

# COMPARATIVE EDUCATION RESEARCH

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## TEACHERS' WORKING CONDITIONS IN TIMES OF PROFESSIONAL CRISIS: EVIDENCE OF POLAND

**Małgorzata Kamińska**

ORCID ID 0000-0003-1768-021X

PhD, professor, the College of Pedagogical Studies  
and Physical Education,

Pawel Włodkovic University College in Płock  
gosiam0@poczta.onet.pl

### ABSTRACT

*In the Polish ranking of occupational prestige, the teaching profession enjoys a high level of recognition. The high prestige of the teaching profession in society has been maintained consistently for almost 50 years. It seems that this should be followed by the attractiveness of the profession and the influx of new candidates for pedagogical studies, as well as the high level of availability of teachers in schools. However, it turns out that in Poland and many other European countries, the symptoms of the crisis in the teaching profession are intensifying. More and more teachers resign from their jobs, change their profession and retire. There is a shortage of people willing to train as teachers. There may be many reasons. Teachers' working conditions (including position, working time and remuneration, form of employment, age of retirement, number of units) are potentially one of the elements describing and determining the perpetuation of disturbing symptoms in individual countries and throughout Europe.*

*The article presents analyses of research results from national and international reports, which confirm the phenomenon of the crisis of the teaching profession. Professional challenges in teachers' everyday work that affect their mental condition and social and professional well-being were characterized. Detailed analyses of working conditions refer to selected factors — teachers' remuneration and working time.*

**Keywords:** *teaching profession; crisis; teachers' remuneration; Poland; European countries.*

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## INTRODUCTION

Every profession, including the teaching profession, requires appropriate knowledge, skills and features from the employee psychophysical conditions that determine the performance of professional tasks that are repeated systematically and are a source of income for the employee and his family. Performing a specific profession is associated with sets of socially useful activities, separated as a result of the division of labour and also constitutes the basis of the employee's prestige and social position (Nowacki, 2004, p. 287). According to the Public Opinion Research Center (CBOS), in 2019 in the Polish ranking of social prestige of professions, the teaching profession was in 7-th place (out of 31 professions), after such professions as: firefighter, nurse, skilled worker, miner, university professor, and doctor (CBOS research announcement, 2019).

However, other national and international studies prove that increasingly high assessment of the prestige of the teaching profession does not translate into their professional and social well-being and, consequently, into the attractiveness of the teaching profession. External conditions contribute to this — systemic, socio-demographic, but also internal — related to the challenges generated by the local professional environment. Working conditions, shaped by factors such as working time or remuneration, are not always and not everywhere conducive to the effective performance of teaching tasks or the feeling of professional satisfaction, including financial satisfaction. There are significant differences in this respect, given the diversity of education systems in the EU and OECD countries. The demographic crisis, the period of the COVID-19 pandemic, war conflicts, but also the rapid pace of technological changes and the development of digital media in many cases worsen this situation. The crisis of the teaching profession is becoming more and more visible.

**Symptoms of the crisis in the teaching profession.** A recent Eurydice report reads that for several years, the teaching profession has been struggling with a crisis — it attracts fewer and fewer young people and loses many of those who study this specialization. Many European education systems currently suffer from a shortage of teachers. Moreover, the profession is constantly changing, and teachers have more and more responsibilities and have to meet increasingly higher requirements and expectations (European Commission, 2021, p.11). The authors of the report point to increasingly disturbing phenomena: imbalance in the availability of teachers of particular subjects and their availability in different regions of a given country, ageing teacher population, low recruitment rates to teacher training courses and numerous

resignations from the profession (European Commission, 2021, p.30). These phenomena vary in scope and intensity in European countries. The availability of teachers as employees of educational institutions is described in two categories: shortage and surplus. Teacher shortages prevail in most education systems in Europe (27 systems), eight systems had both a deficiency and an excess (Spain, Italy, Greece, Lithuania, Portugal, Liechtenstein, Montenegro and Serbia), in three — there is no shortage, but there is an excess (Cyprus, the United Kingdom and Turkey) (European Commission, 2021, p.31-32).

