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SCHOOL – A PLACE OF PRESSURE OR PARTICIPATION? THE TEACHER’S SENSE OF AUTONOMY IN THE SCHOOL ENVIRONMENT AND ITS SELECTED DETERMINANTS*

Introduction: The theoretical framework for the research was provided by the self-determination theory, according to which the teacher’s functioning in the classroom is determined by the satisfaction of their need for autonomy at school.

Research Aim: The aim of this paper was (1) to develop a preliminary Polish-language version of a tool for measuring the teacher’s sense of autonomy at school; (2) to discuss the level of teacher autonomy at school reported by the respondents, (3) to identify the determinants of the level of teacher autonomy at school reported by the respondents.

Research Method: A diagnostic survey method was used; 169 teachers were asked to complete the Sense of Teacher Autonomy Questionnaire and the Portrait Value Questionnaire.

Results: The preliminary Polish-language version of the tool for measuring the teacher’s sense of autonomy at school consists of two subscales: Pressure and Participation. Each of them has acceptable reliability. The analysis of the data collected using this measure revealed that the level of respondents’ self-reported satisfaction of their need for autonomy was higher than the level of its frustration. The level of satisfaction of the need for autonomy positively correlates with the recognition of the value of compliance with rules; the level of frustration of the need for autonomy positively correlated with the recognition of the value of authority over others.

Conclusion: Respondents appraised the school environment highly as supportive of their autonomy. The sense of autonomy at school was higher in those respondents who positively evaluated compliance with the rules and lower in those who valued the exercise of authority over others.

Keywords: teacher’s sense of autonomy, school environment, Sense of Teacher Autonomy Questionnaire, STAQ, self-determination theory

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INTRODUCTION

Various theories of school education recommend that teachers use strategies supportive of students' autonomy (Dyrda, 2006). A number of studies conducted in different cultural contexts are cited as evidence that the use of such strategies in work with students is of positive significance for their psychological well-being, promotes manifesting autonomous forms of motivation, engagement in learning and positive academic achievement, and building self-competence and self-worth. Research has also shown that the use of strategies focused on pressure and control has a negative effect on the above indicators of students' optimal functioning in the school setting (Ryan & Deci, 2020).

The significance of sense of autonomy for individuals' well-being and actions is a subject of multifaceted and in-depth analyses based on self-determination theory (SDT) (Deci & Ryan, 2000). According to its assumptions, not only students' behavior but also teachers' behavior in the classroom is determined by the degree of satisfaction of the need for autonomy and two related needs, namely the needs for competence and social relations, in the school environment (Oszwa & Knopik, 2023; Pelletier & Sharp, 2009; Taylor et al., 2008). These needs are innate and universal; they are connected with every person's natural striving for self-improvement and development. Their satisfaction is conducive to individuals' optimal functioning in the community, the attainment of psychological well-being, and the experience of life satisfaction, while their frustration leads to the opposite outcomes (Kuźma et al., 2020). It should be stressed that the level of basic needs satisfaction depends on the individual's subjective experience. In other words, psychological well-being is determined by the subjective sense of autonomy, competence, and belonging to a group (Deci & Ryan, 2000). The satisfaction of the need for autonomy is linked depends on the sense of having the possibility of making choices and solving problems according to one's conscience, interests, and values, while the frustration of this need means a sense of being controlled and under pressure from external factors. The satisfaction of the need for competence manifests itself in a sense of the effectiveness and meaningfulness of one's actions, while its frustration manifests itself in a sense of failure. Finally, the satisfaction of the need for relatedness means a sense of having close and satisfying bonds with others, while its frustration means a feeling of social alienation and loneliness (Kuźma et al., 2020). Because the need for autonomy is treated as superior to the remaining ones (Deci & Vansteenkiste, 2004), in self-determination theory special attention is devoted to its significance in building environments supporting optimal human functioning (Ryan & Deci, 2020), understood in terms of empowerment, freedom in building one's identity and life experience (Oszwa & Knopik, 2023).

