

## A Summary of Professional Accomplishments

1. **Name and surname:** Beata Jakimiuk

2. **Diplomas, degrees**

- 07.07.2009, Educational Research Institute in Warsaw, holder of a PhD title in Pedagogical Sciences, the title of doctoral thesis: *Standard qualifications of IT teachers*, thesis advisor: Professor Stefan Kwiatkowski Ph.D. hab., reviewers: Professor Bronisław Siemieniecki Ph.D. hab., Henryk Bednarczyk Ph.D. hab.
- 07.07.1988, Maria Curie-Skłodowska University in Lublin, Faculty of Education and Psychology, Master of Technology.

**Postgraduate studies**

- 12.10.1994, postgraduate studies in *Teaching of the Elements of Computer Science*, Lublin University of Technology, Faculty of Management and Fundamentals of Technology.
- 20.05.2002, postgraduate studies in *Mathematics and Computer Science*, Maria Curie-Skłodowska University in Lublin, Faculty of Mathematics, Physics and Computer Science.
- 15.03.2006, postgraduate studies in *Teaching Computer Science Vocational Subjects*, Lublin University of Technology, Electrical Engineering and Computer Science Faculty, Computer Science Institute.

**Chosen courses, trainings, certificates and diplomas**

- 06.04.2000, ECDL(*European Computer Driving License*) examiner, Polish Information Processing Society.
- 04.02.2002, certified teacher, Lublin School Superintendent.
- 05.04.2002, *Educational Competences of Methodical Advisor* course, part I and II, Regional Centre for Educational Personnel Excellence „Awans” in Lublin.
- 26.02.2003, *Diagnosis and Evaluation in Methodical Advisor’s Work* course, Regional Centre for Teachers’ Excellence in Lublin.
- 11.03.2006, *Methodical Planning of Educational Activities* course, Regional Centre for Teachers’ Excellence in Lublin.

- 01.06.2006, vocational examination examiner for the profession of information systems technician, Regional Examination Commission in Cracow.
- 01.12.2006, *Using the External Vocational Examination Results in Planning and Modifying of the School's Working Schedule* course, Regional Centre for Teachers' Excellence in Lublin.
- 31.01.2012, *Professional Assessment of the Employee* course (including *Employee Competences Diagnosis, Efficient Moderator and Assessor*, DISC tool certification), European Social Fund project executed by Inventa Sp. zo.o., Warsaw.

### **3. Information about positions hitherto held in scientific and research units**

- Since 01.10.2010 I have been employed by The John Paul II Catholic University of Lublin on the Faculty of Social Sciences in the Institute of Pedagogy. I have been working with employment contract, initially as a Research Assistant, then, since 01.06.2012, as an Assistant Professor (until 30.09.2014 in the Department of Christian Pedagogy, since 01.10.2014 in the Department of Psychopedagogy).
- During the 2009/2010 academic year, employed with a civil-law contract, I was lecturing at the Institute of Pedagogy of The John Paul II Catholic University of Lublin.

#### **Additional information about employment**

Between 01.01.1989 and 01.10.2010 I was employed as a teacher at primary, high and postsecondary schools in Świdnik and Lublin with employment and civil-law contracts. Before my engagement in The John Paul II Catholic University of Lublin I was working in Świdnik County Centre for Vocational Education as a teacher. In the years 2001-2005 I was also a Methodical Advisor in terms of Information Technology, Computer Science and Computer Science Vocational Subjects teaching.

### **4. Indicated accomplishments pursuant to the Act of 14 March, 2003 on Academic Degrees and Academic Title and Degrees and Title in Art. (Journal of Laws of 2016, Item 882 with amendments in Journal of Laws of 2016, Item 1311).**

#### **a) scientific accomplishment title**

*Professional relationships and personal achievements as factors influencing teachers' job satisfaction in view of their personal experiences*

**b) author, publication title, issue year, publishing house, reviewer**

- publication author: Beata Jakimiuk
- publication title: *Professional relationships and personal achievements as factors influencing teachers' job satisfaction in view of their personal experiences*
- publishing house, place and year of issue: The John Paul II Catholic University of Lublin Publishing House, Lublin 2017
- reviewer: Professor Ryszard Bera Ph.D. hab.