The Polish education system employed 512,000 teachers in the 2022/23 academic year, compared to the previous year 2021/22, there was a decrease of 0.7% (GUS, 2023). Just before the start of a new academic year in August, over 24,000 were registered in schools and kindergartens. There was a shortage of teachers in all subjects, but above all: school psychologists, special educators, preschool teachers, English, Polish, mathematics, and teachers of vocational subjects (Knowledge Dealers, 2023).

The shortage combined with an excess of teachers means that, for example, in some regions of the country there is a shortage of teachers for specific subjects, while in others — their number exceeds the number of available teachers. What is unique in this context is that in a few countries there is only an oversupply of teachers. The Eurydice report explains this phenomenon by “the lack of adequate planning for teacher training or a lower level of student recruitment due to cuts in public sector spending” (European Commission, 2021, p.31).

In the light of the above analyses, there is no doubt that the most serious symptom of the crisis of the teaching profession is the shortage of teachers in schools and educational institutions. The basic reasons for this state of affairs can be traced to several interdependent conditions. These include socio-demographic factors, educational factors and factors related to the pragmatics of the teaching profession. In terms of socio-demographic factors, the most important problem is the ageing of European societies and the gradual decline of the population in individual countries, including the population of teachers. The rate of natural growth is slowing down, the chance of replacing generations is systematically and consistently decreasing, there are no more young people, and the percentage of older people in Western societies is increasing. According to the recent report, in most OECD countries in 2019 the percentage of primary and secondary school teachers aged 50-59 is higher than the percentage of teachers aged 25-34. On average, in the OECD area, only about 10% of primary and secondary school teachers are under 30 years of age (OECD, 2019). At the EU level, At EU level, almost 40% of lower secondary teachers are 50 years of age or older, and less than 20% are less than 35 years of age. In some countries (Estonia, Greece, Italy, Latvia and Lithuania) more than half of lower secondary teachers will retire in the next 15 years. In Bulgaria, Germany, Hungary, Austria and Portugal, the share of this age group ranges from 40% to 50%. Among Polish teachers, on average every

third teacher is over 50 years old (European Commission, 2021, p.31).

The above data indicate a risk of increasing teacher shortage rates. Other symptoms of disturbing changes are the limited recruitment of candidates for teacher education studies and the exodus of teachers from the profession. There is still no shortage of candidates for teacher education studies in Poland, but a shortage of people willing to study and/or withdrawal from studies are already observed in many European Community countries, e.g., Germany, the Netherlands, Portugal, Lithuania, Latvia, and Luxembourg (European Commission, 2021, p.34). It is worth noting that in the countries mentioned above, the shortage of students is combined with the factor of an ageing teacher population, which further worsens the situation. These problems were already signalled in 2020 by the European Council, pointing to “difficulties in attracting and retaining students with high potential in teacher education”, particularly in school education, and ageing of teaching staff both in school and in childhood education (Council Conclusions, 2020).

A serious and increasingly common indicator of the crisis of the teaching profession is the phenomenon of teachers leaving the profession. This is, of course, related to the decline in the attractiveness and value of the profession, which in turn results from difficulties and shortcomings in the working conditions offered. Of the thirty-five education systems surveyed in Europe, only two countries report difficulties in attracting graduates and retaining practising teachers: Bulgaria and Liechtenstein. However, problems are compounding in eight systems as teacher attrition is accompanied by a shortage of teacher education, and four countries simultaneously face the third challenge of teacher ageing — Estonia, Hungary, Sweden, and Iceland (European Commission, 2021, p.31).

Poland’s situation is likely to be better in this respect. Although we are dealing with a shortage of teachers and an ageing population, the analysed statistics do not report the problem of teachers leaving the profession. However, the results of national studies as well as media reports and the analyses presented by trade unions differ slightly from European data. In Poland, over the last eight years, cases of resignation from school work have been more and more frequent. First, for systemic reasons: degradation of the profession, excessive control by educational decision-makers, widespread bureaucratization of education, lack of decent remuneration, limiting teacher’s autonomy, imposing curriculum content, constant increase in requirements, politicization of education and striving for centralization. Teachers also point to other aspects that are, to some extent, the result of actions taken by the authorities or the lack of necessary decisions — bad atmosphere in schools, mutual distrust, suspicion, demanding attitudes of parents, lack of a sense of agency and fatigue. Second, the remote work during the pandemic. Teachers coped with this well, even though the help from the educational authorities was slow and usually chaotic (Jankowska, 2021). Teachers who leave schools change their profession and take up work in tourism, uniformed services, media, publishing industry, trade and service

companies, state and local government administration (Mospan, 2016). They also start their own business and become entrepreneurs.