The assumptions of self-determination theory concerning the relationships between teachers' functioning and the level of their needs satisfaction in the school environment have been supported by numerous studies. These studies have shown

that strategies supporting student autonomy are used by those teachers who have a sense of autonomy in their work environment – those who experience the possibility of acting in harmony with themselves rather than being influenced by external factors, such as control or pressure (Roth et al., 2007; Tadić, 2015). Moreover, an autonomy-supportive work environment was found to promote the development of teachers' intrinsic motivation for work, greater work engagement, and lower emotional exhaustion (Klassen et al., 2012). Conversely, a sense of external control and pressure connected with the expectations and demands of the school administration, colleagues, and students as well as their parents was negatively related to autonomous forms of teachers' motivation for work (Cuevas et al., 2018) and to teachers' support of student autonomy (Pelletier et al., 2002) and positively related to the use of control-based teaching strategies (Gagné & Deci, 2005; Nie et al., 2015; Niemiec & Ryan, 2009), occupational burnout (Bartholomew et al., 2014), and exhaustion (Cuevas et al., 2018).

A review of international studies referring to the assumptions of self-determination theory suggests that schools are not environments that support teachers in satisfying their basic needs, including the need for autonomy (Ryan & Deci, 2020). Different conclusions can be drawn from the research conducted by Tadić (2015) among Serbian teachers. It turned out that, regardless of sociodemographic characteristics, such as gender, seniority, or school subject taught, most of them did not perceive their workplace as oppressive, but on the contrary – as supporting their sense of autonomy: as engaging all members of the community in making important decisions about school education and encouraging the free expression of opinions.

Polish scholars drawing on the assumptions of self-determination theory focus on the issues associated with the significance of basic needs (particularly the need for autonomy) for increasing the effectiveness of the learning process in students: for developing internalized forms of their extrinsic motivation and for resorting to their intrinsic motivation (Gózdź, 2015; Grabowski, 2014; Makarewicz, 2023; Szulawski & Szapiro, 2016; Wojtowicz, 2014). However, the significance of those needs in the process of raising the effectiveness of teaching and improving teachers' psychological condition at school is a neglected research area in Poland (Kuźma et al., 2020).

The shortage of such research largely stems from the lack of Polish-language tools based on self-determination theory that could be used to assess the satisfaction and frustration of universal human needs in the work environment. A tool that has been available only recently is the Polish version of the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al., 2015; Kuźma et al., 2020), designed to be completed by adults. It has been found to have acceptable psychometric properties. However, what is still lacking is a Polish-language measure to assess the satisfaction and frustration of the needs of the occupational group of teachers

in a characteristic work environment, namely school. A measure of this kind was developed by Serbian scholar Tadić (2015). For this purpose, he used making up the Autonomy subscale of the Basic Psychological Need Satisfaction at Work Scale (BPNS-W) by Deci and colleagues (2001) and adapted them to the school context. The outcome was an English-language measure known as Teachers' Need for Autonomy Satisfaction (TNAS). It consists of two subscales: (1) Control and Pressure (10 items) and (2) Participation and Freedom of Thought (8 items). The former concerns the frustration of the teacher's need for autonomy in the school environment: perceived pressure from superiors, colleagues, students, their parents, and the formal requirements of education programs, the need to respond to the expectations of others and the impossibility of acting in harmony with oneself. The latter subscale concerns the satisfaction of the teacher's need for autonomy in the school environment: a sense of participation in making important decisions about school education, freedom of thought and action, and the feeling that personal opinions are accepted and respected by other members of the school community. Analyses concerning the structure of the measure revealed a moderate negative correlation between its two subscales; no information about their reliability was provided, however (Tadić, 2015).

This article presents the preliminary Polish-language version of a measure assessing teacher's sense of autonomy in the school environment, which resulted from the adaptation of the TNAS (Tadić, 2015), and the results of a study conducted using this measure in a sample of Polish teachers.

RESEARCH AIM AND QUESTION

The study employed the self-determination theory (Deci & Ryan, 2000) as its theoretical framework and was designed to achieve the following objectives: (1) to develop a preliminary Polish-language version of a tool for measuring the teacher's sense of autonomy at school; (2) to discuss the level of teacher autonomy at school reported by the respondents, (3) to identify the determinants of the level of teacher autonomy at school reported by the respondents.