**c) discussion of the scientific aim of the paper and results achieved together with the proposal of their potential application**

**Subject and aim of the study**

The problem of job satisfaction relates to an important area of the professional functioning of teachers. These issues are important due to the character of the teacher's job and its importance for the whole society. Positive results of teacher's work are conditioned by their commitment connected with getting satisfaction from work. In the presented empirical study professional relations with pupils and colleagues as well as personal achievements are the satisfaction factors analysed in the context of the individual experience determined by the school type, seniority and promotion of the respondent teachers. Job satisfaction of teachers is therefore understood as subjective sense of contentment from executed work associated with being in good interpersonal relations with pupils and co-workers and from professional success together with individual experience connected with work situation, leading to commitment in executed tasks and also personal and professional development. Regarding the importance of these matters the principal aim of the presented empirical study was defining relations between satisfaction factors from teachers' work, including their relationship with pupils and co-workers, professional achievements and their individual experience of working at school. My aim was also to recognize the understanding and conditioning of job satisfaction by respondent teachers, with special attention to the meaning of interpersonal relations at school, their quality and impact – positive and negative.

The research project was designed to show the meaning of interpersonal relations in teacher's work and their professional success as significant factors of job satisfaction and professional functioning. Good relationship with pupils, parents and colleagues together with ability to create the appropriate atmosphere are – on the one hand – the conditions of effective pedagogical action and, on the other hand – might also be a result of professional achievement, responsible for the higher self-confidence and self-esteem of the teacher, what encourages friendly attitude towards others and showing kindness. Interpersonal relations hence constitute the basis of reflection on job satisfaction. They are analysed on several levels: as a determinant of professional achievements (pupils' success, recognition among co-workers), as component of factors determining job satisfaction, as support for teacher's work, reflection of their commitment along with a sense of purpose of what a person is doing, the feeling of being needed. Relations are a dialogue with others<sup>1</sup> what means not only a correct communication but much more – a true engagement in the development of humanity in oneself and others.

The analysed points are situated in the field of work pedagogics, in research which subject is pedagogical aspect of relation human – education – work<sup>2</sup>, covering, amongst others, pedagogical functions of work environment<sup>3</sup>, humanization, socio-pedagogical and educational problems of work environment<sup>4</sup>, issues related to upbringing by work, including formation of a personality of human being, their system of values, attitudes and behaviours in the workplace<sup>5</sup>.

Theoretical and methodological assumptions of the research project are anchored in humanistic paradigm on the grounds that work has got pedagogical

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<sup>1</sup>J. Tarnowski, *Jak wychowywać? Barykada czy dialog?* Oficyna Wydawniczo-Poligraficzna „Adam”, Warszawa 2009, pp. 41-70.

<sup>2</sup>Z. Wiatrowski, *Podstawy pedagogiki pracy*, Wyższa Szkoła Pedagogiczna w Bydgoszczy, Bydgoszcz 2000, p. 24.

<sup>3</sup>F. Szlosek, *Rozwój czy stagnacja pedagogiki pracy*, in: Z. Wiatrowski, K. Ciżkowicz (eds.), *Pedagogika pracy i andragogika z myślą o dorastaniu, dorosłości i starości człowieka w XXI wieku*, vol. I., Wyższa Szkoła Humanistyczno-Ekonomiczna we Włocławku, Włocławek 2007, p. 281.

<sup>4</sup>Z. Wiatrowski. *Początki, rozwój i aktualny stan pedagogiki pracy w Polsce. Part I. Relacja i refleksja okolicznościowa z okazji 40-lecia Pedagogiki Pracy*, „Edukacja Ustawiczna Dorosłych”, no. 2 (77)/2012, pp. 11-12.

<sup>5</sup>F. Szlosek, *Tożsamość pedagogiki pracy w kontekście przemian oświatowych*, Wydawnictwo Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej, Warszawa 2015, p. 86.



