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The level of resilience and psychological flexibility and the level of job satisfaction among primary school teachers

Abstract

The work is theoretical and empirical. The first part, consisting of four chapters, describes the theory of resilience, psychological flexibility, job satisfaction, and the psychosocial context of a teacher's work. Resilience refers to protective and risk factors. Although it has been presented in various ways in the literature, the aspect of maintaining health in the face of adversity has always been at its core. Psychological flexibility refers to both the salutogenetic and pathogenetic models and is described in detail in the concept of ACT (Acceptance and Commitment Therapy). It refers to the ability to lead a full and satisfying life despite the suffering that inevitably accompanies it. Job satisfaction is described in this dissertation as a cognitive variable. It concerns how the respondents perceive their satisfaction with their work and the conditions accompanying it.

The assumptions of the research project are presented in chapter five. It concerned how resilience, psychological flexibility, job satisfaction and sociodemographic variables and variables related to the work performed by the teacher will be associated with each other in the salutogenetic approach.

The research was based on a three-level research model. The independent variables were the respondents' sociodemographic and work-related characteristics: age, gender, seniority, annual number of training courses, (not) working as a class tutor, number of classes taught, level of professional advancement and number of subjects taught. Psychological

resilience and psychological flexibility served as mediators. Job satisfaction, however, was the dependent variable.

The next part of the work consists of the results of the statistical analyses. The following research tools were used in the work: Resilience Assessment Questionnaire (KOP-26) by Krzysztof Gąsior, Jan Chodkiewicz and Wojciech Cechowski, Acceptance and Action Questionnaire (AAQ-II) in the Polish adaptation by Bartosz Kleszcz, Joanna Dudek, Wojciech Białaszek, Paweł Ostaszewski and Frank Bond, the Job Satisfaction Scale (SSP) by Anna Zalewska and a self-constructed questionnaire of sociodemographic and work-related data of the examined persons.

The results indicate an average resilience and psychological flexibility level in the study sample. However, the satisfaction rate was higher than the results obtained in the group of people performing social professions prepared by Anna Zalewska. The characteristics related to the respondents were similar to those of teachers in Poland.

Resilience and psychological flexibility turned out to be significantly correlated. The gender of the respondents turned out to be related to the level of resilience of the respondents and their family relationships. Another correlation noted in this work is a statistically significant relationship between the number of subjects taught and the level of the resilience subscales: personal competencies and family relationships. However, the direction of this correlation was not determined in the study described here. No significant correlations were observed between the respondents' degree of professional advancement, the number of annual pieces of training they completed, and the level of their mental resilience, psychological flexibility and job satisfaction. This may be an important area of further investigation, especially from a practical perspective.

Keywords: resilience, psychological flexibility, job satisfaction, teachers, primary school