

<http://dx.doi.org/10.16926/pe.2025.18.21>

Agnieszka KACZOR

<https://orcid.org/0000-0002-2574-4757>

Ignatianum University in Cracow, Poland

---

**Contact:** [agnieszka.kaczor@ignatianum.edu.pl](mailto:agnieszka.kaczor@ignatianum.edu.pl)

**How to cite [jak cytować]:** Kaczor, A. (2025). Perception of Quality of Life Among Teachers in Poland in the Context of Preschool and Early School Pedagogy Students' Career Choices. *Podstawy Edukacji*, 18, 355–368.

---

## Perception of Quality of Life Among Teachers in Poland in the Context of Preschool and Early School Pedagogy Students' Career Choices

### Abstract

This study aims to investigate how perceptions of teachers' quality of life shape the career decisions of preschool and early school pedagogy students. A biographical research methods, was employed to gain insights into this topic. The analysis and interpretation of students' written responses provided a foundation for uncovering both objective and subjective mechanisms that future teachers use to define their well-being. The findings shed light on the specific challenges and protective factors associated with the teaching profession. Students identified family relationships as a major protective factor, while also recognizing burnout as a major risk factor. The study concludes with several recommendations, including the need to better understand the determinants of teachers' quality of life and to address the conditions that deter young people from entering the profession. Moreover, the study points to the necessity of improving teachers' quality of life by providing individual and institutional support.

**Keywords:** teacher quality of life, teacher, well-being, career choices, preschool and early school pedagogy students.

### Introduction

Choosing a career is often intertwined with the search for personal fulfillment and the pursuit of life goals. In the case of teaching—where professional-

ism is grounded in the teacher's ethical maturity, reflected in their authenticity (Sałaciński, 2010), and effectiveness is tied to a sense of self-efficacy (Goleman, 1999), which empowers teachers to set higher goals, plan effectively, and follow through with persistence (Schwarzer & Hallum, 2008)—it is particularly relevant to explore how teachers perceive their own quality of life. This perception is largely shaped by personal experiences, both within and beyond the classroom.

Given the importance of maintaining quality of life (Bańka & Derbis, 1994), this study seeks to investigate, describe and explain how pedagogy students in Poland perceive the quality of life of teachers and how these perceptions influence their decisions to pursue or abandon teaching as a career. This research was motivated by observable trends: a steady decline in the number of students choosing to enroll in pedagogy programs, a growing dropout rate, and the significant proportion of students expressing reluctance to work as teachers after graduation. Addressing these issues is essential for gaining a deeper understanding of what it means to become a teacher in contemporary Poland.

## Teachers' Quality of Life in Poland

As a scholarly concept, quality of life has been interpreted in various ways. One definition describes it as:

a sense of life satisfaction, understood as the capacity for multidimensional development, self-creation, and the realization of one's aspirations and life goals, in accordance with accepted values and expectations, while also considering the material aspects of social status (Daszkowska-Tobiasz, 2010, p. 11).<sup>1</sup>

Quality of life is also often seen as a subjective assessment of one's overall circumstances, which encompasses physical and mental health, social opportunities, and religious and economic factors (Šušoliaková et al., 2013). Additionally, it may refer to an individual's current, global evaluation of their emotional well-being as it is experienced in the present (Radich & Bolton, 2007).

One of the earliest and most widely cited definitions comes from the World Health Organization, which describes quality of life as a state of physical, mental, and social well-being—not merely the absence of disease or infirmity (Callahan, 1973). Carol D. Ryff's model offers a more psychological perspective, identifying several indicators of well-being, such as autonomy, personal growth, positive relationships with others, a sense of purpose, and self-acceptance (Ryff & Singer, 2008). In a similar vein, Raeburn and Rootman suggest that quality of life is associated with personal development and the fulfillment of one's potential, while it tends to diminish when individuals are unable to achieve their goals (Raeburn & Rootman, 1998).

---

<sup>1</sup> All translations into English of the original texts are the author's own translations.

