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EMOTIONAL REACTIONS AND COPING WITH DIFFICULT SITUATIONS AS INDICATED BY ELEMENTARY SCHOOL TEACHERS*

Introduction: In today's school, the changes that are taking place in society are being felt acutely. Nowadays, the number of students with various special educational needs who come to school has increased significantly. There are students with disabilities or children of foreigners who experience long-term burden of (untreated) disease. Teachers face many difficult situations, which involves emotional engagement. They have to make decisions about how to react to the stress they themselves are experiencing. If these ways of reacting allow them to solve the problem, there is an increase in their professional skills. In contrast, focusing on emotions and avoiding problems limits their professional development.

Research Aim: The main objective of the study was to investigate emotions and response strategies to difficult situations, as indicated by elementary school teachers.

Method: The study employed a quantitative strategy, using a diagnostic survey method. The surveyed teachers (100 individuals) were asked to indicate frequently and most frequently experienced emotions and ways they responded to difficult situations (a Likert scale was used here).

Results: The analysis of the results was based on the transactional theory of stress (Lazarus & Folkman). The data obtained show that teachers most often indicated experiencing positive emotions, such as empathy and curiosity. They less often chose emotions indicating a sense of threat or indifference, and only occasionally emotions related to a sense of harm or loss. Respondents indicated that they use problem-solving-oriented strategies in stressful situations, most often in the form of seeking support and cooperation.

Conclusions: The emotions associated with difficult situations at school most often indicated

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by teachers are positive. They lead to the search for solutions, which supports their professional development. Respondents also point to deficiencies in classroom equipment and salaries. The results of the study are to be used to organize support for teachers to work in diverse inclusive education classrooms.

Keywords: teachers, teachers' emotions, coping strategies, difficult situations, students with special educational needs, changes in the school system

INTRODUCTION

Increasingly diverse groups of students appearing at school, ideas of inclusive education for individuals with disabilities, and the notion of multiculturalism in general, pose increasing challenges to teachers. Taking up a job at school, they perform many roles, some more formalized, others less so. Some of the competencies needed to carry them out have found expression in teacher education standards, others are implicit, informal. Faced with their tasks at school, teachers reach for the knowledge they have acquired, the skills they mastered during their studies and internships, but this often turns out to be insufficient – only by carrying out real activities do they understand the enormity of requirements and begin to improve their skills. Kwaśnica (2006), posing the question of whether a teacher can be prepared for work during academic studies, even the most carefully implemented, answers it in the negative. Theoretical knowledge in pedagogy does not provide detailed guidance on how to act; one must deal with non-standard and unique situations, states Kwiatkowska (2008). Action depends on the current situation and the unique nature of the work requires involvement of the entire personality. Professional development of a teacher requires progress in many domains and not all teachers fully use all their opportunities for improvement in the profession.

In the changing social environment, including composition of a school classroom, the role of the teacher is constantly changing. After the COVID-19 pandemic and remote education, information technology entered more broadly, and so both individual work and collaboration in teams are organized differently. Further, after the outbreak of the 2022 war, the cultural composition of classrooms in Poland changed due to the influx of immigrants from Ukraine. In recent years, it has also become very important to realize the idea of inclusive education for students with disabilities and chronic diseases. Professional preparation of teachers for such intricate tasks is a complex process; in addition to substantive competence, it is important to understand educational reality, educational relations, and oneself. The ability to interpret reality and one's own experience is essential (Szempruch, 2022). The latter component, in terms of understanding one's emotions and undertaking strategies to overcome stress in difficult situations, is the subject of this article. Becoming aware of work-related emotions and how to respond to them can facilitate

understanding of emerging phenomena and support the professional development of teachers.

Teachers at school, in addition to their formal, didactic, and educational roles, also perform informal, social, and organizational functions (Gajdzica, 2013), which they carry out in a way that is specific to themselves and their personalities. On the basis of personal knowledge, often quite colloquial, and in the specific social context of the school, institutional knowledge, common to all people working in it, they make decisions about their conduct (Sokołowska-Dzioba, 2020). Work requires them to be engaged, active, and it is difficult to separate personal life from it. Gajdzica (2013) emphasizes the lack of explicitness and internal consistency of this role, its requirements coming into conflict or hindering the realization of other life's roles of the teachers. It is important that the activity does not become routine and clearly specified only in relation to the didactic domain. It must be constantly enriched and supplemented with effective ways to solve emerging problems (Sokołowska-Dzioba, 2020).