The European Council Conclusions state that challenges put even more pressure on beginning teachers and trainers (just after qualifying) because from their first years of teaching or training they have the same responsibilities as their more experienced colleagues. In addition, they often have to work in difficult conditions, e.g. in educational institutions with a higher proportion of students from disadvantaged socio-economic backgrounds or migrant backgrounds (Council Conclusions, 2020). Beginning teachers usually find themselves in a more difficult professional situation than more experienced ones. The socio-cultural environment of the institution as a place of work plays a significant role in the perception of the profession and the performance of everyday work. Teachers working in the state education system are probably struggling primarily with difficulties. Some of them cannot cope with the pressure and excess expectations, but also problems resulting from student behaviour. This also applies to Polish teachers.

On the other hand, it is worth noting that there are fewer and fewer young teachers in Polish schools. According to data from the Central Statistical Office, in the 2019/2020 school year, 513.8 thousand (3.9% of trainees) held teaching positions, and two years later, in the 2021/2022 school year, only 2.8% out of 515.7 thousand had full-time positions. Representatives of the largest trade union (ZNP) claim that “the number of teachers who retire or change their profession is many times higher than the number of those who start working” (Pezda, 2023). The disproportions in the number of young and old have been visible for years. The consequence is that some teachers leave the system due to overload, lack of recognition and appreciation, disregard for the profession and the importance of education on the part of the government administration and those responsible for it. Teachers are often passionate people, but the level of mental burden and responsibility combined with low social status is demotivating (Pezda, 2023).

The crisis of the profession is manifested in the employee attitudes of teachers starting their professional careers in educational institutions. In the study conducted in 2021 in Poland, Great Britain and Turkey as part of the international Erasmus+ Teacher Drop Out project, is shown that nearly half of the 828 surveyed young Polish teachers (49.15%) stated that they wanted to leave the profession. They explained that the low earnings were not enough for them to live with dignity, and that they had too much bureaucratic work, which distracted them from what was most important — teaching. And that, contrary to popular belief, they do not only work 18 hours. In addition to lessons, they are on duty during breaks, they take substitutes, they have to check homework, grade tests and respond to messages from parents. The respondents emphasized that their parents were the most important reason for thinking about leaving the profession after poor earnings (Kim & Fabisiak, 2023).

Working conditions, especially remuneration and workload, discourage young teachers, who relatively quickly become disillusioned with their profession and flee to other places. It's similar in Great Britain. A study by the UK Department of Education shows that 40,000 will leave state schools in 2021-2022 before retiring. This represented almost 9% of the teaching workforce, the highest since data began to be published in 2011, and another 4,000 retired. The study found that the number of unfilled teaching positions had also reached record levels, with more than 2,300 empty positions compared to 530 a decade earlier. Another 3,300 positions were filled with substitute teachers, 1,000 more than a year earlier. Trade unions blamed the exodus on poor working conditions and long-term wage erosion (Adams, 2023).

**Between mission and everyday life — teachers' working conditions.** The general working conditions of teachers are influenced by factors determined at the state level, including teaching hours, minimum wages, rules for calculating remuneration for overtime hours, retirement age, method of obtaining subsequent levels of professional promotion and many others (Madalińska-Michalak, 2021, p. 96-97). As shown above, all factors have their significance for the practice of the profession. At the same time, each of them is perceived slightly differently by teachers due to age, seniority, level of education, subject of teaching, environment and place of work, and status of the institution. Each of these elements has a slightly different structure and scope depending on the given educational system. One thing they have in common is the impact they have on teachers' work attitudes, the social prestige of the profession and the socio-professional well-being of teachers. Here, research results and analyses regarding two selected factors — teachers' remuneration and working time — will be discussed.

