

TEACHER EDUCATION IN THE 21ST CENTURY: CHANGES AND PERSPECTIVES

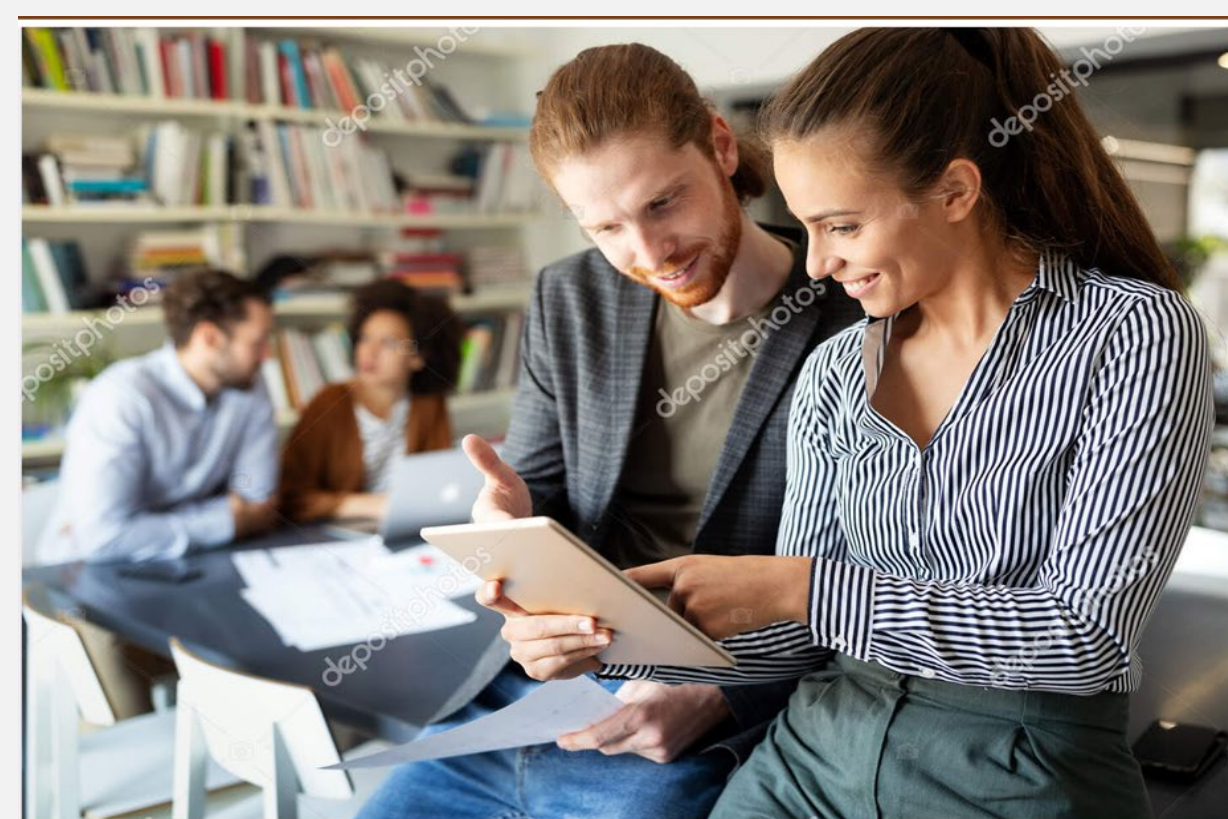
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The goal of the poster is to present assumptions and implementation of one of the tasks within the RID project, namely, innovative activities to strengthen the human potential by completing specific tasks designed as a response to the staff members' individual needs. Both individually targeted activities and system solutions introduced to the university structure, involving support, development and psychological assistance in crises, are presented.

The goal of these actions was to: 1. Stimulate inner motivation to take actions that facilitate personal development; 2. Recognize personal development needs; 3. Diagnose job satisfaction in order to take actions preventing professional burnout; 4. Provide psychological support for academic staff members – personal development workshops and psychological support in case of exhaustion or burnout.

For the university management, the realization of the above mentioned goals is a valuable source of information about job satisfaction and self-realization needs, which additionally enables more effective management of individual potentials and modification of activities according to changing/improving work conditions.



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SATYSFAKCJA Z PRACY IMPLIKACJE DO ZARZĄDZANIA ZASOBAMI LUDZKIMI

STEPS:

1. Scientific seminar with an lecture to introduce discussion on: "Personal and professional development of academic teacher – on the way to success". The goal was to recognize the staff's developmental needs and motivate them to active participation in such initiatives as: preparation of self-development textbook and development workshops. The seminar provided some basis for the concept of the textbook and workshops.

