as erase bad/traumatic memories from the past that could negatively affect their present and future. The lowest number of respondents, both men and women, were in the range from 7 to 10 stens – a score indicating low self-esteem paralysing one's actions, living in the past, having trouble sleeping, and lacking motivation to act.

The remaining respondents scored 5 – 6 stens, which is an average score, and this is also how their level of intrapsychic stress is rated.

It should be added that gender also does not differentiate the lie scale (in the group of women, the mean was 22.43 with a deviation of 3.02 and the range of results was from 16 to 30, while in the group of men, the mean was 22.43 with a deviation of 3.85 and the range of results was from 14 to 29). As for the lie scale, the score of 1 – 4 sten(s) confirms that there is no tendency whatsoever to falsify one's own image by the surveyed teachers.

The obtained results prompt the conclusion that gender does not significantly differentiate the sense of stress among the surveyed teachers.

The sense of stress vs. age

Age as a variable indicates certain associations with the intensity of experiencing different types of stress. Age configurations were analysed for individual age groups.

The sten scores developed by the authors of the SSQ were adopted for the groups so distinguished, representing the following categories: the lie scale, emotional tension, external stress, intrapsychic stress, and the general scale.

Table 3. Correlations between the respondents' age and the scores obtained for the analysed scales

| | | r | r² | r error | t statistics for r | degrees of freedom | p value |
|---|--------|----------|----------------------|----------------|---------------------------|---------------------------|----------------|
| Overall score excluding the lie scale | [ws] | 0.4126 | 0.1702 | 0.1031 | 4.0001 | 78 | 0.0001 |
| | [sten] | 0.3959 | 0.1567 | 0.1040 | 3.8077 | 78 | 0.0003 |
| Score for the emotional tension dimension | [ws] | 0.4016 | 0.1613 | 0.1037 | 3.8725 | 78 | 0.0002 |
| | [sten] | 0.3744 | 0.1402 | 0.1050 | 3.5662 | 78 | 0.0006 |
| Score for the external stress dimension | [ws] | 0.3053 | 0.0932 | 0.1078 | 2.8313 | 78 | 0.0059 |
| | [sten] | 0.2705 | 0.0732 | 0.1090 | 2.4815 | 78 | 0.0152 |
| Score for the intrapsychic stress dimension | [ws] | 0.3848 | 0.1481 | 0.1045 | 3.6818 | 78 | 0.0004 |
| | [sten] | 0.3317 | 0.1100 | 0.1068 | 3.1052 | 78 | 0.0027 |
| Score for the lie scale | [ws] | 0.0540 | 0.0029 | 0.1131 | 0.4778 | 78 | 0.6342 |
| | [sten] | 0.0717 | 0.0051 | 0.1129 | 0.6351 | 78 | 0.5272 |

Source: authors' own elaboration.

The analysis allows for the conclusion to be drawn that a highly significant ($p < 0.01$) correlation with age is found for the general scale excluding the lie scale (both raw and sten scores). This is a positive correlation at the moderate level, i.e. the older the respondents were, the higher their overall stress questionnaire score.

Similarly, the emotional tension, external stress and intrapsychic stress scales are highly significantly ($p < 0.01$) correlated with age, in the case of both raw and sten scores. In all three dimensions, it is a positive correlation at the moderate or low level, i.e. the older the respondents were, the higher emotional tension, external stress and intrapsychic stress they showed.

As regards the lie scale, no significant ($p > 0.05$) correlation was found with the respondents' age.

Finally, it was decided to verify the reliability of the Sense of Stress Questionnaire, as used in the study, by means Cronbach's alpha coefficient.

The overall scale of the SSQ turned out reliable. Cronbach's alpha coefficient was above 0.90, and the average correlation coefficient between the scale items was 0.3776. At the same time, it is worth noting that removing any of the questionnaire scales does not significantly improve the reliability of this scale.

The emotional tension dimension proved to be a reliable scale (Cronbach's alpha coefficient is above 0.80 and the average correlation coefficient between the scale items is 0.5339 (Table 5)), and so did the external stress dimension (Cronbach's alpha coefficient is above 0.77 and the average correlation coefficient between the scale

items is 0.3341 (Table 6)), and the intrapsychic stress dimension (Cronbach's alpha coefficient is above 0.78 and the average correlation coefficient between the scale items is 0.3492 (Table 7)). In addition, the lie scale also turned out reliable (Cronbach's alpha coefficient is below 0.50 and the average correlation coefficient between scale items is 0.1003 (Table 8)).