The research presented is a response to the lack of measures in Poland that have verified in terms of psychometric properties and are designed to assess the satisfaction and frustration of the teacher's need for autonomy in the school environment from the perspective offered by self-determination theory. Actions were taken to develop a Polish-language version of a measure used in other countries, and then research was conducted using the tool thus developed. I formulated the following research questions:

1. What level of sense of autonomy in the school environment do teachers report?

2. Is the level of sense of autonomy in the school environment reported by teachers determined by their preferred values?
3. Is the level of sense of autonomy in the school environment reported by teachers determined by their gender, age, and seniority and by the type of institution they are employed in?

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

The study was carried out in accordance with a quantitative strategy, using a diagnostic survey and a questionnaire technique. It was conducted between October and December 2020, among teachers employed in those institutions whose headmasters gave their consent, despite the COVID-19 pandemic. Depending on headmasters' decision, teachers completed the questionnaires in paper or electronic form. I therefore used non-random sampling, based on the availability of participants.

The study included 169 teachers aged 23 to 65 years, with a seniority of 1 to 43 years. Most of the respondents were women and individuals employed in elementary schools. Detailed characteristics of the sample are presented in Table 1.

Table 1.
Sample characteristics (N = 169)

Variable	Statistic
Gender, <i>n</i> (%)	
Female	147 (87.0)
Male	21 (12.4)
Not reported	1 (0.6)
Age, <i>M</i> (<i>SD</i>)	43.58 (10.43)
Min.–Max.	23–65
Type of institution, <i>n</i> (%)	
Preschool	16 (9.5)
Elementary school	105 (62.1)
General upper secondary school	33 (19.5)
Technical upper secondary school	12 (7.1)
Vocational school	2 (1.2)
Seniority, <i>M</i> (<i>SD</i>)	18.25 (13.06)
Min.–Max.	1–43

Source: Author's own study.



The following self-report measures were used:

1. The Sense of Teacher Autonomy Questionnaire (STAQ). It is a Polish-language version of Teachers' Need for Autonomy Satisfaction (TNAS), a tool developed by Tadić (2015). The tool is based on the self-determination theory (Deci & Ryan, 2000) and measures teachers' sense of autonomy in the school environment based on respondents' self-report concerning the satisfaction or frustration of the need for autonomy. Its Polish version was created through translation, done by two independent translators. First, the original version was translated into Polish, and the outcome was back-translated into English; the form of the questionnaire thus obtained was then compared against the original. The content of the measure thus developed was consulted with two competent judges. The STAQ consists of two subscales: (1) Pressure (8 items, e.g. "At work I often have to do things the way I am told"), (2) Participation (5 items, e.g. "At school I feel freedom to decide independently how I do my job"). Participants' task is to respond to each of the 13 items on a 5-point scale (1 = *strongly disagree* to 5 = *strongly agree*). A higher score on the Pressure subscale means higher frustration of the need for autonomy (a school environment perceived as oppressive, forcing actions based on external expectations). A higher score on the Participation subscale means higher satisfaction of the need for autonomy (a school environment perceived as supporting a sense of autonomy, involving the respondent in making decisions based on their values and in activities consistent with these values). Both STAQ subscales show acceptable reliability, with a value of $\alpha = .78$, for Pressure and $\alpha = .83$ for Participation.
2. The Portrait Value Questionnaire (PVQ-RR) as adapted into Polish by Cieciuch (2013). It is used to assess preferences regarding various types of values. In the present study, I used 6 of the 19 subscales of that measure. I thereby reduced the number of items from 57 to 18 in order to shorten the time of the survey and minimize the effort respondents need to put into completing the set of questionnaires. The criteria for the selection of subscales to be used in the study were based on self-determination theory, stressing the importance of values such as autonomy and control for teachers' optimal functioning in the school environment. I therefore used the following PVQ-RR subscales: (1) Self-Direction Thought (3 items, e.g. "It is important to him/her to form his/her views independently"), (2) Self-Direction Action (3 items, e.g. "It is important to him/her to make his/her own decisions about his/her life"), (3) Power-Dominance (3 items, e.g. "It is important to him/her that people do what he/she says they should"), (4) Face (3 items, e.g. "It

is important to him/her never to be humiliated”), (5) Universalism–Tolerance (3 items, e.g. “It is important to him/her to be tolerant toward all kinds of people or groups”), (6) Conformity–Rules (3 items, e.g. “It is important to him/her never to violate rules or regulations”). Respondents’ task is to indicate on a 6-point scale (1 = *not at all like me* to 6 = *very much like me*) to what extent they identify with each statement in the questionnaire. A higher score on a given subscale means higher approval of the type of values it describes. The reliability analysis showed acceptable reliability values for each of the subscales (ranging from $\alpha = .63$ to $\alpha = .81$).