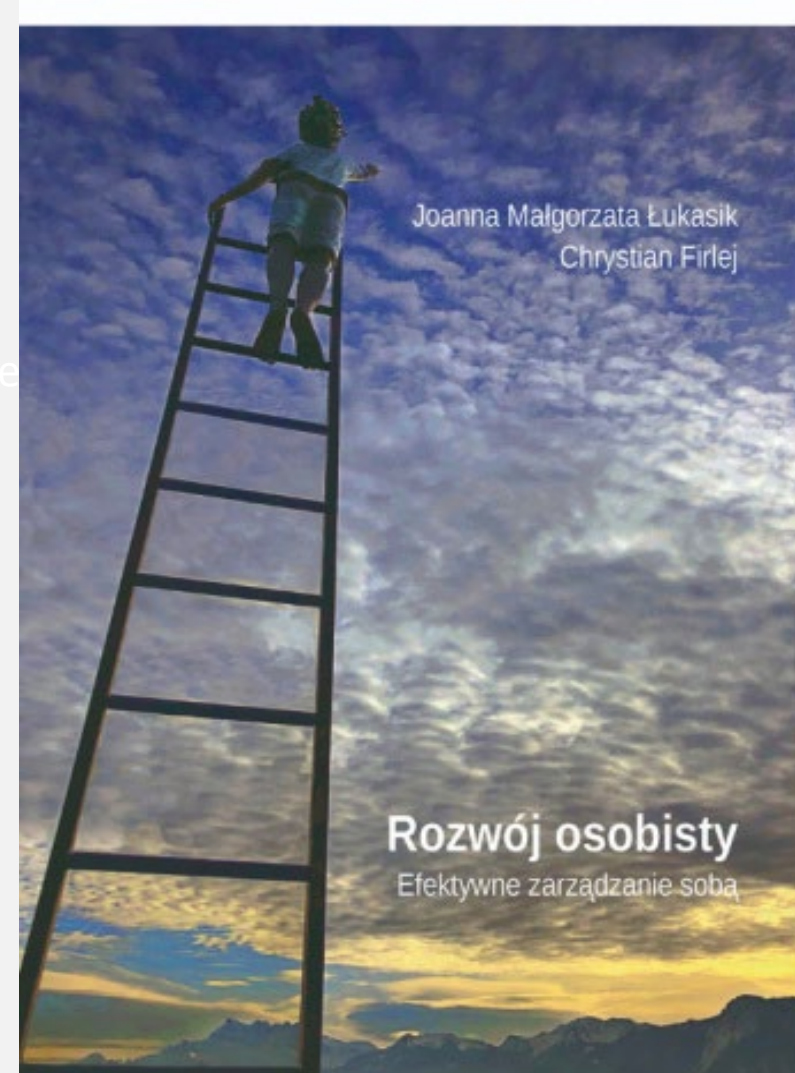
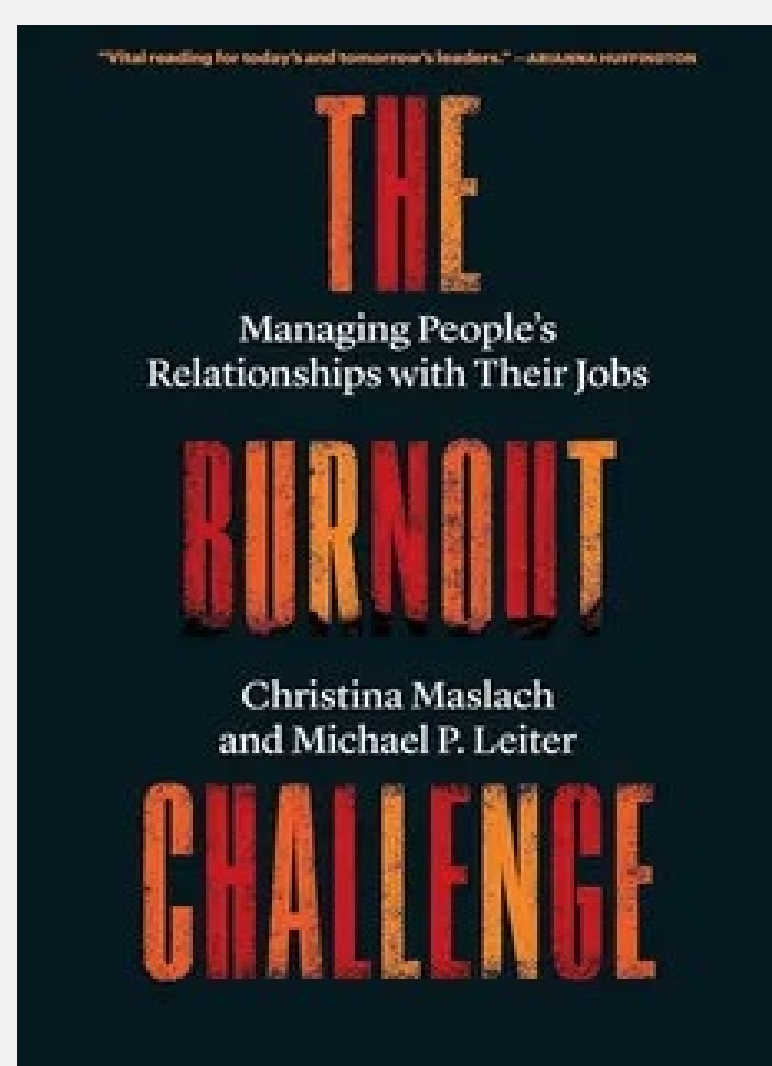
2. Research project: „Job satisfaction and risk of professional burnout among university staff”. The project is theoretically grounded in the conceptual models for each specific category. Job satisfaction is understood as a personal feeling interpreted in emotional, cognitive and financial aspect (Zalewska 2003, Herzberg, 1966, Paliga, 2021) and for this reason, a range of satisfaction determinants were considered. Burnout was defined after Maslach (1994). The project was embedded in the HR Management model and Organization Management model in the context of effective management determinants in Herzberg's model. The investigations (using standardized research tools, including: Self-Evaluation Scale SES, Minnesota Satisfaction Questionnaire MSQ, SSP, OLBI, PER) enabled a diagnosis of the sense of satisfaction from work, self-evaluation and educational and developmental needs of the academic staff members for effective management and implementation of actions to prevent burnout or (in case of diagnosed burnout) implementation of effective supporting, intervention, therapeutic etc. actions to improve the management of both staff development processes and organization itself. The main goal of the study was to: identify relationship between job satisfaction and professional burnout among the university staff.