Table 4. Reliability – Cronbach's alpha (Overall score excluding the lie scale)

| Removed item | Mean of the scale after item removal | Standard deviation after item removal | Correlation of the removed item and the sum of other items | Cronbach's alpha after item removal |
|--|---|--|---|--|
| NE – 1 | 48.0000 | 15.6925 | 0.7257 | 0.9216 |
| NE – 5 | 48.1250 | 15.7739 | 0.7055 | 0.9221 |
| NE – 9 | 47.9167 | 15.7898 | 0.7750 | 0.9211 |
| NE – 13 | 48.1389 | 16.1658 | 0.3675 | 0.9292 |
| NE – 17 | 47.8750 | 15.8380 | 0.6999 | 0.9224 |
| NE – 21 | 48.3194 | 15.6806 | 0.7725 | 0.9207 |
| NE – 25 | 48.1806 | 15.6748 | 0.8233 | 0.9199 |
| SZ – 2 | 48.4028 | 16.4614 | 0.2549 | 0.9295 |
| SZ – 6 | 48.2778 | 15.7804 | 0.7160 | 0.9220 |
| SZ – 10 | 48.2917 | 16.1772 | 0.3937 | 0.9283 |
| SZ – 14 | 48.2639 | 16.0237 | 0.5746 | 0.9247 |
| SZ – 18 | 48.3472 | 16.3295 | 0.3084 | 0.9294 |
| SZ – 22 | 48.6528 | 16.2274 | 0.4589 | 0.9267 |
| SZ – 26 | 48.2361 | 15.8190 | 0.7483 | 0.9216 |
| SI – 3 | 48.3333 | 15.9321 | 0.6193 | 0.9239 |
| SI – 7 | 48.5972 | 15.9724 | 0.6703 | 0.9232 |
| SI – 11 | 48.5000 | 15.8087 | 0.7245 | 0.9219 |
| SI – 15 | 48.2917 | 15.9660 | 0.5243 | 0.9259 |
| SI – 19 | 48.2083 | 16.1367 | 0.4040 | 0.9283 |
| SI – 23 | 48.1389 | 15.7492 | 0.6939 | 0.9223 |
| SI – 27 | 48.2361 | 16.0514 | 0.4933 | 0.9264 |
| Mean of the scale | | | | 50.6667 |
| Standard deviation of the scale | | | | 16.7239 |
| Cronbach's alpha of the scale | | | | 0.9277 |
| Standard error of measurement | | | | 4.4954 |
| Average correlation between pairs of items | | | | 0.3776 |
| Standardised Cronbach's alpha | | | | 0.9272 |

Source: authors' own elaboration.

Table 5. Reliability – Cronbach's alpha (Score for the emotional tension dimension)

| Removed item | Mean of the scale after item removal | Standard deviation after item removal | Correlation of the removed item and the sum of other items | Cronbach's alpha after item removal |
|--|---|--|---|--|
| NE – 1 | 15.4079 | 5.8769 | 0.7652 | 0.8571 |
| NE – 5 | 15.5789 | 6.0316 | 0.6913 | 0.8669 |
| NE – 9 | 15.3553 | 6.0942 | 0.7322 | 0.8631 |
| NE – 13 | 15.5263 | 6.4301 | 0.3092 | 0.9153 |
| NE – 17 | 15.3289 | 6.0891 | 0.6988 | 0.8664 |
| NE – 21 | 15.7895 | 5.8636 | 0.8198 | 0.8501 |
| NE – 25 | 15.6447 | 5.9614 | 0.7860 | 0.8554 |
| Mean of the scale | | | | 18.1053 |
| Standard deviation of the scale | | | | 6.9944 |
| Cronbach's alpha of the scale | | | | 0.8855 |
| Standard error of measurement | | | | 2.3668 |
| Average correlation between pairs of items | | | | 0.5339 |
| Standardised Cronbach's alpha | | | | 0.8891 |

Source: authors' own elaboration.