Stress in a teacher's work and the emotions associated with it relate to the teaching-learning process and involve implementation of tasks related to the formation of students' attitudes. In their activities, they must organize the work of students in teams and individually, establish cooperation with parents, and cooperate with other teachers. Implementing the idea of inclusion of students with disabilities (Szumski, 2019), increasing multiculturalism in any school (Denek, 2009), significantly deepens complexity of any teacher's work. As a result, they see a number of unprecedented phenomena that evoke a variety of emotions. On the basis of the emotions that arise, they assess the possibilities of coping with a difficult situation and choose characteristic stress response strategies.

Studies of the effects of specific strategies for coping with stress and negative emotions have shown that teachers use different combinations of problem-focused and emotion-focused coping strategies. Based on these, three main coping profiles were distinguished. The most adaptive profile was that of problem-focused coping teachers (high problem-solving and seeking social support, low lack of commitment). On the other hand, the least adaptive profile applied to teachers who exhibited avoidance as a coping strategy in stressful situations (low problem-solving level, seeking support, and , and high level of problem avoidance) as well as those who withdraw from social relationships (high social withdrawal and disengagement; see Wang et al., 2022).

The transactional theory of stress by Lazarus and Folkman (1984) was adopted as a theoretical basis for analyses of behaviour in difficult situations indicated by teachers. In the light of this theory, ways of coping with stress are chosen depending on the emotional subjective evaluation of the situation. A difficult situation understood as stress is known as "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or

her resources and endangering his or her well-being” (Lazarus, 1986, p. 8; Lazarus & Folkman, 1984, p. 19). Dealing with stress, on the other hand, is “defined as constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” (Lazarus & Folkman, 1984, p. 141). In the transactional stress theory (Lazarus & Folkman, 1984, p. 19), the primary cognitive appraisal of a stressful situation is “the subjective valuation of the meaning of a situation in terms of loss or harm, threat or challenge.”

For the primary cognitive assessment, that is, the subjective valuation of the meaning of the situation, the following categories of emotions were adopted:

- loss or harm, which refers to the resulting damage and loss of significant objects (e.g., health, social standing, a loved one), accompanied by negative emotions such as sadness, grief, or anger;

- threat – pertaining to a situation that has not yet occurred but is anticipated by the individual and triggers such emotions as fear, anxiety, uncertainty, or worry;

- challenge – in addition to the anticipation of the risk of danger or loss, there is a vision of receiving some benefit, gaining a reward, so negative emotions are accompanied by positive emotions such as hope, eagerness, excitement, curiosity, or cheerfulness.

Depending on the primary emotional appraisal of the situation, there is a secondary evaluation of the possibility of coping with a difficult situation, whereby the individual chooses a characteristic way to react and confront the stressful factor (Oleś, 1993).

Developed by Lazarus and Folkman (1988), the Ways of Coping Questionnaire (WCQ) identifies two main categories of coping:

- problem-focused (problem-focused coping) – focused on changing the situation.
- emotion-focused (avoidance coping) – aimed at regulating emotions.

The main strategies included in the categories of the WCQ questionnaire are as follows:

1. Confrontational coping – taking action to change the situation.
2. Distancing – treating the problem with emotional distance, minimizing its significance.
3. Self-control – controlling one’s own emotions and reactions, without immediate action.
4. Seeking social support – turning to others for emotional or practical help.
5. Accepting responsibility – recognizing one’s own role in the problem and taking corrective action.
6. Escape-avoidance – avoiding thinking about the problem or seeking alternative ways to get away from the stress.

7. Planned problem-solving – a systematic approach to solving a problem, analysing the situation and taking rational action.
8. Positive re-evaluation – finding positive meaning in a difficult situation, treating it as an opportunity for development.

The extracted categories formed the basis for a questionnaire that asked the surveyed teachers to indicate on a five-point Likert scale the frequency of the emotions they felt and the frequency of the ways they reacted to difficult situations that arose in their work with students.

Literature review revealed that the Ways of Coping Questionnaire (WCQ) has been used to study stress-coping strategies among university teachers to identify predictors of their mental health (Guerrero et al., 2011). The WCQ, as adapted by Kriukova, has also been used to identify the structural and dynamic specificity of teachers' stress coping behaviours (Ledovskay & Solynin, 2022). A number of other studies on coping strategies among teachers have used various other tools to assess coping strategies in the teaching profession (Bjørndal et al., 2022; Dolenc & Virag, 2019).

RESEARCH PROBLEM AND AIM

The purpose of the research presented here is to find out what the most intensely experienced emotions related to their work are, as indicated by teachers. Teachers also indicated their most frequently chosen strategies for dealing with difficult situations. An additional question was about changes they most want to see in the education system to improve their working conditions.