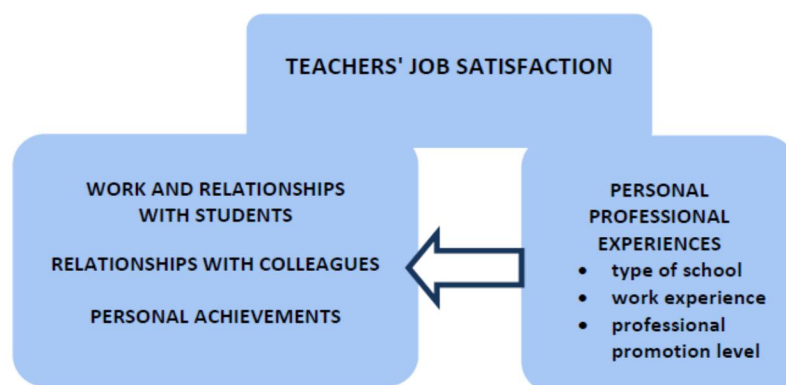
impact on the person performing it and because of the meaning of job satisfaction as a factor of professional and personal development.

Hence, the subject of analysis in the present monography being assessed are professional relations (with pupils and co-workers) and personal achievements as crucial dimensions of job satisfaction examined in the context of individual experience of respondent teachers. Relations reflected upon in the paper in question apply to roles performed at school connected with certain actions, behaviours and mutual expectations.

### **Research Methodology**

The aim of scientific research was accomplished in two phases: quantitative and qualitative. In the quantitative study the aim of the research was accomplished by the diagnosis of the meaning of job satisfaction factors in question and by examining the relations between them in reference to teachers' individual experience. The aim of the qualitative study was to complement and enrich the knowledge obtained in the quantitative study by the means of discovering the understanding of job satisfaction in a teacher's job, specific school situations causing satisfaction, including the type of relation with pupils and colleagues, advantages and disadvantages of teacher's work and motivating factors.

Quantitative study was conducted basing on the author's own method of job satisfaction factors examination, presented on the figure below<sup>6</sup>.



<sup>6</sup> B. Jakimiuk, *Relacje zawodowe i osiągnięcia osobiste jako czynniki satysfakcji z pracy nauczycieli a ich indywidualne doświadczenia*, Wydawnictwo KUL, Lublin 2017, p. 204.

The main research problem of the study in question was expressed as follows:

- Does the link between professional relations and personal achievements of teachers as factors of job satisfaction and their individual experience occur? If yes, what is the character of this link and what are internal dependencies between the examined satisfaction factors?

Considering analysed aspects of professional functioning, diversity of respondents and the character of the teacher's craft, particular research problems were developed:

- To what degree the teacher's work and their relations with pupils as job satisfaction factors transform the individual professional experience of a teacher?
- What is the dependence between teachers' relations with colleagues at school and their individual professional experience?
- What is the link between professional achievements of the respondent teachers and their individual professional experience?
- What are internal correlations between the studied job satisfaction factors and the individual experience of teachers?

After completion of the quantitative research some questions requiring further completion, development and enrichment have arisen. One of them is the issue of motivation connected with the feeling of satisfaction<sup>7</sup>. As a result, a qualitative study was conducted to complement the results, analyses and conclusions received during the quantitative phase. The aim of this study was to become aware of the understanding of job satisfaction by teachers, factors that make them like their work, their point of view on their profession and situations and events that trigger satisfaction and a sense of fulfilment.

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<sup>7</sup>A. Springer, *Wybrane czynniki kształtujące satysfakcję pracownika*, „Problemy Zarządzania”, vol. 9, no. 4 (34), 2011, pp. 168-169.

According to recommendations for qualitative research methodology<sup>8</sup>, specific research problems, adequate to the analysed subject, were defined in this study phase. What was the most interesting on this level of investigation was how teachers perceive job satisfaction. How did the experience of satisfaction change from the beginning of the teacher's career? Which facts and situations from everyday work at school are most satisfactory? What decides about getting satisfaction from work? How do relations with pupils, other teachers and school directors influence the job satisfaction? Which factors have the biggest impact on teacher's motivation to work? What advantages and disadvantages does the teacher's profession have? The qualitative study has presented each respondent teacher's viewpoint and revealed the meaning given to satisfaction and its factors. Moreover, the study has highlighted teachers' emotions. All the above has significantly reinforced and completed the qualitative study results.