STATISTICAL DATA ANALYSIS PROCEDURE

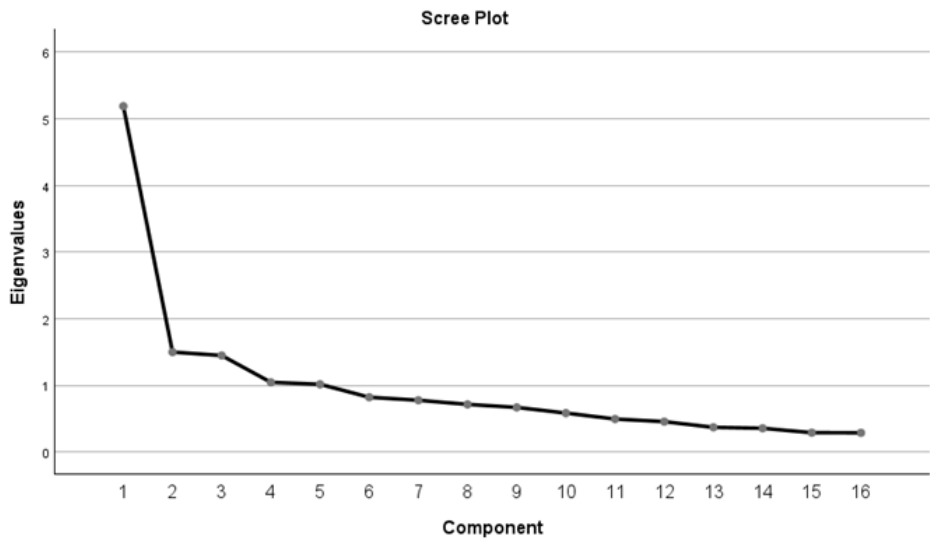
Calculations were performed in R 4.1.3, using the lavaan package and IBM SPSS Statistics 26. To determine the structure of the STAQ, I performed an exploratory factor analysis using maximum likelihood estimation with oblimin rotation. To assess the reliability of the subscales included in the STAQ and the PVQ-RR, I used Cronbach’s α internal consistency coefficient. To examine the alignment of the distribution of scores with the normal distribution, I used the Kolmogorov–Smirnov test. The relationships between quantitative variables were determined using an analysis of Pearson’s r correlations. The procedure employed to compare two groups was the Mann–Whitney U test, and when the groups compared were more numerous, the procedure applied was the Kruskal–Wallis H test. Nonparametric tests were applied due to the considerable disproportion in size between the groups compared. The significance level was set at $\alpha = .05$.

RESULTS

Validation of the Sense of Teacher Autonomy Questionnaire (STAQ)

An exploratory factor analysis was performed using the maximum likelihood method with oblimin rotation. Based on eigenvalue, a 5-factor solution was identified, which explained a total of 63.71% of the variance. The scree plot (Figure 1) suggested the adoption of a 2-factor solution, and this solution was used in further analyses. The two factors together explained 41.80% of the variance.

Figure 1.
Scree plot for the STAQ



Source: Author’s own study.

Table 2 presents the values of factor loadings for the factors identified: (1) Pressure and (2) Participation. The items whose factor loadings were below the threshold set at .40 were excluded from further analyses.