Opinions of 100 teachers were examined and analysed by posing the following research questions:

- 1) What difficulties do the surveyed teachers indicate in working in classrooms with students with special educational needs?
- 2) What emotions do they feel most often and frequently within themselves in connection with these difficulties?
- 3) Which responses and actions are undertaken most frequently and frequently, and which ones are undertaken rarely and least frequently in response to these difficulties?
- 4) What changes in the school system do they expect most and very much that would make the teachers' work easier?

Since the survey is exploratory and descriptive in nature, no specific hypotheses were posed. The general hypothesis is that the emotions indicated may not always be of a positive nature, and the reactions taken do not necessarily lead to constructive solutions. The severity of these phenomena will be determined by the responses obtained.

MATERIALS AND METHODS

The primary method of the research was a diagnostic survey, conducted in May 2024, among elementary school teachers, on a drawn group of 100 individuals from all over Poland – all provinces were represented, with the exception of West Pomerania. For the purpose of the study, the distributed questionnaire described 18 types of emotions, which were selected by the respondents on a five-point Likert scale, and 15 ways of action taken to overcome them (from most to least often). The respondents were asked about their expectations from the school system regarding changes that would effectively overcome teacher difficulties (from most to least expected). In addition, the respondents filled out a metric that included questions about their age, gender, the level of education at which they work, and the size of the locality in which their workplace is located. The respondents provided a characteristic of the composition of their classes – how many students were with special educational needs (which ones) and how many foreign students (and which ones) were in their classes.

The study group was clearly dominated by female teachers (87%), and male teachers were slightly younger than female ones (Table 1). There were few male teachers in early childhood and preschool education (9 individuals), and 14 teachers taught in the older grades. Respondents worked in small, medium, and large towns, with 6 individuals in two different towns (Table 2). The surveyed group reflects the population of Polish teachers.

Table 1.
Gender, age, and employment level of teachers in elementary school

Categories Details	Kindergarten*	Early childhood education	Subject teach- ers in grades 4–8	Total N = 100	
Gender of respondents	Female	10*	41	36	87
	Male	1*	9	14	23
Age of re- spondents	Up to 29 years old	2 f/1m*	7 f/ 5 m	6 f/5 m	13 f/10 m = 23
	30–39 years	6 f*	16 f / 1m	7 f/3 m	23 f/4 m = 27
	40 – 49 years	2 f*	8 f/ 3 m	6 f/3 m	14 f/6 m = 20
	over 50 years	0*	10 f/0 m	17 f/3 m	27 f/3 m = 30
Total number of individuals	11*	50	50	N=100 = 100%	

Note. * 11 respondents marked early childhood education and preschool education at the same time, f – female, m – male.

Table 2.
Respondents' place of employment

Place of work	Village	Small town (up to 50,000 inhabitants)	Large town (up to 300,000)	Large city (over 300,000)
N = 106* = 100%	24/22,6%	33/31,1%	28/26,4%	21/19,8%

Note. * 6 individuals worked in two different localities.

Composition of the classrooms in which the respondents worked varied widely. Many of them had students with disabilities and chronic illnesses (58% of the surveyed teachers indicated having the total of 165 such students). On average, they had 2.84 students with developmental disabilities in their classrooms; 2 of the respondents worked in special classes. The respondents also had students from foreign families in their classes. This was indicated by 62% of the respondents, with a total of 216 such students in their classes, which was an average of 3.48 foreign students per class. One teacher taught an entire class of 31 with students from Ukraine and Belarus. 41% of examined teachers indicated that they had both students with disabilities and chronic illnesses and foreign students in their classrooms. Teachers indicated a number of difficult situations arising from the composition of their classes. The authors sorted the difficulties mentioned by teachers into five groups: 1) difficulties specific to the disorder, 2) difficulties with focus and attention, 3) difficulties in adapting the material to the needs of the group, and varying skill levels of students, 4) difficulties in maintaining discipline, and 5) emotional and sensory difficulties. With regard to foreign students, communication difficulties and conflicts in groups were emphasized. The respondents stressed that these difficulties disorganize the work in the classroom, disrupt the order of the class, extend work time, and shatter self-discipline of other students.

DATA ANALYSIS

The analysis of the emotions indicated by the respondents and the coping methods they described was based on the stress theory of Lazarus and Folkman (1984). For the analyses in this article, the two highest degrees of the Likert scale most frequently and frequently (Chart 1, Chart 2A, Chart 3), least frequently and rarely (Chart 2B) were adopted. The frequency of emotion categories and the categorization of response strategies were calculated separately. The data obtained are presented in graphs.