When examining the quality of life among teachers in Poland, it is essential to recognize that they form a large professional group. In the 2023/24 academic year, the Polish education system employed 525,200 teachers (in full-time equivalent positions). Primary school teachers constituted the largest proportion, accounting for 49.3% of the total, with women representing 82.6% of all teachers (Auksztol, 2024). Research exploring factors that influence the quality of life for teachers suggests that many find their work to be a source of satisfaction. Teaching provides a sense of purpose and achievement, and allows educators to make meaningful contributions to their students' development (Prokop & Łukasik, 2015). However, teachers also report facing a range of challenges, crises, and difficulties in their daily professional lives (Prokop & Łukasik, 2015). Notably, teachers with at least two years of experience expressed greater confidence in their ability to manage these challenges. Many also highlighted the importance of feeling they can positively influence their work environment, particularly the atmosphere at school and innovate within their roles. This underscores the critical importance of social competencies in a teacher's day-to-day work and supports the need for continuous training and development in these areas (Radich & Bolton, 2007).

Carol A. Radich and David Bolton, in their comparative studies of teachers in the United States and Poland, found no significant differences in overall well-being between the two groups (Radich & Bolton, 2007). However, Olga Šušoliaková and her colleagues, who assessed the quality of life (QOL) of 142 primary school teachers using the WHOQOL-BREF questionnaire, discovered that although the teachers' quality of life did not significantly differ from the Czech population norms, their satisfaction with their health was considerably lower. This outcome was attributed to the stress inherent in the teaching profession, which negatively impacts factors like maintaining a healthy lifestyle (Šušoliaková et al., 2013). These findings are consistent with other research that links life satisfaction to emotional intelligence, self-efficacy, and effective stress management (Ignat, 2010).

H. Koivuma-Honkanen et al. (2001) argue that satisfaction is an indicator of well-being. Research on teacher job satisfaction in Canada revealed dissatisfaction among teachers with regard to career advancement opportunities and compensation (Mahmood, 2011). Similarly, studies conducted in Slovakia found varying levels of satisfaction across different educational stages, with preschool teachers reporting the highest levels of job satisfaction (Kariková & Valent, 2020). In contrast, research by Hadzi-Nikolova et al. revealed that 52% of primary school teachers experienced work-related anxiety and tension, which significantly diminished their overall life satisfaction (Hadzi-Nikolova et al., 2013). This aligns with Geert Kelchtermans' argument (2017) that high job demands and unfavorable working conditions can lower an individual's well-being and quality of life.

Given that teachers' life satisfaction is a crucial predictor of their creativity and organizational skills—qualities essential for their work in school settings (Durdağı, 2015)—it is important to refer to findings showing that satisfied teachers are more productive, exude optimism, and form stronger, more positive relationships with their students (Nowak et al., 2017). Furthermore, research into teacher life satisfaction highlights the importance of activities outside of work, including family responsibilities, personal interests, and hobbies (Bartkowiak et al., 2023). A majority of teachers (63.7%) who report high overall life satisfaction mention the quality of their family relationships as a key contributor to their well-being (Nowak et al., 2017).

The findings discussed here are particularly relevant in light of the psychosocial risks inherent in the teaching profession. Key risks faced by educators include constant changes in education law, insufficient social support, and exposure to aggression from school administrators, colleagues, students, and their parents (Polek-Duraj, 2024). In response to these challenges, interpersonal relationships stand out as a protective factor, which provides a sense of security. The support from close family members, which reinforces the belief that help is always available, is crucial for teachers' day-to-day well-being (Jagielska, 2019).

Strong family bonds not only shield individuals from feelings of isolation but also strengthen their mental resilience (Kawula, 2003), which is essential for overcoming the many difficulties teachers encounter in their professional lives. As such, family serves as a vital source of stability and is frequently cited as a major contributor to life satisfaction (Jagielska, 2019). Studies indicate that teachers highly value these close family relationships, and associate them with the fulfillment of fundamental needs for safety, purpose, and acceptance. Importantly, teachers also view themselves as having a mission to build and nurture these family bonds (Jagielska, 2019).