Table 2.
Factor loadings and reliabilities for STAQ factors

	Factor	
	Pressure	Participation
STAQ1	.28	–.05
STAQ2	.01	.74
STAQ3	–.16	.62
STAQ4	.63	–.03
STAQ5	.01	.31
STAQ6	.45	–.06
STAQ7	.02	.27
STAQ8	.46	–.07
STAQ9	–.20	.58
STAQ10	.50	–.06
STAQ11	–.35	.46

STAQ12	.46	.14
STAQ13	.52	.00
STAQ14	.01	.76
STAQ15	.63	-.18
STAQ16	.45	-.24
% of variance	32.43	9.37
Reliability	.783	.830

Source: Author's own study.

The reliability of both subscales, assessed using Cronbach's α , was acceptable – above .70 (Table 2). The discriminatory power of the items, computed as item-scale correlations, are presented in Table 3.

Table 3.
Item-scale correlations for the STAQ

	Item-scale correlation
Pressure	
STAQ4	.54
STAQ6	.46
STAQ8	.47
STAQ10	.48
STAQ12	.34
STAQ13	.48
STAQ15	.66
STAQ16	.49
Participation	
STAQ2	.63
STAQ3	.65
STAQ9	.63
STAQ11	.60
STAQ14	.63

Source: Author's own study.

When comparing the original set of items and the one in the Polish adaptation, one can observe that two items (15 and 16, reverse-coded in the original version) were added to the Pressure scale and that two other items (1 and 7) were removed due to low values of factor loadings. Item 3 (reverse-coded in the original version) was assigned to the Participation scale, from which Item 5 was excluded due to

low factor loading, and so were Items 15 and 16, which were assigned to the other factor. The version created in the process of Polish adaptation is largely similar to the original measure. It consists of 13 items, making up two subscales: Pressure (8 items) and Participation (5 items). Their names correspond to those used in the original version of the measure.

Teachers’ sense of autonomy in the school environment

First, I computed descriptive statistics for the two subscales measuring teachers’ sense of autonomy in the school environment: Pressure and Participation. The results are presented in Table 4.

Table 4.
Descriptive statistics and correlations between the STAQ subscales: Pressure and Participation

Subscale	N	Mean	Standard deviation	Skewness	Kurtosis	Min.	Max.	Correlations	
								1	2
1	166	2.62	0.68	0.47	0.24	1.25	4.75	-	-.66***
2	166	3.73	0.77	-0.31	-0.10	1.60	5.00	-	-

1 = pressure; 2 = participation
*** $p < .001$.

Source: Author’s own study.

The analysis of mean scores on the Pressure and Participation subscales revealed that the level of respondents’ self-reported satisfaction of the need for autonomy in the school environment was higher than the level of their frustration of this need.

In the next step, I computed Pearson’s r correlation between the two subscales: Pressure and Participation. The data presented in Table 4 points to a strong negative correlation between the subscales. This means that with an increase in the satisfaction of the need for autonomy in the school environment reported by the teachers, there was a decrease in their self-reported frustration of the need for autonomy in school.

Determinants of teachers’ sense of autonomy in the school environment

Preferred values

To determine if there was a relationship between teachers’ preferred values measured using six subscales of the PVQ-RR (Self-Direction Thought, Self-Direction Action, Power–Dominance, Face, Universalism–Tolerance, and Conformity–Rules) and the level of their self-reported sense of autonomy in the school environment, I performed correlation analyses using Pearson’s r coefficient. Their results

are presented in Table 5. They show weak positive correlations between Pressure scores and the scores on the Power–Dominance subscale and between Participation scores and the scores on the Conformity–Rules subscale. This means that the more the respondents valued the exercise of authority over others, the higher was their self-reported level of frustration of the need for autonomy in school. At the same time, the greater significance respondents attributed to conformity with rules and formal requirements, the higher level of satisfaction of the need for autonomy in school they reported.

Table 5.
Correlations between STAQ subscales and PVQ-RR subscales

Subscale	Pressure	Participation
Self-Direction Thought	–.09	–.01
Self-Direction Action	–.07	.03
Power–Dominance	.23**	–.11
Face	–.10	–.01
Universalism–Tolerance	<.01	–.08
Conformity–Rules	–.10	.20*

* $p < .05$. ** $p < .01$.

Source: Author's own study.

Gender

The analysis using the Mann–Whitney U test revealed no statistically significant differences between women and men in the level of self-reported sense of autonomy in the school environment.