RESULTS

The emotions indicated by respondents “frequently” and “most frequently” fall into three categories of cognitive primary evaluation (587 indications of “often” and “most often” = 100%). The emotion categories were named based on the primary cognitive appraisals identified in Lazarus and Folkman’s (1984) theory:

- 1) challenge (272 indications = 46.3%) – empathy, hope, eagerness, enthusiasm, excitement, calmness;
- 2) threat (218 = 37%) – uncertainty, anxiety, worry; inability to influence; fear of other students’ reactions, anxiety, fear; frustration, resentment; surprise; helplessness, powerlessness;
- 3) loss, hurt (97 = 16.5%) – humility; anger, rage; feeling alone.

Respondents most often indicated empathy as the dominant emotion, accompanied by hope and curiosity. At the same time, a sense of insecurity was also common, related to the lack of opportunities for influence, as well as perceived anxiety, uncertainty and worry. There were relatively few indications of negative emotions, such as anger, rage, feelings of loneliness resentment, or indifference (see Chart 1 below).

The strategies for dealing with difficult situations that teachers took “frequently” and “most frequently” fall into two main areas (see Chart 2A below). Two categories of coping strategies were named based on Lazarus and Folkman’s (1984) theory (the second category has two subcategories):

1) Problem-focused – aimed at changing the situation (595 indications of “often” and “most often”). This category included:

- (a) Consulting and seeking social support (246 indications):
 - I communicate with parents of students (76)
 - I communicate with the management (58)
 - I ask other teachers how they handled the situation (58)
 - I communicate with specialists in the field (54)
- (b) Analyse the problem and solve it (133 indications):
 - I try to understand the problem and solve it myself (68)
 - I see it as a task to be solved (65)
- (c) Using knowledge and literature (108 indications):
 - I look for a solution in the literature and apply guidance from it (56)
 - I recall knowledge from my studies (52)
- d) Using new technologies (57 indications):
 - I look for solutions on the Internet/social networks
- (e) Viewing the problem as an opportunity to learn and grow (50 indications):
 - I consider it a challenge to improve myself

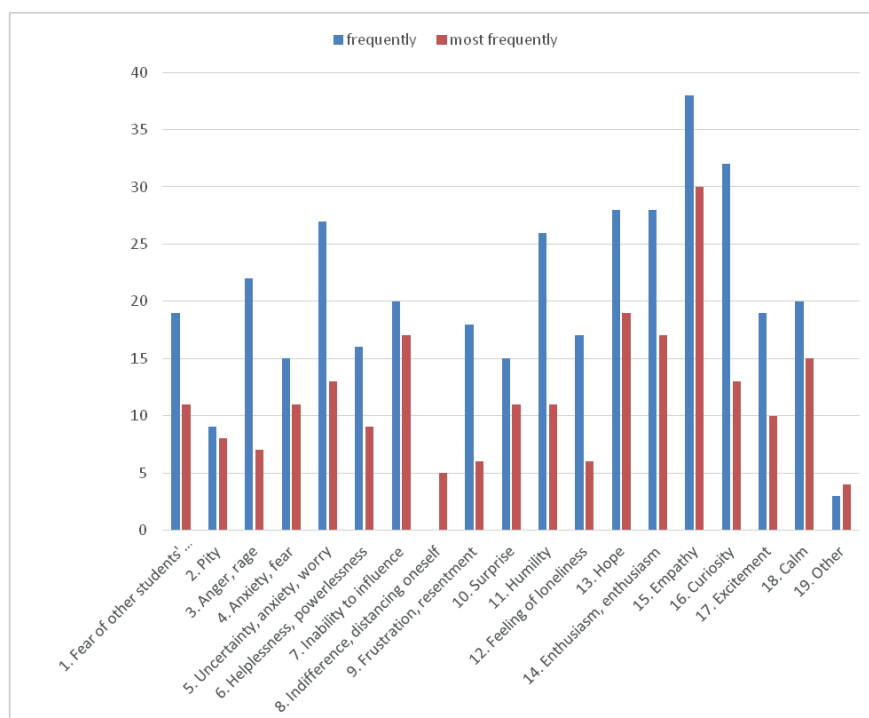
2A) Emotion-focused strategies – aimed at emotion regulation, avoidance or distancing (79 indications “often” and “most often”):

- (a) Delegate problems to others (34 indications):

- I try to delegate the problem to others (e.g., specialists)
 - b) They defer responsibility (23 indications):
 - I believe that these students should be handed over to special institutions
 - c) They consider quitting their jobs (22 indications):
 - I think it is necessary to change jobs
- 2B) Emotion-focused strategies to relieve emotional tension (36 indications “often” and “most often”):
- (a) They use self-control of their own emotions and reactions, without immediate action:
- I take care of something else, push the problem away from me (18)
 - I try not to think about it and wait for it to work itself out (18).

Chart 1.