In this regard, resilience emerges as a factor protecting teachers from the desire to leave the profession (Arnup & Bowles, 2016). The notion of resilience is closely tied to a broader sense of life meaning, which echoes how individuals perceive and understand the significance of their existence and the degree to which they feel that their lives have purpose (Schnell, 2021). Satisfaction in life, which helps individuals discover meaning in life—particularly through creative work, meaningful experiences, and relationships with others (Frankl, 1984)—is equally important for teachers' well-being. The concept of life meaning warrants special attention in the pedagogical context, as it can have a profound impact on teachers' motivation and engagement (Muchacka-Cymerman, 2023). It acts as a protective buffer against the effects of prolonged exhaustion, diminished job satisfaction, decreased professional commitment, and chronic physical fatigue (Chrzanowska, 2004). This sense of meaning also helps counteract burnout, which is characterized by emotional exhaustion, work-related stress, a de-

clining sense of professional accomplishment, feelings of incompetence, and depersonalization of students and their families (Maslach & Leiter, 2011).

The impact of burnout extends beyond the individual and deeply affects teachers' ability to perform their daily tasks. According to Polek-Duraj (2024), burnout is a key factor that disrupts teacher-parent collaboration, often leading to conflicts and misunderstandings, which in turn erode trust and parental support for teachers' educational efforts. Seventy-one percent of teachers surveyed identified this situation as highly stressful (Polek-Duraj, 2024).

In the context of enhancing all facets of teachers' quality of life, research demonstrates a notable correlation between physical activity and subjective well-being (Brodáni & Žiškova, 2015). Additionally, studies show that while teachers' dietary habits vary widely, those who regularly engage in physical activity tend to exhibit the healthiest patterns (Szczepańska, 2016). It is also noteworthy that teachers' daily professional performance and their sense of efficacy are closely linked to their mental well-being, both in terms of hedonistic pleasure and eudaimonic fulfillment (Alipour & Taghvaei, 2016; Bentea, 2017). This view is supported by the findings of Agnieszka Lipińska-Grobelny et al., where teachers rated themselves highly on their ability to work in a goal-oriented way, expressed overall life satisfaction, felt they were living in accordance with their personal values, and saw their work—especially when it fostered personal growth—as a source of positive emotions that contributed to their overall well-being (Lipińska-Grobelny & Narska, 2021).

## Research Methodology

In a qualitative study involving education students from the university, the biographical method was employed to assess how students perceive the quality of life of Polish teachers and its relevance to their own career decisions. During the 2023/2024 academic year, written responses were gathered from 20 education students. The research involved women in their second year of pedagogical studies with a specialization in preschool and early school education. In selecting the sample, Michael Patton's saturation criterion was applied, which states that one should study as many people as necessary to obtain exhaustive answers to the research problem posed (Patton, 2002).

The data was anonymized and coded using QDA Miner, a software tool for processing qualitative data. This tool facilitated not only the identification and analysis of text segments but also the integration of notes associated with specific codes (Gibbs, 2015).

The biographical method, which is a fundamental approach in qualitative educational research (Smolińska & Theiss, 2010), allowed for an in-depth under-

standing of individual experiences as interpreted by the students themselves (Denzin, 1994). As Berger and Luckmann explain:

The tension of consciousness is highest in everyday life, that is, the latter imposes itself upon consciousness in the most massive, urgent and intense manner. It is impossible to ignore, difficult even to weaken in its imperative presence. Consequently, it forces me to be attentive to it in the fullest way (Berger & Luckmann, 1966, p. 37).

Consequently, the biographical method functions as a tool for exploring the trajectory of human life as an element of social reality (Kowolik, 2001). Through this lens, biographical research reveals personal narratives, making the biographical approach often characterized as a scientific account of human life or the process by which such an account is constructed (Bednarz-Łuczewska & Łuczewski, 2012). The biographical method in educational, psychological, and sociological sciences helps to investigate the circumstances, phenomena, and life cases of specific individuals, enabling a detailed research approach into a person's life (Milerski & Śliwerski, 2000), as the researcher can analyze diaries, chronicles, memoirs, or transcriptions of narrative interviews (Sołoma, 2002).

Considering the alignment of the research paradigm, which is defined as a set of core beliefs that guide the research process (Gruba, 1990), with the study's focal area, I adopted the interpretive paradigm. This paradigm, as described by Magdalena Ciechowska, assumes that:

the social world emerges and is constructed through the interactions of its participants. The investigation of assumptions, meaning-making, and understanding seeks to explain how social actors construct their world (Ciechowska, 2018).

This perspective fits within an interpretive, humanistic framework (Burrell & Morgan, 1979).