The respondents were the teachers who build numerous professional relationships with pupils and colleagues. The important thing is that the quality of those relations may notably facilitate or hinder fulfilling their duties and affect their job satisfaction. The test group of teachers was also chosen because of my 20-year experience in this craft what makes the characteristics of teacher's work familiar to me and what renders the studies and analyses more interesting and focused on vital aspects of teacher's work. The published paper is an outcome of a research conducted between 2014 and 2016 among teachers working in primary schools, junior high schools and secondary schools (high schools and vocational schools). In the quantitative phase the test group numbered 446 teachers from the above-mentioned types of schools. In the qualitative phase the test group was the one that took part in the previous phase and agreed to continue to participate in the research study. Therefore, the qualitative phase numbered 42 teachers from various types of schools: primary schools, junior high schools, high schools and vocational schools.

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<sup>8</sup> S. Juszczyk, *Badania jakościowe w naukach społecznych. Szkice metodologiczne*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2013, p. 9.

The conducted study was of a sequential character: the quantitative study was carried out in the first place. The goal was to verify hypotheses regarding correlation between the variables examined. Consequently, the qualitative study was carried out to complement the results and to explain how teachers understand job satisfaction and which factors and work situations make them experience satisfaction.

The respondent group was diversified in the context of individual work experience defined by the school type, seniority and a grade in professional hierarchy. Firstly, the analysis involved the results collected in separate groups and secondly, it was investigated if the variables are modified depending on the adopted criteria.

### **Study results**

- In the professional field connected with working with students, the success achieved by pupils in competition with other students, such as: contests of different types and external exams. This satisfaction factor scored the highest among teachers of all school types. Moreover, the higher seniority and the higher teacher's grade, the higher the score attributed to this factor. Teachers are also satisfied when they can observe the increase of knowledge and skills of all pupils and when they are able to implement the discipline and code of behaviour. Thus, for teachers, job satisfaction is not only related to pupils' advance in learning but also to the outcomes of their pedagogical interaction with students, linked with their behaviour. Advance in learning is most meaningful for certified teachers of lower secondary schools, high schools and for more senior primary school teachers of. It is also very important for nominated teachers at primary schools and high schools who get satisfaction from their mastery in teaching. One of the most important satisfaction factors for nominated teachers in junior high schools is keeping discipline. Research has also shown that the longer work experience and the higher grade, the advance in learning of all pupils is more appreciated as satisfaction factor by primary school, junior high school and high school teachers.

The least significant satisfaction factor in teachers' work is the advance in learning among weaker students and being on good terms with these students. Positive relationship with pupils is least important job satisfaction factor for high school teachers with short seniority.

- In the area of relations with colleagues the pivotal factor of job satisfaction is having good relationships with other teachers. This factor has scored highest rates in every school type and in all respondent groups, irrespective of seniority and grade. Another decisive satisfaction factor for teachers with shorter work experience and lower grade in all school types is a possibility to receive help and support from co-workers, which is especially important for teachers working in junior high schools, primary schools and vocational schools. In the opinion of surveyed teachers of each type of school, being appreciated by colleagues and having trusted friends among other teachers are not significant satisfaction factors. For those teachers who work in vocational schools, primary schools and junior high schools a vital satisfaction factor is to be on good terms with supervisors. This is true principally for teachers with short seniority, for whom relations with directors are of greater importance than relations with other teachers and also, for teachers with grades lower than certified teacher.
- On the level of professional accomplishments, the most important job satisfaction factor, according to all teachers regardless of school type, seniority and grade is their professionalism are: specialized training, education, qualifications, experience, knowledge, didactical and pedagogical skills, coping with different situations in the workplace. Teachers employed in all types of schools are convinced that next essential job satisfaction factor is prompt and solid fulfilment of their duties. Respondent teachers agreed that both being promoted to higher grade and receiving awards and honours, together with completing additional education are not important satisfaction factors.