Teachers' emotions in difficult situations indicated as experienced “frequently” and “most frequently”



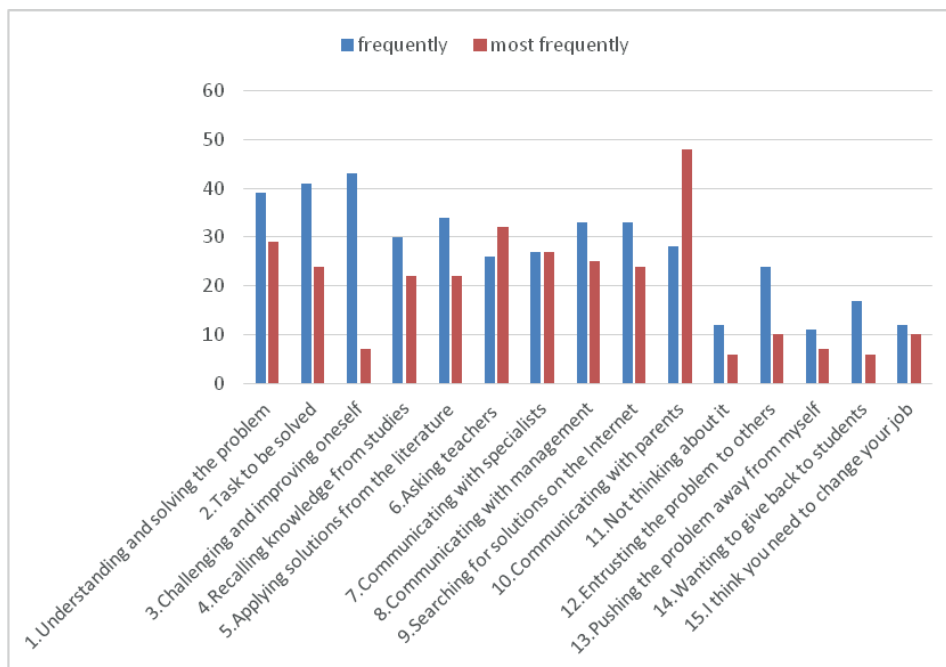
Legend:

1. Fear of other students' reactions. 2. Pity. 3. Anger, rage. 4. Anxiety, fear. 5. Uncertainty, anxiety, worry. 6. Helplessness, powerlessness. 7. Inability to influence. 8. Indifference, distancing oneself. 9. Frustration, resentment. 10. Surprise. 11. Humility. 12. Feeling of loneliness. 13. Hope. 14. Enthusiasm, enthusiasm. 15. Empathy. 16. Curiosity. 17. Excitement. 18. Calm. 19. Other.



Chart 2A.

Aggregate summary of indications of stress coping strategies undertaken “frequently” and “most frequently” by surveyed teachers



Legend:

1. I am trying to understand the problem and solve it myself. 2. I see this as a task to be solved. 3. I consider it as a challenge to improve myself. 4. I recall the knowledge from my studies. 5. I look for a solution in the literature and apply the tips from it. 6. I ask other teachers how they handled such a situation. 7. I communicate with specialists in the field. 8. I communicate with the management. 9. I look for solutions on the Internet/social networks. 10. I communicate with my students' parents. 11. I try not to think about it and wait for it to work itself out. 12. I try to entrust this problem to others (such as specialists). 13. I take care of something else, push the problem away from me. 14. I believe that these students should be handed over to special institutions. 15. I think I need to change my job.

The strategies taken to reduce stress are most often among those focused on the problem. They most often communicate with students' parents for this purpose (76%). They also often see it as a task to be solved (65%) and teachers try to solve it by themselves (68%). They look for these solutions in the literature (56%), online (57%), or communicate with the management (58%), ask other teachers (58%), and specialists (54%).

The strategies for coping with occupational stress that teachers indicated as being undertaken “least frequently” and “rarely” cover two main areas, with emotion-focused activities dominating (see Chart 2B).

1) Problem-focused – aimed at changing the situation (131 indications of “least frequently” and “rarely”). This category included:

- (a) Consulting and seeking social support (53 indications):
 - I communicate with specialists in the field (19)
 - I communicate with the management (14)
 - I ask other teachers how they dealt with this situation (12)
 - I communicate with the parents of students (8)
- b) Use of knowledge and literature (39 indications):
 - I recall knowledge from my studies (22)
 - I look for a solution in the literature and apply guidance from it (17)
- c) Analysing the problem and solving it (17 indications):
 - I see it as a task to be solved (11)
 - I try to understand the problem and solve it myself (6)
- d) Using new technologies (14 indications):
 - I look for solutions on the Internet/social networks
- (e) Viewing the problem as an opportunity to learn and grow (8 indications):
 - I consider it a challenge to improve myself

2A) Emotion-focused strategies – aimed at emotion regulation, avoidance or distancing (156 indications “often” and “most often”):