A key focus of the study was understanding how pedagogy students evaluate different spheres of a teacher's life in assessing its overall quality. Of interest were both the objective factors that future teachers believe contribute to life satisfaction for teachers and the subjective processes by which these criteria for well-being are established. Equally important was exploring students' motivations for pursuing a teaching career and their expectations regarding job satisfaction, given that no previous research has explored these issues within a comparable methodological or theoretical framework.

## Research Findings

To answer the main research question—what significance do pedagogy students assign to the perceived quality of life of teachers in Poland when considering a teaching career?—it was essential to investigate how these students

view teachers' quality of life and what elements they believe contribute to it. A related focus was to understand which aspects of teachers' lives students consider most significant when evaluating their overall well-being. The analysis and interpretation of the collected data led to the identification of criteria for well-being. Future teachers mentioned both objective conditions, which they believe promote life satisfaction for those in the teaching profession, and subjective mechanisms that influence how these criteria are established.

The respondents identified several objective factors that contribute to teachers' overall quality of life, including job security, flexible working hours, fair compensation, and the social status of the teaching profession. They pointed out that the job often involves an imbalance between the demands of teaching and the compensation provided:

Low salaries often lead to frustration and force teachers to take on additional work, which negatively affects both their quality of life and their free time (Katarzyna).

This view corresponds with the findings of Polek-Duraj, who noted that teaching carries a distinct form of responsibility tied to high societal expectations for educators (Polek-Duraj, 2024). However, according to the students, these expectations are not reflected in teachers' pay, which further diminishes the social prestige of the profession.

Among the subjective factors influencing well-being, the students cited expectations for their professional role, a reasonable workload, a sense of being valued, a passion for working with children and adolescents, stress resilience, positive relationships with students, and the satisfaction gained from their students' achievements. As one participant observed, "In Poland, teaching is often viewed through the distorted lens of long vacations and many days off" (Nadia).

Workplace conditions were a critical concern for the participants, who pointed to excessive administrative duties, bureaucratic burdens, and insufficient teaching resources. They emphasized the importance of a positive work atmosphere, along with support from school administration and colleagues. Additionally, they noted that having access to sufficient resources, assistance in problem-solving, and opportunities for professional growth were essential for effective functioning in the teaching role. The participants also stressed that feeling valued and respected as teachers is vital, as it impacts their self-esteem and overall life satisfaction.

Regarding their motivation for choosing a teaching career, respondents underscored the significance of intrinsic motivation, rooted in a passion for education and a conviction that teaching lays the foundation for students' future success. They expressed enthusiasm for working with children, acting as guides and mentors, and playing a formative role in shaping future generations. They also viewed teaching as a highly creative yet demanding profession, one that offers continuous opportunities for both professional and personal growth.

A key theme in the students' narratives was their expectations for life satisfaction as future teachers. When reflecting on these expectations, they primarily focused on core responsibilities of educators, and identified the following tasks:

- Organizing the learning process: This includes imparting knowledge, values, and skills; teaching students how to practically apply what they have learned; boosting their motivation and independent learning; ensuring student safety; and fulfilling professional duties with diligence.
- Handling administrative documentation
- Committing to personal and professional development in line with the school's needs: "Personal growth and witnessing the tangible impact of one's effort in the progress of students is the greatest reward for a teacher; it provides meaning, joy, and a sense of accomplishment in the profession" (Ewa).
- Enhancing the quality of educational practices: Building strong relationships with students based on trust and respect, effectively managing the classroom, maintaining discipline, and creating a positive, engaging learning environment.
- Understanding and addressing students' needs: "Teachers must be empathetic and capable of understanding students' circumstances in order to respond appropriately to their needs and challenges. Professionalism is also key—teaching should be conducted with the highest standards, whether in interactions with students, parents, or colleagues" (Alina).
- Collaborating with parents: "Maintaining communication with parents and encouraging them to collaborate for the well-being of the students and the school community" (Nadia). "Parental involvement is critical to student success, which is why open and constructive communication between home and school is essential" (Katarzyna).