Table 6. Reliability – Cronbach's alpha (Score for the external stress dimension)

| Removed item | Mean of the scale after item removal | Standard deviation after item removal | Correlation of the removed item and the sum of other items | Cronbach's alpha after item removal |
|--|---|--|---|--|
| SZ – 2 | 13.8816 | 4.8138 | 0.3666 | 0.7742 |
| SZ – 6 | 13.7763 | 4.3897 | 0.5752 | 0.7350 |
| SZ – 10 | 13.8158 | 4.5335 | 0.4476 | 0.7634 |
| SZ – 14 | 13.7632 | 4.4628 | 0.5905 | 0.7327 |
| SZ – 18 | 13.8684 | 4.6743 | 0.3848 | 0.7736 |
| SZ – 22 | 14.1447 | 4.5861 | 0.5592 | 0.7413 |
| SZ – 26 | 13.6974 | 4.4212 | 0.6034 | 0.7293 |
| Mean of the scale | | | | 16.1579 |
| Standard deviation of the scale | | | | 5.2206 |
| Cronbach's alpha of the scale | | | | 0.7786 |
| Standard error of measurement | | | | 2.4564 |
| Average correlation between pairs of items | | | | 0.3341 |
| Standardised Cronbach's alpha | | | | 0.7784 |

Source: authors' own elaboration.

Table 7. Reliability – Cronbach's alpha (Score for the intrapsychic stress dimension)

| Removed item | Mean of the scale after item removal | Standard deviation after item removal | Correlation of the removed item and the sum of other items | Cronbach's alpha after item removal |
|--|--------------------------------------|---------------------------------------|--|-------------------------------------|
| SI – 3 | 14.0000 | 5.1558 | 0.4995 | 0.7599 |
| SI – 7 | 14.2625 | 5.1967 | 0.5733 | 0.7491 |
| SI – 11 | 14.1625 | 5.0527 | 0.5903 | 0.7423 |
| SI – 15 | 13.8625 | 5.2428 | 0.3420 | 0.7935 |
| SI – 19 | 13.9250 | 5.1257 | 0.4861 | 0.7627 |
| SI – 23 | 13.7750 | 4.9067 | 0.6624 | 0.7258 |
| SI – 27 | 13.8875 | 5.1778 | 0.4614 | 0.7672 |
| Mean of the scale | | | | 16.3125 |
| Standard deviation of the scale | | | | 5.8733 |
| Cronbach's alpha of the scale | | | | 0.7850 |
| Standard error of measurement | | | | 2.7230 |
| Average correlation between pairs of items | | | | 0.3492 |
| Standardised Cronbach's alpha | | | | 0.7897 |

Source: authors' own elaboration.

Table 8. Reliability – Cronbach's alpha (Score for the lie scale)

| Removed item | Mean of the scale after item removal | Standard deviation after item removal | Correlation of the removed item and the sum of other items | Cronbach's alpha after item removal |
|--|--------------------------------------|---------------------------------------|--|-------------------------------------|
| SK – 4 | 18.7179 | 2.5882 | 0.3629 | 0.2295 |
| SK – 8 | 18.3590 | 2.9453 | 0.1276 | 0.3777 |
| SK – 12 | 19.2692 | 2.5921 | 0.1515 | 0.3813 |
| SK – 16 | 18.8333 | 2.8804 | 0.0227 | 0.4463 |
| SK – 20 | 19.4231 | 2.4995 | 0.3429 | 0.2242 |
| SK – 24 | 18.5385 | 2.8408 | 0.1332 | 0.3747 |
| Mean of the scale | | | | 22.6282 |
| Standard deviation of the scale | | | | 3.0921 |
| Cronbach's alpha of the scale | | | | 0.3891 |
| Standard error of measurement | | | | 2.4167 |
| Average correlation between pairs of items | | | | 0.1003 |
| Standardised Cronbach's alpha | | | | 0.4008 |

Source: authors' own elaboration.

Conclusions

The way teachers experience stress depends on many factors which they encounter in their daily work. It results from an imbalance within the system due to emerging stimuli, events perceived as overloading and difficult to overcome, because the

effective fulfilment of the professional role of a teacher requires the implementation of increasingly complex tasks, the continuous acquisition of new competences and life-long self-education. Teachers' stress also arises from the fact that the profession requires great responsibility due to the constantly growing range of duties, the implementation of increasingly complex educational and upbringing functions, and high interpersonal activity in subjective relations. Apart from the sense of being overloaded with their professional role, which often causes disturbed relations in various interpersonal arrangements, teachers frequently experience a conflict of roles caused by many ambiguities and constant organisational changes. For older teachers, the transition from familiar and well-established tasks to new ones, which require a modified approach, adjusting to the requirements of modernity, can be a difficulty. This concerns both working methods and ways of communicating with students.²⁷

The issue of stress in teachers' work in Poland has not yet been subject to sufficient empirical verification, which is why it became one of the directions of research undertaken by the authors. Issues related to experiencing stress can and should be dealt with and analysed from the point of view of psychology, pedagogy, as well as management and security sciences.