A national survey showed that teachers were generally satisfied with their working conditions (92%). A similar assessment also concerned the conditions for 'own work' at school — 90% of teachers indicated that they were definitely good or rather good, only 1% of respondents believed they were definitely bad (Federowicz et al., 2013, p. 57). For over 2/3 of teachers, their work involved longer leave than in other professions. A large proportion (60%) also indicated stable employment and the ability to influence others (58%). However, working as a teacher is least likely to mean satisfactory earnings and prestige for respondents (16%) (Federowicz et al., 2013, p.38). The declarations of teachers participating in the 2021 study conducted by a team of researchers from the Orange Foundation also indicate that the majority of them (78%) feels satisfied with the work performed. The same percentage of teachers experience positive emotions at work. Every fourth teacher surveyed declares that today they would choose a different profession (Buchner et al., 2021, p. 16).

Moreover, remuneration is one of the factors that largely contribute to the level of job satisfaction and have a significant impact on the condition of the profession. In OECD countries, salaries for teachers at a given level of qualification increase over the course of their careers, although the pace

of change varies between countries. In the group of upper secondary teachers with the most common teacher qualifications at this level, the average statutory salary is 29% higher than the average starting salary after 10 years of work and 36% more after 15 years of work. Average earnings at the top of the scale (achieved on average after almost 25 years) are 65% higher than average starting salaries. It is also important to note that teachers' earnings still range from 78% to 93% of their tertiary-educated peers. In contrast, school principals earn at least 25% more than their peers with a university degree and, on average, more than 51% more than teachers across Europe (European Commission, 2022, p. 373-377).

The salaries of Polish teachers are among the lowest in the educational systems of OECD and EU countries. Currently, the statutory minimum rates of basic remuneration for a teacher with higher education (master's degree) and pedagogical preparation (without allowances, overtime, co-financing from the commune) are: for a beginner teacher — 3,690 PLN; for an appointed teacher — 3,890 PLN; for a certified teacher — 4,550 PLN (Regulation, 2023). The Eurydice report shows that the statutory salary of a beginning secondary school teacher with minimal qualifications and little experience in the Polish education system is on average about 20,000 PLN per year. The maximum statutory salary for a teacher with the highest qualifications and extensive experience is 32,000 PLN. The average salary of upper secondary teachers compared to the statutory minimum and maximum salary in 2022 was higher and amounted to almost 40,000 PLN per year (Fig. 1). These include allowances increasing remuneration, e.g. for overtime hours, difficult or onerous working conditions, motivational allowances, as well as occasional financial rewards. Teachers from Luxembourg, Switzerland and Germany are at the top of the salary list (European Commission, 2022, p. 373-377).