- Positive correlations between examined job satisfaction factors have been received:
  - in the group of primary school teachers: between having a professional grade by the teacher and achieving high scores in exams, competitions and contests by pupils;
  - in the group of high school and vocational school teachers between: teacher's professionalism and growth of all students in the area of knowledge and competence;
  - in the group of high school teachers: between receiving awards and honours by teachers and achieving high scores in exams, competitions and contests by pupils;
  - in the group of vocational school teachers: connection between teacher's professionalism and being in good relationship with other teachers;
- Negative correlations have been received in:
  - group of primary school teachers and vocational school teachers between receiving awards and honours by teachers and prompt and solid fulfilment of their duties;
  - in the group of primary, junior high, high and vocational school teachers between:
    - having a higher grade and professionalism, and as well – in case of junior high school teachers – being on good terms with pupils;
    - students' success in in exams, competitions and contests and teachers being on good terms with students;
    - factor of being appreciated by others and factor of having good relationship with other teachers;
    - having trusted friends and having positive relations with supervisors;
    - receiving awards and honours and professionalism;

- in the group of primary school teachers between advance in learning among weaker students and the competence of keeping discipline;
  - in the group of junior high, high and vocational schools teachers between growth of all students in the area of knowledge and competence and keeping discipline;
  - in the group of high school teachers between achieving high scores in exams, competitions and contests by pupils as job satisfaction factor and advance in learning among weaker students.
- Respondent teachers understand job satisfaction as finding pleasure in their job, therefore they pay attention to the affective aspect of their work. When it comes to getting satisfaction, both internal and external factors are important. As internal factors, teachers have ranked: experiencing pleasure, contentment and joy because of the exercised work, positive approach to work, mutual kindness, fulfilment and a feeling of being needed, professionalism, ability to teach and organize one's own work. In the group of external factors essential to get satisfaction from work teachers have ranked: pupils' success, advance in learning and curiosity towards subject, an improvement in students' behaviour, a salary on satisfactory level, appreciation of their work, interesting and diversified job that requires creativity and unorthodox behaviour.
  - Respondent teachers who now get more satisfaction than at the beginning of their career explain it by their experience, professional position, competence development, feeling of being professional and self-confidence in coping with job-related issues.
  - Teachers whose job satisfaction is lower than in the past are convinced that the situation is caused by excess of extra tasks not related to direct work with students. Moreover, those accumulating extra tasks consume so much time and energy that teachers do not have enough strength for the didactical and pedagogical effort.
  - Job satisfaction is connected with situations and events that usually involve pupils, rarely their parents. Surveyed teachers did not mention any

situation involving other teachers or supervisors what proves that teachers get satisfaction from their work principally if it concerns behaviours and achievements of pupils. It can be therefore concluded that the main area in which teachers get job satisfaction and experience pleasure and contentment is the area of work with students. Satisfaction is linked mainly with those different situations in which teachers see the sense of their work, see that they are needed and that their actions spark the best in pupils.

- Teachers stress the importance of good relationships with other teachers and pupils in getting satisfaction and acknowledge positive feelings connected with an atmosphere at school. Teachers notice that good relationships make them want to go to work and have positive approach towards it. They pay attention to the fact that the headmaster plays a vital role in building companionable atmosphere and friendly relations by proper way of managing, work organization and treating people, based on clear and equal rules.
- Teachers mentioned also factors hindering good relationships. Those include mostly ways of school managing by headmaster: lack of clear rules, e. g. regarding distribution of awards, bonuses and a duty of being a class teacher, unfair treatment, lack of trust, showing primacy, lack of discussions and meetings, requiring total subordination, lack of flexibility, openness, exchange of opinions and solutions developed together.
- Among the advantages of their work, teachers have listed the following: lack of monotony, dullness and routine; dynamism, diversity, necessity to present creative approach towards work; being in the company of young people, observing their development, introducing pupils to the world, shaping their attitudes, transferring values; experiencing positive emotions and situations related to work; extending youth; summer and winter school holidays; wide autonomy, deciding about the ways of job execution; the necessity of continuous learning, development, improvement.