Preventing and combating stress should take place at the following three levels: individual, individual-institutional, and institutional. At the individual level, the negative psychological effects of stress are prevented by addressing individual (personal) reactions to stress factors. At the individual-institutional level, interventions increasing the teacher's resilience to occupational stressors at work play a vital role. Finally, institutional interventions focus on raising the quality and decreasing the costs of work.

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²⁷ S. Korczyński, *Stres w pracy zawodowej nauczyciela*, Kraków 2014, pp. 149–150.

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Stress Phenomena Among Teachers of the Subject of Education for Security

Abstract

Work-related stress is the major psychosocial risk occurring among teachers because they are permanently in a state of high agitation. They live in a constant state of increased alertness, with no opportunity to calm down and return to normality. The objective of this paper is to present the stress phenomenon among teachers upper secondary schools teaching education for security in the Małopolskie Province. The research was conducted with the use of a standardised KPS questionnaire, which accurately measures subjective feelings related to problems and personal events and ways of coping with them, and assesses the intensity of stress related to one's life situation. The study was carried out on a group of 100 teachers from the Małopolskie Province.

Key words: stress, teacher, KPS questionnaire

Zjawisko stresu wśród nauczycieli przedmiotu edukacja dla bezpieczeństwa

Streszczenie

Stres związany z pracą jest głównym zagrożeniem psychospołecznym występującym wśród nauczycieli. Żyją oni w ciągłym stanie zwiększonej czujności, bez możliwości wyciszenia się i powrotu do normalności. Celem artykułu jest przedstawienie zjawiska stresu wśród nauczycieli szkół ponadgimnazjalnych kształcących w zakresie edukacji dla bezpieczeństwa w województwie małopolskim. Badania przeprowadzono za pomocą wystandaryzowanego kwestionariusza KPS, który trafnie mierzy subiektywne odczucia związane z problemami i zdarzeniami osobistymi oraz sposoby radzenia sobie z nimi, a także ocenia

natężenie stresu związanego z sytuacją życiową. Badanie przeprowadzono na grupie 100 nauczycieli z województwa małopolskiego.

Słowa kluczowe: stres, nauczyciel, kwestionariusz KPS

Das Stressphänomen bei Lehrkräften des Faches Bildung für Sicherheit

Zusammenfassung

Arbeitsbedingter Stress ist das größte psychosoziale Risiko bei Lehrern, da sie sich ständig in einem Zustand hoher nervlicher Belastung befinden. Der Lehrer lebt in einem ständigen Zustand erhöhter Alarmbereitschaft, ohne die Möglichkeit, zur Ruhe zu kommen und zur Normalität zurückzukehren. Ziel des Artikels ist es, das Phänomen Stress bei Oberstufenlehrern, die in der Woiwodschaft Kleinpolen das Fach Bildung für Sicherheit unterrichten, darzustellen. Die Studie wurde mit einem standardisierten KPS-Fragebogen durchgeführt, der das subjective Empfinden von persönlichen Problemen und Ereignissen sowie die Art und Weise ihrer Bewältigung genau erfasst und die Intensität von Stress im Zusammenhang mit der eigenen Lebenssituation beurteilt. Die Untersuchung wurde mit einer Gruppe von 100 Lehrern aus der Wojewodschaft Kleinpolen durchgeführt.

Schlüsselwörter: Stress, Lehrer, KPS-Fragebogen

Явление стресса среди учителей предмета «обучение безопасности»

Резюме

Стресс, связанный с работой, является серьезным психосоциальным риском для учителей. Преподаватели живут в постоянном состоянии повышенной бдительности, не имея возможности успокоиться и вернуться к нормальной жизни. В статье рассматривается явление стресса среди учителей старших классов средних школ, преподающих предмет «Обучение безопасности» в Малопольском воеводстве. Исследование проводилось с помощью стандартизированной «Анкеты уровня стресса», благодаря которой можно точно измерить субъективные ощущения, связанные с разными событиями и проблемами, способами их преодоления, а также позволяет оценить интенсивность стресса, связанного с жизненной ситуацией. Исследование было проведено на группе 100 учителей Малопольского воеводства.

Ключевые слова: стресс, учитель, анкета уровня стресса