The students viewed effective and friendly collaboration with parents as both an acknowledgment of the teacher's work, while difficulties in this area were seen as a significant emotional strain. It is also notable that the students linked reflective practice with teacher performance, particularly in improving educational methods. This supports Margaret Johnson and Kathryn Button's argument that reflection on teaching practices is an integral component of professional development and enables teachers to make meaningful improvements in their teaching (Johnson & Button, 2000). The students' understanding of teacher professionalism aligns with humanistic pedagogy, which stresses the importance of teachers' ability to understand their students' needs and respond with supportive actions (Kaczor, 2024).

According to the students, teaching "demands dedication, creativity, constant enthusiasm, along with wisdom, attentiveness, and sensitivity" (Ewa). However, they recognized that the profession carries risks, such as burnout and



a loss of motivation, which can negatively impact both the teacher's performance and well-being. In light of this, it is essential to provide constructive mentoring and develop support systems for teachers, such as Professional Learning Communities (PLCs), where educators can receive ongoing professional and emotional support (Muchacka-Cymerman, 2023). The students also noted that one of the most effective ways to support teachers' well-being is by "increasing societal recognition of teachers' contributions, as well as promoting their achievements and the vital role they play in shaping future generations. This could boost their job satisfaction and sense of self-worth" (Katarzyna).

According to the surveyed students, the satisfaction of students, parents, colleagues, and supervisors plays a significant role in fostering job satisfaction among teachers. These insights are particularly relevant in light of research showing that teachers often leave the profession due to overwhelming workloads, which diminish their engagement (Perryman & Calvert, 2020), and high levels of stress (Ryan, 2017). Ultimately, such challenges may lead to decisions to leave the field altogether (Smith & Ulvik, 2017). Therefore, it is important to consider the concept of resilience, which involves the process of self-reintegration—making a conscious effort to draw constructive lessons from adverse experiences in order to move forward constructively (Southwick et al., 2014).

## Conclusion

Through a critical analysis and synthesis of relevant literature, alongside empirical research findings, this study shows how pedagogy students perceive the quality of life of teachers in Poland as a decisive factor in their own career choices.

Aware that the perspective of students adopted in the research is one of the limitations of the described research results, as aspiring teachers do not have a full understanding of the benefits and problems faced by actively employed teachers, it has been noted that the knowledge gained from the research is niche. The knowledge obtained through the analysis and interpretation of research material from 20 respondents is built from details, from individual visions of themselves and the world (Bauman, 2010), which aligns with the assumptions of the interpretive paradigm adopted in the research.

Investigating teachers' quality of life is challenging but vital for understanding the complexity of the issue. One key recommendation is not only to identify the criteria for well-being but also to recognize how the current quality of life experienced by active teachers influences the career decisions of aspiring educators.

This paper contributes to the ongoing discussion on the determinants of teachers' quality of life. Awareness of these factors is essential in eliminating those that deter potential candidates from entering the teaching profession.

Given the broader goal of enhancing the overall quality of human life (Daszkowska-Tobiasz, 2010), the challenge for educational systems is to provide both individual and institutional support for teachers in order to help them manage the pressures of their professional roles. In the long term, improving teachers' quality of life would lead to better working conditions, increased salaries, and a higher social status of the profession.

## Disclosure statement

No potential conflict of interest was reported by the author.

## References

- Alipour, F., & Taghvaei, D. (2016). Predicting life satisfaction based on self-efficacy and social support. *Turkish Online Journal of Design Art and Communication*, 6, 1471–1480; <https://doi.org/10.7456/1060AGSE%2F032>.
- Arnup, J., & Bowles, T. (2016). Should I stay or should I go? Resilience as a protective factor for teachers' intention to leave the teaching profession. *Australian Journal of Education*, 60(3), 229–244; <https://doi.org/10.1177/0004944116667620>.
- Auksztol, J. (2024). *Edukacja w roku szkolnym 2023/2024 (wyniki wstępne)*. Gdańsk: Główny Urząd Statystyczny.
- Bańka, A., & Derbis, R. (n.d.). Wprowadzenie. In: A. Bańka & A. Derbis (Eds.), *Psychologiczne i pedagogiczne wymiary jakości życia*. Poznań: Wydawnictwo Naukowe UAM.
- Bartkowiak, G., Dama, S., Krugiełka, A., & McGrath, V. (2023). Axiological aspects of the work of academic teachers during the COVID-19 epidemic in relation to the assessment of the quality and well-being of life in higher education. *Alcumena. Pismo Interdyscyplinarne*, 4(16), 167–193; <http://dx.doi.org/10.34813/psc.4.2023.10>.
- Bauman, T. (2010). Poznawczy status danych jakościowych. In: J. Piekarski, D. Urbaniak-Zajęc, & K.J. Szmidt (Ed.), *Metodologiczne problemy tworzenia wiedzy w pedagogice. Oblicza akademickiej praktyki*. Kraków: Impuls.
- Bednarz-Łuczewska, P., & Łuczewski, M. (2012). Podejście biograficzne. In: D. Jemielniak (Ed.), *Badania jakościowe. Metody i narzędzia*. Warszawa: Wydawnictwo PWN.
- Bentea, C. (2017). Teacher self-efficacy, teacher burnout, and psychological well-being. *The European Proceedings of Social and Behavioural Sciences (EpSBS)*, 23, 1128–1135; <http://dx.doi.org/10.15405/epsbs.2017.05.02.139>.

- Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Harlow: Anchor Books.
- Boczkowska, M. (2021). Skala Resilience Nauczycieli (SRN) – polska adaptacja Teachers' Resilience Scale (TRS) M. Platsidou i A. Danilidou. *Edukacja Elementarna w Teorii i Praktyce*, 16(4(62)), 109–132; <https://doi.org/10.35765/eetp.2021.1662.08>.
- Brodáni, J., & Žiškóvá, I. (2015). Quality of life and physical activity of kindergarten teachers. *Physical Activity Review*, 3, 11–21. <http://dx.doi.org/10.16926/par.2015.01.02>.
- Burrell, G., & Morgan, G. (1979). *Sociological paradigms and organizational analysis*. Portsmouth: Heinemann Educational Books.
- Callahan, D. (1973). The WHO definition of health. *The Hastings Center Studies*, 1(3), 77; <https://doi.org/10.2307/3527467>.
- Ciechowska, M. (2018). Podstawy badań jakościowych w pedagogice. In: M. Ciechowska, & M. Szymańska (Eds.), *Wybrane metody jakościowe w badaniach pedagogicznych* (pp. 25–100). Kraków: Wydawnictwo Akademii Ignatianum.
- Chrzanowska, I. (2004). *Wypalenie zawodowe nauczycieli a ocenianie osiągnięć szkolnych uczniów upośledzonych umysłowo w stopniu lekkim i uczniów o prawidłowym rozwoju na etapie szkoły podstawowej*. Łódź: Wydawnictwo Uniwersytetu Łódzkiego.
- Daszykowska-Tobiasz, J. (2010). *Jakość życia w perspektywie pedagogicznej*. Kraków: Impuls.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. London: Sage.
- Durdağı, A. (2015). An analysis of the relation between the organizational creativity perceptions and life satisfaction levels of teachers. *Journal of Education and Training Studies*, 3(6), 232–237; <http://dx.doi.org/10.11114/jets.v3i6.1027>.
- Frankl, V. E. (1978). *Nieświadomiony Bóg*. Transl. B. Chwedeńczuk. Warszawa: PAX.
- Frankl, V. E. (1984). *Homo patiens*. Transl. R. Czernecki, Z. J. Jaroszewski. Warszawa: PAX.
- Gibbs, G. (2015). *Analizowanie danych jakościowych* Transl. M. Brzozowska-Brywczyńska. Warszawa: Wydawnictwo PWN.
- Goleman, D. (1999). *Inteligencja emocjonalna w praktyce*. Wydawnictwo Media Rodzina.
- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17–27). London: Sage.
- Hadzi-Nikolova, M., Mirakovski, D., Zdravkovska, M., Angelovska, B., & Doneva, N. (2013). Noise exposure of school teachers – Exposure levels and health