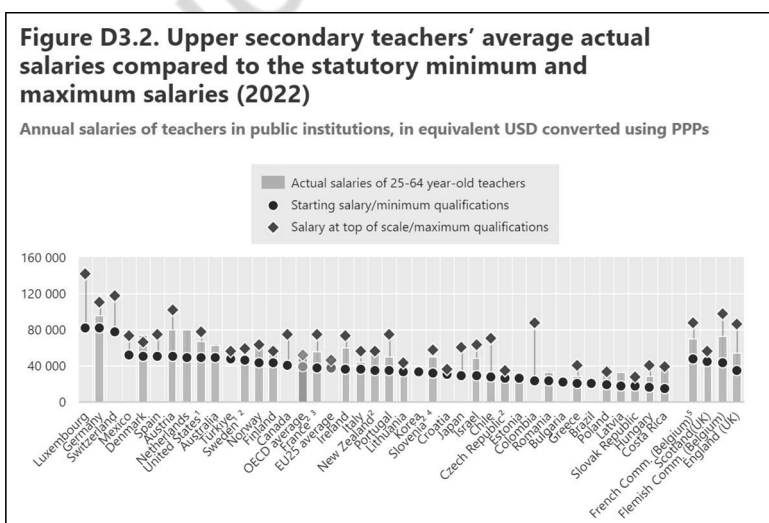


Figure 1. **Average salary of teachers (2022)**

Source: European Commission, 2022

In the TALIS 2018 survey, teachers had the opportunity to determine their satisfaction with their salaries. Analysis of the results shows that overall, at the EU level, only 37.8% of teachers consider their pay to be satisfactory or very satisfactory, with the figure being below 30% in many countries. In addition, the majority of Polish teachers do not have a high level of satisfaction with their earnings. The Eurydice report points out that average annual salaries cannot be directly compared without taking into account gross domestic product (GDP) per capita, which is considered an indicator for understanding the national economic context in which teachers earn (European Commission, 2021, p. 45). Therefore, the percentage differences between the average annual actual gross salary of teachers and the GDP per capita and the GDP indicator in the countries covered by the TALIS 2018 study were examined.

The differences turned out to be significant. For example, in the Netherlands, the average salary of teachers is almost 25% higher than GDP per capita, and in the Czech Republic it is almost 25% lower. Even lower wage rates than in the Czech Republic were recorded in Hungary, Slovakia, Lithuania, Latvia and Iceland. It should be noted that, in all Eastern European countries (except for Slovenia and Romania) salaries are lower than GDP per capita. Teacher satisfaction is lowest in countries where teachers earn less than GDP per capita, or in countries where the 2009 economic crisis had a long-term negative impact on teachers' salary. The exceptions here are Romania, Italy, France, Slovenia and Portugal, where, despite the higher level of earnings than the GDP indicator, fewer teachers are satisfied with their salaries. However, in Norway the opposite trend was observed. The average actual salary of teachers is lower than GDP per capita, while the percentage of teachers who are satisfied with their salary is higher than at EU level (European Commission, 2021, p. 46-48).

Salary is an extremely important factor in a teacher's working conditions. The above analysis shows that in many European countries this work is not satisfactorily remunerated. This certainly generates a number of problems mentioned earlier: staff shortage, resignation from the profession, reluctance to study teaching faculties, further reduction of prestige and sense of professional well-being. It is therefore necessary to start thinking prospectively and plan the necessary actions in this area in order to limit the noticeable manifestations of the crisis in the teaching profession.

**Teachers' working time.** Referring to the expectations and requirements for teachers, the 2020 European Council Conclusions stated the need to find a balance between different aspects of work, often coping with numerous administrative tasks, participating in institutional management, providing support and guidance to learners, planning peer collaboration and professional development, while continuously developing and maintaining the quality of teaching and learner learning outcomes (Council Conclusions, 2020).

Labour law in Poland defines working time as the time during which the employee remains at the employer's disposal in the workplace or in another place designated for work. Working time is not only the time of physical,



effective performance of work, but also the time of non-work if the employee remains at the employer's disposal in the workplace or in another place designated for work. In the case of teachers, special provisions apply — the Teacher's Card. According to the Act, within the working time and agreed remuneration, a teacher is obliged to carry out teaching, educational and care activities conducted directly with students or pupils or for their benefit, as well as other activities and activities resulting from the statutory tasks of the school, including care and educational activities. Taking into account students' needs and interests; classes and activities related to preparation for classes, self-education and professional development. It is also the teacher's duty to participate in school examinations and, in the case of teachers of vocational subjects, conducting classes on professional qualification courses. This does not apply only to conducting after-school classes and classes with psychological and pedagogical assistance.

In the EU Member States, primary school teachers declare performing the following tasks in their weekly working time: teaching (46.8% of the total time), planning and preparing classes (14.5%), assessing /correcting work (10.2%), teamwork (5.8%), administrative work (4.7%), consultations for students (3.9%), communication with parents and guardians (2.9%), professional development (2.9%), extracurricular activities (2.6%), school management (2.4%), other activities (3.3%) (European Commission, 2021, p. 39). The results of previous Polish research were carried out according to a slightly different methodology. The most important activities in teachers' weekly time budget — apart from conducting daily teaching activities directly with students — are the following activities: preparing teaching activities — 96.8%, conducting other activities with students (extracurricular activities) — 79.1%, preparing other activities — 66.6%, checking works — 64.5%. When comparing detailed activities, on average 2.7% of weekly working time was spent on administrative work, on communication with parents — 4.1%, on work in teaching teams — 2.5%, on professional development — 0.8% (Fedorowicz, 2013, p. 72-73). Leaving aside methodological limitations, it can be concluded that the main tasks performed by teachers during their weekly working time are limited to activities such as: preparing and conducting teaching classes and assessing/checking students' work. Differences in both studies are visible in relation to some components of teachers' working time, e.g. conducting extracurricular activities.