STEPS:

3. Textbook titled "Personal Development. Effective Self-Management" dedicated to academic teachers, intended as a set of exercises for adults, with instructions for individual work. It is treated as an inspiration for the readers and invites them to a journey into themselves as part of self-care, to experience the adventure of discovering and designing themselves and their own development. The exercises are organized and designed in a sequence that guides the readers on their way to personal growth. The textbook begins with exercises that help recognize one's own resources, potential and abilities, then focus on developing and using reflections, and stimulating inner motivation (shaping inner-direction), then on designing one's own development through intentional formulation of short- and long-term goals and effective time management, and finally, on effective communication of needs and communication focused on building positive relationships with self, with others and with the world.

4. Personal development workshop: "Personal Development – Effective Self-Management". The purpose of the workshop was to: motivate to personal growth and, consequently, to improve the quality and effectiveness of functioning in personal and professional life (strengthen the positive organizational culture of the University by supporting and developing resources and potential of the university staff). The workshop focused on the following growth areas: a) Personal (including: awareness of strengths, direction of the development of own potential, ability to care about own needs, rules, free time and rest) and b) Socio-Emotional – important for building a positive work and study space in the University (including: using resources to improve one's own functioning in the University environment, using development tools during teaching activities with the students). The workshop was conducted in three groups (3.5% of the academic staff members participated). Each group followed an individual workshop program adapted to their needs, consisting of three modules (each module took 3 hours). A feedback was obtained about the participants self-evaluation, motivation to change and important areas of personal development. This information will be used to design workshop in the next calendar year (for those who have already participated and for new groups; there will be 6 groups in 2025).

5. Innovations for personal development and improvement of well-being of the academic staff (including access to psychological support and supervision). At present, personal development workshop for academic staff members are implemented on a permanent basis. Other innovations will be introduced accordingly to the needs signaled, the diagnosed job satisfaction (or the lack of it) and the sense of exhaustion or burnout (implementation activities for 2025-2027).



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CONCLUSION:

The psychological costs incurred by university teachers, which lead to irreversible and serious consequences for both, their health and functioning, and the university, are an important problem which needs to be further explored. If the research and didactic staff members are responsible for the advancement of science (certain disciplines) and the development of students and other employees, they themselves should be satisfied with their lives and work and experience personal growth that guarantees work-life balance and prevents occupational exhaustion and burnout. Therefore, innovations introduced in one of the universities in southern Poland may inspire management departments of other universities to focus on the development of their employees and organization. Initiatives for the development of academic staff present an interesting set of prevention activities. Thanks to them, fewer employees can struggle with the destructive costs of their work, such as burnout, absence, reduced scientific and research activity. A university which supports personal development of its employees has more chance to receive high evaluation grades of its scientific and research activities, obtain more financial resources for its scientific development and, first and foremost, have satisfied academic team members oriented on self-growth and the development of the university. According to Maslach, Leiter (2010, 2011), good burnout prevention strategies focus on eliminating the sources of occupational burnout which is caused by the mismatch of employees and organization they work in. Therefore, being aware of the costs incurred by the research and didactic staff and the importance of their mental health for the institution, the university management should implement preventive programs.