- According to respondent teachers, the below features of their work can be referred to as disadvantages: impossibility to take a leave in period other than predefined; negative image, stereotypes about teachers and their work; excessive bureaucracy, creating unnecessary and overlapping documents; unstable law regulations; organizational chaos; labour instability; non-visibility of the effects of work despite strong efforts; impossibility of reaching to a student, building a connection; difficult relations with parents – lack of understanding and trust to teacher’s professionalism, entitlement mentality.
- Among internal factors that have positive impact on motivation to work teachers have mentioned: willingness to work solidly; sense of liking for their job; the character of the job, dynamism, necessity of continuous development, learning, exchange of experience; the pursuit of professionalism; sense of responsibility; identification with profession; sense of mission; the feeling of being needed.
- As internal negative motifs teachers have enumerated: the concern about being made redundant or deterioration of work conditions; lack of the sense of security and stabilization; the anxiety over negative perception by headmaster and over insubordination to school directors
- Motivation to work is also built by stimuli, i.e. by external factors. Among those factors teachers have mentioned: students’ success; visible effects of teaching and upbringing; showing interest to the subject and pupils’ willingness to learn; good atmosphere at school; kind and friendly relationships; mutual support among teachers; kindness and trust of directors; meeting wonderful people at work; nice situations at school, cordial behaviours, showing affinity.

### **Use of research results**

The research have made it possible to recognize the most important satisfaction factors, their hierarchy and dependencies between them and also the situations and examples from professional life that cause teachers to have positive approach and be motivated to work. Research conclusions are related to some aspects of job satisfaction and their professional relations, that is why they

cannot be considered as a complete repertory. Conducted analyses are a foundation for further research regarding job satisfaction factors in teachers' work in the context of their professional functioning. The study of job satisfaction is therefore an open topic that can be developed into different directions and contexts. The recognized job satisfaction phenomena, their factors, interactions and functions are interesting because of its meaning in professional and private life of a human being. Moreover, it is important to use such studies in situations connected with teacher's work, organization and management at school as well as in educational practice, linked to teacher's need to continuously improve in the professional area.

Presented study results might be useful in understanding and solving chosen problems of job satisfaction deficit. They can help in designing trainings for teachers and be of use to the educating system for teachers. Furthermore, results can be useful in teachers' job satisfaction diagnosis. Basing on discovered job satisfaction factors conclusions could be drawn about an atmosphere at school, binding rules, a way of managing and treating people, a character of mutual relations, teachers' expectations, and work conditions. Hence, research results might facilitate an improvement on different levels of school life, making teachers and directors realize their own needs and the needs of others what leads to elaborating and implementing new, better solutions. The presented study results bring a deeper scientific insight into pedagogical function of work, humanisation problems connected with human work, personal and professional development of a person through executed profession and building relationships. Research limitations are associated with the possibility of the generalization of results to all teacher population. This is caused by the deliberate choice of teachers for the study and by the quantitative research range that includes chosen job satisfaction factors and connections between them. It also might be caused by the character of qualitative study associated with perception, interpretation and narration of respondent teachers. In a subsequent study an attention can be paid to different aspects and factors of job satisfaction. Moreover, a detailed study can be done regarding a certain job satisfaction factor or take the professional context into account in more expansively.

## 5. Account of other research and scientific achievements

My scientific activity is focused on work pedagogy. This is a continuation of the scientific research and studies executed during my work on doctoral dissertation. Interest in work pedagogics helped me get familiar with the scientific works of this pedagogic discipline and also orientate my own research towards analysis and examination of pivotal points in this area, taking into account the context of phenomena and problems. Next, I will present the subjects of the studies I have undertaken inspired by publications and accomplishments of work pedagogics professors. The interdisciplinary character of my research requires reaching to works of, among others, andragogy, pedeutology and other scientific disciplines, e. g. psychology, sociology, philosophy, organizational behaviours sciences, health sciences.

One of the important levels of pedagogical issues are **qualifications and competences** and their meaning in accomplishing professional tasks and functioning on the labour market, and also setting standards in this domain<sup>9</sup>. A study pertaining to those issues have an immense value due to assuring proper quality of executed work, comparability, recognition of qualifications, employment requirements, promotions, bonus admission<sup>10</sup> or correct work organization and culture.