- effects. *Archives of Acoustics*, 38(2), 259–264; <http://dx.doi.org/10.2478/aoa-2013-0031>.
- Ignat, A. (2010). Teachers' satisfaction with life, emotional intelligence and stress reactions. *Petroleum-Gas University of Ploiesti Bulletin, Educational Sciences Series*, 62(2), 498–502; <http://dx.doi.org/10.1016/j.sbspro.2012.01.171>.
- Jagielska, K. (2019). Ocena relacji społecznych w rodzinie a jakość życia emerytowanych nauczycieli [Assessment of social relationships in the family and the quality of life of retired teachers]. *Przegląd Pedagogiczny*, 2, 349–362; <https://doi.org/10.34767/PP.2019.02.27>.
- Johnson, M. J., & Button, K. (2000). Connecting graduate education in language arts with teaching contexts. The power of action research. *English Education*, 32(2), 107–126; <https://doi.org/10.58680/ee20001543>.
- Kaczor, A. (2024). The teacher's paradigm in building relationships with students and their parents. *Studia z Teorii Wychowania*, 15(47), 115–128; <https://doi.org/10.5604/01.3001.0054.6573>.
- Kariková, S., & Valent, M. (2020). Life satisfaction of Slovak teachers. *The New Educational Review*, 59, 13–23; <https://doi.org/10.15804/tner.20.59.1.01>.
- Kawula, S. (2003). Czynniki i sieć wsparcia społecznego w życiu człowieka. In: S. Kawula (Ed.), *Pedagogika społeczna. Dokonania – Aktualność – Perspektywy* (pp. 115–134). Toruń: Wydawnictwo Adam Marszałek.
- Kelchtermans, G. (2017). Should I stay or should I go? Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching*, 23(8), 961–977; <https://doi.org/10.1080/13540602.2017.1379793>.
- Koivuma-Honkanen, H., Honkanen, R., Viinamäki, H., Heikkilä, K., Kaprio, J., & Koskenvuo, M. (2001). Life satisfaction and suicide: A 20-year follow-up study. *American Journal of Psychiatry*, 158, 433–439; <https://doi.org/10.1176/appi.ajp.158.3.433>.
- Kowolik, P. (2001). Badania pedagogiczne opierające się na metodzie biograficznej. *Nauczyciel i Szkoła*, 3/4, 115–122.
- Lipińska-Grobelny, A., & Narska, M. (2021). Self-efficacy and psychological well-being of teachers. *e-mentor*, 3(90), 4–10; <https://doi.org/10.15219/em90.1517>.
- Mahmood, A. (2011). Job satisfaction of secondary school teachers: A comparative analysis of gender, urban and rural school. *Asian Social Science*, 203–208; <http://dx.doi.org/10.5539/ass.v7n8p203>.
- Maslach, C., & Leiter, M. P. (2011). *Prawda o wypaleniu zawodowym. Co robić ze stresem w organizacji*. Transl. M. Guzowska. Warszawa. Wydawnictwo Naukowe PWN.
- Milerski, B., & Śliwerski, B. (2000). *Pedagogika. Leksykon PWN*. Warszawa: Wydawnictwo PWN.

- Muchacka-Cymerman, A. (2023). Poczucie skuteczności w miejscu pracy a sens życia nauczycieli [Workplace self-efficacy and teachers' sense of life meaning]. *Wychowanie w Rodzinie*, 30(1), 129–145; <http://dx.doi.org/10.61905/wwr/175096>.
- Nowak, P. F., Charaśna-Blachucik, J., & Olejniczak, D. (2017). Good health in the individual hierarchy of teachers? Values in the context of life satisfaction and its links to other values. *INSTED: Interdisciplinary Studies in Education & Society*, 20(2(78)), 69–78. <https://insted-tce.pl/ojs/index.php/tce/article/view/265>.
- Panther-Brick, C., & Leckman, J. F. (2013). Editorial commentary: Resilience in child development—Interconnected pathways to wellbeing. *The Journal of Child Psychology and Psychiatry*, 54, 333–336; <https://doi.org/10.1111/jcpp.12057>.
- Paskova, L., & Valihorova, M. (2010). Life satisfaction of Slovak teachers depending on the school type. *The New Educational Review*, 20(1), 157–172; <http://dx.doi.org/10.15804/tner.2020.59.1.01>.
- Patton, M.Q. (2002). *Qualitative Evaluation and Research Methods*. London: Sage.
- Polek-Duraj, K. (2024). Psychosocial working conditions of teachers in primary schools (case study). *Zeszyty Naukowe Politechniki Częstochowskiej. Zarządzanie*, 53, 84–92; <https://doi.org/10.17512/znpcz.2024.1.07>.
- Prokop, J., & Łukasik, J. M. (2015). Everyday professional life experiences of teachers in the midlife transition period. *The New Educational Review*, 2015, 207–217; <https://doi.org/10.15804/tner.2015.41.3.17>.
- Radich, C. A., & Bolton, D. (2007). Life perspectives of teachers in Poland and the United States. *The New Educational Review*, 12, 129–151; <http://dx.doi.org/10.15804/tner.07.12.2.12>.
- Raeburn, J., & Rootman, I. (1998). *People-centred health promotion*. New York: John Wiley & Sons.
- Ryan, S. V., von der Embse, N. P., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017). Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, 66, 1–11; <https://doi.org/10.1016/j.tate.2017.03.016>.
- Ryff, C. D., & Singer, B. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13–39; <https://doi.org/10.1007/s10902-006-9019-0>.
- Sałaciński, L. (2010). Postrzeganie przez uczniów świata wartościach nauczycieli jako integralny składnik wychowania do wartości w szkole. *Rocznik Lubuski*, 36(1), 187–198.
- Schnell, T. (2021). *The psychology of meaning in life*. New York: Routledge.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analysis. *Applied Psychology*, 57, 152–171; <https://doi.org/10.1111/j.1464-0597.2008.00359.x>.

