

SUMMARY

In this thesis the occupational stress of school teachers in Poland between 2008 and 2012 was examined. The instrument facilitating the research was an adapted Occupational Stress Indicator (OSI) developed by C.L. Cooper and S. Sloan.

The answers of 501 primary, secondary and high school teachers from Podkarpackie Voivodeship were collected and processed as part of the research. The aim of the research was to present the characteristics of stress of the teachers between 2008 - 2012, which was a period of intense change related to reform of education.

The research confirms that the most stressogenic features of work are: organisational structure and climate in school, work overload, and government's education policy. On the other hand, the least stressful feature happens to be career and achievement awareness.

The results show the prominent role of education policy in shaping organisational climate in schools. It is indeed teachers who have to fulfil new tasks assigned to them through decrees and legislation, facing the risk of layoff at the same time.

The most popular strategies for coping with stress that the teachers practise are: rationalisation, relieving stress, and escape into action.

The study affirms the psychological and physical work conditions as the most important factors of job satisfaction.

As emerges from the analysis, the only socio-demographic characteristic that differentiates the teachers in regard to the stressors, is the number of years in service.