Moreover, it should be noted that in Polish, teachers work at home, not on school premises. This is an important aspect of teachers' working conditions, especially in the context of time spent on planning and preparing classes and checking or assessing students' work. The reason for this situation was insufficient equipment in schools (mainly a computer with Internet access, or a printer) and the lack of a quiet place allowing for individual, focused work. Currently, it may be slightly better in this respect, because the research was conducted 10 years ago and newer research is still missing. The authors of the report then concluded that

providing teachers with such conditions can only facilitate their work and shorten the time needed to perform certain activities. However, it does not seem that this will cause teachers to stop or significantly reduce their 'own work' at home. There was a relatively strong view among teachers that it was difficult to perform further professional duties after teaching. On the one hand, teachers need a moment of rest, but on the other hand, they are limited by family responsibilities to stay at school for subsequent hours (Federowicz et al., 2013, p.59).

It should be noted that, in European education systems, there are three possible elements for describing the model of working time in teachers' weekly workload: total working time, teaching time and availability time at school. In many systems, the dominant model includes categories of teaching time and total working time. This is the case in 16 countries, including Poland. In the next four systems, this is teaching time as well as availability time at school (Bulgaria, Cyprus, Malta and Finland). In Greece, Spain, Luxembourg, Hungary, Portugal, the United Kingdom, Scotland, Iceland, Montenegro and Norway, teachers' workload includes all three elements (European Commission, 2021, p. 40).

The total working time of teachers in European education systems ranges from a minimum of 30 hours per week in Greece and Albania to a maximum of 42 hours per week in Switzerland and Liechtenstein. However, in most countries, teachers' total working time is 40 hours per week. In Poland, work time of a full-time teacher cannot exceed 40 hours per week. Interestingly, teachers usually declare in surveys that they work longer than required by regulations, most often from 2 to 5 hours a week (European Commission, 2021, p. 42).

Teaching load is the weekly mandatory number of hours of teaching, educational and care activities conducted directly with students or pupils or on their behalf by full-time teachers. The number of full-time hours in the Polish system is, depending on the position, from 18 (teachers of kindergartens, primary schools, special schools, general secondary schools, general education subjects and theoretical vocational subjects in schools providing vocational education, including special schools and training crafts in district educational centres, shelters for minors and correctional facilities, theoretical vocational subjects in vocational qualification courses, artistic and general subjects in art schools; teachers of youth palaces, youth cultural centres, centres of out-of-school work, out-of-school specialist institutions, interschool sports centres) to 30 (educators of boarding schools, dormitories, Jordan gardens, station common rooms, permanent school youth hostels) (Federowicz et al., 2013, p.67). On the other hand, other studies have shown that the vast majority of teachers (86%) feel that their professional workload is higher than in other professions (Pyżalski, 2010), and over 20% experience full symptoms of burnout syndrome (Tucholska, 2003). Perhaps teachers primarily took into account the load of the so-called own work, which was mentioned earlier. Most of the challenges teachers face result not so much from the specific nature of their work, but from systemic solutions and the realities of Polish schools. 70% of teachers evidence, that the dominant issue

is bureaucracy (Buchner et al., 2021, p. 7). This has an impact on working time and the effective performance of teaching duties, which is probably also related to the assessment of the attractiveness of the profession and the professional well-being of teachers themselves.

The Eurydice report shows that, in general, in European education systems, teaching time ranges from a minimum of 12 hours per week in Turkey to a maximum of 26 hours per week in Hungary. In some countries, the number of hours allocated to teaching varies depending on the subject. This is the case in Belgium (German-speaking and Flemish Communities), Bulgaria, France, Croatia, Hungary, Austria, Slovenia, Finland, North Macedonia and Turkey (European Commission, 2021, p. 42). This relationship also applies to the Polish education system. The teaching salary often also depends on the length of service and the level of the school: The longer the teaching experience, the lower the salary (Germany, Cyprus, Greece, Portugal). The higher the level of teaching, the fewer working hours are for teachers (Portugal, Slovakia, and Italy) (Górowska-Fells et al., 2019, p. 3).