- (a) They push away responsibility (55 indications):
 - I believe that these students should be handed over to special institutions
- b) They consider quitting their jobs (66 indications):
 - I think it is necessary to change jobs
- c) They delegate problems to others (35 indications):
 - I try to delegate the problem to others (e.g., specialists)

2B) Emotion-focused strategies to relieve emotional tension (120 indications “often” and “most often”):

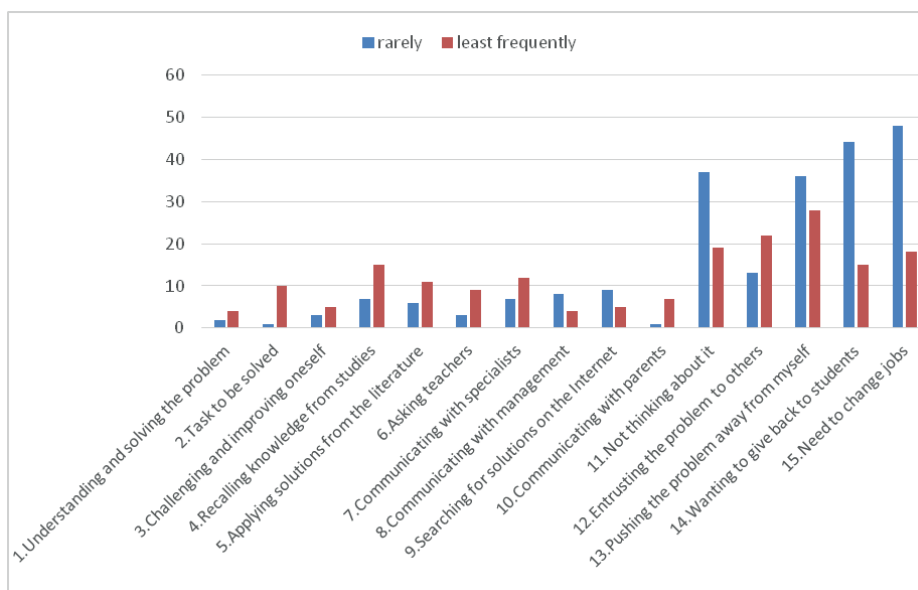
(a) They use self-control of their own emotions and reactions, without immediate action:

- I take care of something else, push the problem away from me (64)
- I try not to think about it and wait for it to work itself out (56).

As these results show, teachers most often indicated that they “least frequently” and “rarely” take such ways to respond to a difficult situation, which is to move the problem away from them and ease their emotional tension, without directly changing the difficult situation.

Chart 2B.

Aggregate summary of indications of stress coping strategies undertaken “least frequently” and “rarely” by surveyed teachers



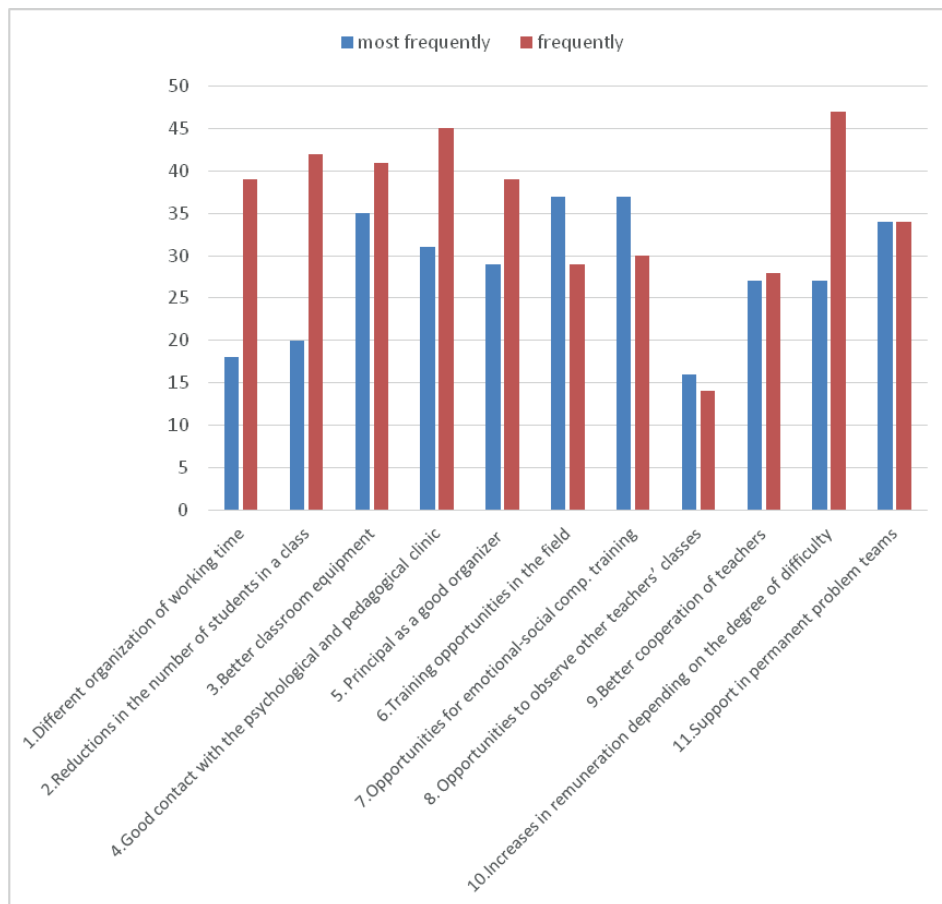
Legend:

1. I am trying to understand the problem and solve it myself. 2. I see this as a task to be solved. 3. I consider it a challenge to improve myself. 4. I recall the knowledge from my studies. 5. I look for a solution in the literature and apply the tips from it. 6. I ask other teachers how they handled such a situation. 7. I communicate with specialists in the field. 8. I communicate with the management. 9. I look for solutions on the Internet/social networks. 10. I communicate with my students' parents. 11. I try not to think about it and wait for it to work itself out. 12. I try to entrust this problem to others (such as specialists). 13. I take care of something else, push the problem away from me. 14. I believe that these students should be handed over to special institutions. 15. I think I need to change my job.

When asked about the most anticipated changes in the educational system to facilitate the work and support teachers in difficult situations arising due to the growing number of students with special educational needs, a large group of respondents indicated a great need for psychologists (73%), special educators (67%), school counsellors (63%), and teacher assistants (62%). As for the most anticipated changes, respondents most often pointed to the need for better classroom equipment (76%), better organization of work (57%), improved cooperation between teachers (55%), and a reduction in the number of students in classes (42%). Better compensation for extra work (74%) and better cooperation between teachers (55%) were also indicated (see Chart 3 below).

Chart 3.

Most frequently indicated expected changes in the organization of school work



Legend:

1. Different organization of working time. 2. Reductions in the number of students in a class. 3. Better classroom equipment. 4. Good contact with the psychological and pedagogical clinic. 5. Principal as a good organizer. 6. Training opportunities in the field. 7. Opportunities for emotional-social comp. training. 8. Opportunities to observe other teachers' classes. 9. Better cooperation of teachers. 10. Increases in remuneration depending on the degree of difficulty. 11. Support in permanent problem teams.

These expectations go in the direction of having specialist support at work, changing some working conditions, and allowing better use of other teachers' experience. One can also see the need to relieve teachers of excessive workloads by reducing the number of students, reducing working hours, and increasing pay for additional work.

DISCUSSION

Stressful situations and actively facing them are a daily occurrence in every teacher's work. They engage themselves wholeheartedly in their work. They also experience work-related problems. How effective they will be in solving them is related to their ability to recognize their own emotions, perceive their own resources, and take effective ways to overcome them.

In the research presented above, a number of phenomena can be observed that can direct attention to the need to prepare the teachers to reflect on their emotions, observe them in various school situations, and reflect on their reactions to them and the actions taken in connection with their occurrence. Respondent indications show that the emotions most often experienced are positive. They declare empathy, curiosity, and good attitude to the needs of students. Less frequent in the indications are a sense of threat or indifference, while emotions related to a sense of harm or loss, felt as directly affecting teachers, are indicated as "frequent" only occasionally. The positive results obtained differ from the results of foreign studies conducted in this area, which indicate that difficult classroom situations cause teachers to experience widespread feelings of anger, anxiety, sadness, emotional exhaustion, and a sense of incompetence (Camacho et al., 2018).

The responses indicated by respondents are most often focused on the problem. They view the problem as a challenge, and they try to understand and solve it. To this end, they declare cooperation with parents, search for solutions in literature and on the web, and try to use the help of specialists. They also ask fellow teachers. The predominant approach is to seek social support. However, there is a sizable group of respondents indicating emotion-focused strategies, pushing the problem away from themselves and entrusting it to others. This indicates a desire to survive without getting involved, or even a desire to quit.

The results of the survey unequivocally indicate the need for specific organizational and staffing changes in schools that can realistically support teachers in their daily work, especially in the context of the growing number of students with special educational needs. Hiring sufficient number of specialists and additional staff is a key demand of the teaching community. In addition, the expectations of reducing the number of students in classes and improving the organization of work and cooperation in the teaching community indicate the need for a thoughtful reform of teachers' working conditions. Introduction of such solutions can significantly contribute to maintaining the positive attitude of most teachers toward the difficulties they face, as well as to increasing teaching effectiveness and improving their psychological well-being.