Age and seniority

Pearson's r correlation analyses revealed no relationships between the level of self-reported sense of autonomy in the school environment and teachers' age and seniority in their profession.

Type of institution

The analysis using the Kruskal–Wallis H test revealed no statistically significant differences in the level of self-reported sense of autonomy in the school environment between respondents employed in preschools, elementary schools, general upper secondary schools, and technical upper secondary schools.

DISCUSSION

Many contemporary theories of school education stress the value of stimulating students' autonomously regulated actions and the value of teachers using appropriate strategies in their educational and pedagogical work. Meanwhile, research based on self-determination theory (Ryan & Deci, 2020) has shown that teachers' engagement in activities supporting students' sense of autonomy is determined by the satisfaction of their need for autonomy in the school environment. In other words, the teachers willing to use strategies that promote the development of students' sense of agency are those who feel that they are the initiators of their own actions – that they engage in these actions out of intrinsic motivations rather than because of external control or pressure.

In view of the above, I set out to determine the levels of satisfaction and frustration of the need for autonomy in the school environment in a random sample of Polish teachers. I also investigated the significance of factors such as respondents' preferred values, their gender, age, and seniority, and the type of institution they are employed in for the level of their self-reported sense of autonomy. For this purpose, the English-language measure developed by Tadić (2015) was adapted.

The outcome of the adaptation procedure was a Polish-language version of the tool measuring teacher's sense of autonomy in the school environment, the STAQ. It is highly similar to the original version; like that version, it consists of two subscales, one of which measures the frustration of the need for autonomy related to the experience of external pressure, while the other measures the satisfaction of the need for autonomy, manifesting itself in a sense of having the possibility of taking part in making important decisions and acting in harmony with oneself. Both subscales, pressure and participation, have acceptable reliability. The STAQ is an original contribution to Polish research inspired by self-determination theory because it is the first Polish-language measure for assessing the sense of autonomy experienced by a specific occupational group, namely teachers, and designed to fit the character of school as a work environment.

The analysis of the results of research conducted using the STAQ suggests that respondents perceived the environment of the school in which they were employed as supportive of their sense of autonomy rather than as oppressive. It therefore seems that, in their opinion, the school created conditions in which they could make choices based on their personal system of values and act in harmony with themselves rather than under pressure from external factors, such as the expectations of superiors, colleagues, and students' parents; they could also express their views and opinions freely and participate in the process of making decisions important for school education. These results, surprising in the light of the available research (Ryan & Deci, 2020), are in line with the findings concerning the opinions of Serbian teachers made by Tadić (2015) using the original English-language version of his measure (TNAS). Interpreting the data he collect-

ed, the Serbian scholar concluded that either autonomy was indeed supported in the schools where the teachers in his sample worked, or the respondents lowered the criteria for evaluating the school as a work environment that satisfied their need for autonomy. The answers given by both Serbian and Polish respondents can therefore be understood in two ways: the respondents felt autonomous in the school environment because they were involved in decision-making processes and could openly present their system of values, or they felt autonomous in the school environment because they were able to adapt to its character and cope with its reality.

Moreover, as in the study conducted using the original version of the tool (Tadić, 2015), negative correlations were found between the Pressure and Participation subscales; it was also found that the teachers' sociodemographic characteristics were not related to the level of the sense of autonomy in school they reported.

Of the potential determinants of the sense of teacher autonomy in school included in the study, only respondents' preferred values turned out to be significant. The analyses suggested that the self-reported level of satisfaction and frustration of the need for autonomy was related to the values of power over others and conformity to external rules. The teachers for whom it was important to control others and their behavior maintained that they experienced pressure in the environment of their school. By contrast, those teachers who willingly conformed to external rules and regulations claimed that in their school they could act in harmony with themselves, experiencing a sense of autonomy. These are interesting results, considering that other values included in the study, such as self-direction in thought and action, seem to be of no significance for the issues discussed here. They also make it possible to explain, at least partly, the surprisingly optimistic perspective found among Polish respondents.