- Smith, K., & Ulvik, M. (2017). Leaving teaching: Lack of resilience or sign of agency? *Teachers and Teaching*, 23(8), 928–945; <https://doi.org/10.1080/13540602.2017.1358706>.
- Smolińska-Theiss, B., & Theiss, W. (2010). Badania jakościowe – przewodnik po labiryncie. In: S. Palka (Ed.), *Podstawy metodologii badań w pedagogice* (pp. 79–102). Gdańsk: Wydawnictwo GWP.
- Sołoma, L. (2002). *Metody i techniki badań socjologicznych*. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego.
- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5(1), 1–14; <https://doi.org/10.3402/ejpt.v5.25338>.
- Šušoljaková, O., Šmejkalová, J., Papršteínová, M., Hodačová, L., & Čermáková, E. (2013). Influence of profession on teachers' quality of life. *The New Educational Review*, 34, 223–235; <http://dx.doi.org/10.15804/tner.13.34.4.18>.
- Szczepańska, E., Toczyńska, K., Janion, K., Stanuch, B., & Lenard, B. (2016). Selected teachers' eating habits with regard to frequency of their physical activity. *Annales Academiae Medicae Silesiensis*, 70, 163–171; <https://doi.org/10.18794/aams/62762>.
- Yada, A., Björn, P. M., Savolainen, P., Kytälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education*, 105, 1–9; <https://doi.org/10.1016/j.tate.2021.103398>.

## **Postrzeganie jakości życia nauczycieli w Polsce w kontekście wyboru drogi zawodowej przez studentów pedagogiki przedszkolnej i wczesnoszkolnej**

### **Streszczenie**

Celem niniejszego opracowania jest ustalenie, jak postrzeganie jakości życia nauczycieli modyfikuje wybór drogi zawodowej przez studentów pedagogiki przedszkolnej i wczesnoszkolnej.

Do rozpoznania odcieni badanej rzeczywistości zastosowano metodę badań biograficznych. Analiza i interpretacja pisemnych wypowiedzi studentów, biorących udział w badaniach, stała się punktem wyjścia do ukazania obiektywnych i subiektywnych mechanizmów związanych z ustanawianiem przez przyszłych nauczycieli kryteriów dobrostanu.

W efekcie przeprowadzonych badań ukazano specyfikę funkcjonowania w zawodzie nauczyciela, wskazując przy tym na czynniki chroniące, wśród których znaczącą rolę osoby badane przypisały relacjom rodzinnym, i obszary ryzyka związane z wypaleniem zawodowym. Sformułowano rekomendacje, takie jak konieczność identyfikacji determinantów jakości życia nauczycieli i eliminacji czynników, które zniechęcają do rozpoczęcia pracy w zawodzie. Wskazano na konieczność poprawy jakości życia nauczycieli przez zapewnienie im form pomocy jednostkowej i instytucjonalnej.

**Słowa kluczowe:** jakość życia nauczycieli, nauczyciel, dobrostan, wybór drogi zawodowej, studenci pedagogiki przedszkolnej i wczesnoszkolnej.