CONCLUSIONS

Other authors who have dealt with stress in teachers assess this phenomenon similarly. For example, the most common coping strategies used by Slovenian teachers are active coping and solution planning, which represent a constructive way of dealing with stress (Dolenc & Virag, 2019). Norwegian teachers, on the other hand, often seek instrumental and emotional support from colleagues, family, and religious communities, and use planning, avoidance, and lowering ambition strategies (Bjørndal et al., 2022). French researchers note the factor of undervaluation of a teacher's work, poor perception of the difficulties of the job, the burden of duties and the discrepancy between the arduousness of the work and the salary as particularly conducive to the sense of burnout (Laugaa & Rasclé, 2008). Also important is the fact that the profession is decidedly dominated by female teachers who often have to take on "conflicting" roles. They suggest raising the prestige of the teacher and creating a support system for colleagues. An Israeli researcher (Nasser, 2015) emphasizes the importance of personal characteristics and the type of emotions such as anxiety or anger of teachers in their response to stress. The author points to factors such as work experience, school level, and class composition, also addressing the issue of nationality, also noting lower levels of stress in Arab teachers than in Jewish teachers, explaining that they are more effective at seeking help and support from others. Nasser also points out that more experienced teachers deal with stress more effectively, including through behavioural change and better emotional control. In Poland, similar research is lacking. Ongoing discussions have dealt with the use of transactional analysis for teacher education (Jagiela, 2017; Pankowska, 2012). The description of teachers' behaviour in light of this theory for the interpretation of teachers' behaviour in practice was dealt with by Pankowska (2010, 2012). Unfortunately, they were not concerned with describing emotions and teachers' reactions to them.

LIMITATIONS

Further elaboration of the data and presentation in the following articles have been planned. More detailed statistical analyses will be presented there.

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REAKCJE EMOCJONALNE ORAZ RADZENIE SOBIE W SYTUACJACH TRUDNYCH W ŚWIETLE WSKAZAŃ NAUCZYCIELI SZKÓŁ PODSTAWOWYCH

Wprowadzenie: We współczesnej szkole odczuwa się zmiany, jakie zachodzą w społeczeństwie. Obecnie do szkoły częściej trafiają uczniowie z różnymi specjalnymi potrzebami edukacyjnymi. Są uczniowie z niepełnosprawnościami, przewlekle chorzy, dzieci cudzoziemców. Nauczyciel staje przed wieloma trudnymi sytuacjami, co wiąże się z emocjami. Musi podejmować decyzje dotyczące sposobu reakcji na przeżywany stres. Jeśli pozwalają mu one na rozwiązanie problemu, to następuje u niego podniesienie kwalifikacji zawodowych. Natomiast skupienie się na emocjach i unikanie problemów ogranicza jego rozwój profesjonalny.

Cel badań: Głównym celem badań było zbadanie emocji oraz podejmowanych strategii reakcji na sytuacje trudne wskazywanych przez nauczycieli szkół podstawowych.

Metoda badań: W badaniu zastosowano strategię ilościową, wykorzystano metodę sondażu diagnostycznego. Poproszono badanych nauczycieli (100 osób) o wskazanie często i najczęściej przeżywanych emocji oraz sposobów reakcji na sytuacje trudne (zastosowano tu skalę Likerta).

Wyniki: Analizy wyników dokonano w oparciu o transakcyjną teorię stresu Lazarusa i Folkman. Uzyskane dane pokazują, że nauczyciele najczęściej wskazywali na doświadczanie emocji pozytywnych, jak empatia i zaciekawienie, rzadziej wybierali emocje wskazujące na poczucie zagrożenia lub obojętności, sporadycznie na emocje związane z poczuciem krzywdy lub straty. Badani wskazywali, że w sytuacjach stresowych stosują strategie nakierowane na rozwiązywanie problemów, najczęściej mają one charakter poszukiwania wsparcia i współpracy.

Wnioski: Najczęściej wskazywane przez nauczycieli są emocje pozytywne, które wiążą się z trudnymi sytuacjami w szkole. Prowadzą one do poszukiwania rozwiązań sytuacji trudnych, co wspiera rozwój profesjonalny nauczycieli. Badani wskazują na braki w wyposażeniu klas i wynagrodzeniu. Wyniki badań mają posłużyć do organizowania wsparcia nauczycieli w pracy w zróżnicowanych klasach edukacji włączającej.

Słowa kluczowe: nauczyciele, emocje nauczycieli, strategie radzenia sobie, trudne sytuacje, uczniowie ze specjalnymi potrzebami edukacyjnymi, zmiany w systemie szkolnym