The last element in a teacher's working time is the time of availability at school. For example, in Norway, where teachers' earnings are relatively the highest and the level of satisfaction with remuneration is high, the total working time of a teacher is 38 hours, including 31 hours of availability and 18 hours of teaching time. For comparison, in Iceland, where teachers' salaries are among the lowest and the level of satisfaction is also low, the total working time of a teacher is 40 hours, including 23 hours of availability and 17 hours of teaching time (European Commission, 2021, p. 41).

## CONCLUSIONS

The results of national and international research not only encourage reflection on the teacher's work, but also allow us to identify professional challenges that require systemic solutions at the community and local level. In the current reality of the education system, the criteria are created for assessing the quality of a teacher's work (promotion, remuneration and requirements regarding professional qualifications) (Męczkowska-Christiansen, 2015, p. 21). There is no doubt that, the teaching profession needs a point of reference when we try to look for ways out of the impasse and create opportunities to avert a crisis situation. The quality of a teaching should be assessed, but at the same time it should be accompanied by systemic support in terms of working conditions.

Moreover, teachers' attitude to the profession and working conditions requires rethinking as well. In Polish schools, the past is the dimension of time that leaves a lasting mark on teachers' present, because they are entangled in traditional systems: educational institutions, law of education, control of 'teaching efficiency' (Groenwald, 2021, p. 64). This entanglement of teachers results in attachment to the traditional socio-professional role, avoidance of a proactive attitude, lack of interest in change and adherence to the principle

of maintaining the status quo in professional work. It is worth starting to perceive their profession not through the prism of missionary nature and sacrifice, but through the prism of pedagogical professionalism. Today, those who have noticed the changing role of the school and adapted their work style to the new role of a teacher, are more respected by society. A teacher who builds relationships with students and parents by ensuring respect for the individual, dialogue, mutual understanding, and tries to be a guide who constructs knowledge together with the student has greater prestige. For such a teacher, the profession is an element of the identity that requires constant professional development (Smak & Walczak, 2015, p. 62). We will not encourage new candidates to join the teaching profession, and we will not retain those who are the most valuable teachers if we do not ensure proper working conditions for teachers, which affect the attractiveness of the profession. But this will not happen if teachers themselves do not take care of their own attitudes towards education and build the prestige of the profession.

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## УМОВИ ПРАЦІ ВЧИТЕЛІВ ЗА ЧАСІВ ПРОФЕСІЙНОЇ КРИЗИ У ПОЛЬЩІ

Малгожата Камінська, доктор філософії, проф., декан педколеджу і фізичного виховання, Університетський коледж імені Павла Влодковича у Плоцьку, gosiam0@poczta.onet.pl

*У польському рейтингу професійної престижності професія вчителя має високий рівень визнання, де майже 50 років стабільно підтримується високий престиж професії вчителя у суспільстві. Здається, слідом за цим має бути привабливість професії та приплив нових кандидатів на педагогічну освіту, а також високий рівень наявності вчителів у школах. Проте виявляється, що в Польщі та багатьох інших європейських країнах ознаки кризи вчительської професії посилюються. Все більше вчителів звільняються з роботи, змінюють професію та виходять на пенсію. Не вистачає студентів, які бажають навчатися на вчителів. Тому може бути багато причин. Умови роботи вчителів (включно з посадою, робочим часом та винагородою, формою зайнятості, віком виходу на пенсію) є головними чинниками тривожних тенденцій як в окремих країнах, так і по всій Європі. У статті представлено аналіз результатів досліджень національних та міжнародних звітів, які підтверджують феномен кризи вчительської професії. Охарактеризовано професійні виклики в повсякденній роботі вчителів, які впливають на їх психічний стан та соціально-професійне благополуччя. Окремої уваги приділяється детальному аналізу умов праці вчителів, зокрема винагороди вчителів та робочого часу.*

**Ключові слова:** педагогічна професія; криза; оплата праці викладачів; Польща; країни Європи.

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