CONCLUSION

The analysis of the internal structure of the STAQ and the reliability of the subscales making up this tool indicate that it can be used for research among Polish teachers. The data collected using this measure suggest that, as in the studies conducted using the original, English-language version, respondents rated the school environment surprisingly high as supportive of their autonomy, regardless of their gender, age, seniority, and the type of institution they were employed in. This optimistic perspective was found particularly in those teachers who considered conformity to external rules a positive characteristic. The contrary view was held by those respondents who preferred others to submit to them. Taking account of the significance of preferred values for self-reported sense of autonomy makes it legitimate to conclude that for the teachers included in the study the sense of autonomy

in the school environment was associated with the possibility of acting according to their personal values, with these values being understood in terms of authority and conformity rather than independence in thought and action.

STUDY LIMITATIONS

The present study is not free of limitations. Firstly, it was based on a preliminary adaptation of the English-language TNAS (Tadić, 2015), a measure of teacher's sense of autonomy in the school environment. Despite the acceptable reliability of both of its subscales, it is recommended to conduct further research to validate the measure, with external validity as one of the parameters tested. Secondly, the study used nonrandom sampling, based on respondents' availability. During the COVID-19 pandemic, few headmasters were willing to establish cooperation and involve the teachers employed in the institution in that cooperation. Due to the lack of a representative sample, the conclusions concerning the sense of teacher autonomy in the school environment apply only to the respondents, and even though they may indicate a certain tendency, they should be approached with caution. Another limitation is the strong predominance of female respondents. This results from the feminization of the teaching profession and from the procedure applied to recruit participants.

Despite the limitations signaled above, the research results presented in this article may be significant for designing and implementing actions aimed at building a school environment supporting teachers' sense of autonomy, and indirectly also that of their students.

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SZKOŁA – MIEJSCEM PRESJI CZY PARTYCYPACJI? POCZUCIE AUTONOMII NAUCZYCIELA W ŚRODOWISKU SZKOŁY I WYBRANE CZYNNIKI JE WARUNKUJĄCE

Wprowadzenie: Jako teoretyczną ramę dla prowadzonych badań wykorzystano teorię autodeterminacji, zgodnie z którą funkcjonowanie nauczyciela w klasie szkolnej determinowane jest stopniem zaspokojenia w środowisku szkoły jego potrzeby autonomii.

Cel badań: Badania ukierunkowano na następujące cele: 1) opracowanie polskojęzycznej wstępnej wersji narzędzia służącego do pomiaru poczucia autonomii nauczyciela w środowisku szkoły; 2) opis nasilenia deklarowanego przez badanych nauczycieli poczucia autonomii w środowisku szkoły; 3) ustalenie czynników warunkujących nasilenie deklarowanego przez badanych nauczycieli poczucia autonomii w środowisku szkoły.

Metoda badań: Badania zrealizowano przy użyciu metody sondażu diagnostycznego. Wzięło w nich udział 169 nauczycieli, których poproszono o wypełnienie Kwestionariusza Poczucia Autonomii Nauczyciela i Portretowego Kwestionariusza Wartości.

Wyniki: Polskojęzyczna wstępna wersja narzędzia służącego do pomiaru poczucia autonomii

nauczyciela w środowisku szkoły składa się z dwóch podskal: presji i partycypacji, z których każda cechuje się satysfakcjonującą rzetelnością. Analiza zgromadzonych za jego pomocą danych ujawnia większe nasilenie deklarowanego przez respondentów zaspokojenia ich potrzeby autonomii w środowisku szkoły aniżeli jej deprywacji. Nasilenie zaspokojenia potrzeby autonomii dodatnio koreluje z uznaniem wartości podporządkowania się regułom; nasilenie deprywacji potrzeby autonomii dodatnio koreluje z uznaniem wartości władzy nad innymi.

Wnioski: Respondenci wysoko oceniają środowisko szkoły jako wspierające ich autonomię. Wyższe nasilenie poczucie autonomii w szkole cechuje tych respondentów, którzy pozytywnie wartościują podporządkowanie się obowiązującym regułom, a niższe – tych, którzy cenią sprawowanie władzy nad innymi.

Słowa kluczowe: poczucie autonomii nauczyciela, środowisko szkoły, Kwestionariusz Poczucia Autonomii Nauczyciela, KPAN, teoria autodeterminacji