I have considered those points important areas of work pedagogics; the outcomes of my research interests in this scope have been published as scientific papers. One of the publications is the compilation *Europejskie Ramy Kwalifikacji narzędziem uczenia się przez całe życie*<sup>11</sup> (*European Qualifications Framework as a lifelong learning tool*), in which I was trying to explain a relation between qualification framework concept and lifelong learning idea. Dynamic changes in different areas of life cause an amplification of expectations towards modern man. Continuous education, meaning constant actualization of competences in the fields of knowledge and skills together with development of talents and interests constitutes an answer to the challenges

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<sup>9</sup>S. M. Kwiatkowski, *Pedagogika pracy jako subdyscyplina pedagogiczna*, in: S. M. Kwiatkowski, A. Bogaj, B. Baraniak, *Pedagogika pracy*, Wydawnictwa Akademickie i Profesjonalne, Warszawa 2007, pp. 16-17.

<sup>10</sup>H. Bednarczyk, I. Woźniak, S. M. Kwiatkowski, *Krajowe standardy kwalifikacji zawodowych. Rozwój i współpraca*, Ministerstwo Pracy i Polityki Społecznej, ITE-PIB, Warszawa 2007, pp. 7-9.

<sup>11</sup>B. Jakimiuk, *Europejskie Ramy Kwalifikacji narzędziem uczenia się przez całe życie*, in: K. Braun, M. Łobacz, A. Rynio (eds.), *Wczoraj, dziś i jutro pedagogiki uniwersyteckiej w świetle twórczości Stefana Kunowskiego*, Wydawnictwo KUL, Lublin 2010, pp. 511-521.

of transforming world and enables an adjustment of education to individual personal and professional needs. Consequently, aims, contents and methods constituting the educational system foundation should be analysed and a strategic plan concerning lifelong education should be established. The idea of European Qualifications Framework (EQF) revolves around creating common European system in which EQF is a point of reference for different systems and qualification frames in Europe. This enables comparing and recognizing qualifications gained in different European educational systems and gives a chance for employment and further education abroad. Thus, the conception analysed in the compilation serves supporting human development concerning the necessity to complete and renew competences because it simplifies embracing many possibilities related to education, discovering and understanding the world and functioning on the labour market. Another publication touching the area of qualifications and competences is the chapter *Kwalifikacje zawodowe nauczycieli przedmiotów informatycznych*<sup>12</sup> (*Professional qualifications of IT teachers*) presenting results and conclusions regarding conducted research, and also a justification of the meaning of competence standards applying to computer science teacher's work. In the discussed chapter I have also highlighted teacher's actions related to the area of upbringing and requirements pertaining to qualifications, development of educational skills and perpetual moral, personal and professional development. The issue of teacher's competences revolving around my scientific interests and professional experience in the context of dynamic growth of new technologies and immense students' interest in them was raised in my publication entitled *Kompetencje nauczycieli wobec zagrożeń wirtualnego świata*<sup>13</sup> (*Teachers' competences in coping with dangers of digital world*). The threats connected with computer and Internet use apply to almost all young people. This problem requires reflection upon pedagogic theory and practice and sets new ways for actions that should be undertaken by pedagogues. The effectiveness of those actions depends basically on teachers' competences that should be constantly actualized and developed. The discussed publication contains

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<sup>12</sup> B. Jakimiuk, *Kwalifikacje zawodowe nauczycieli przedmiotów informatycznych*, in: D. Bis, J. Ryś (eds.), *Szkolnictwo i kształcenie zawodowe – wybrane aspekty*, Wydawnictwo Studio Format, Lublin 2010, pp. 311-330.

<sup>13</sup> B. Jakimiuk, *Kompetencje nauczycieli wobec zagrożeń wirtualnego świata*, in: E. Kochanowska, J. Skibska (eds.), *Nauczyciel wobec wyzwań współczesności. Dylematy, poszukiwania i inspiracje*, Wydawnictwo Naukowe Akademii Techniczno-Humanistycznej, Bielsko-Biała 2013, pp. 195-215.

characteristics of virtual reality, description of the functioning of children and young people in cyberspace and threats of such addiction. The publication also contains characteristics of teachers' competences involving formation of habits and behaviours related to using computer and Internet. These matters should be points of interest of teachers obligated to design and realize professional actions leading to formation of correct attitudes, habits and behaviours related to using computer and Internet. Every teacher, regardless of specialization, should be aware of perils of this kind of addiction and possess competences involving safe and ethical Internet usage; every teacher should also prepare pupils to face challenges, chances and dangers of new technologies growth. The quality and effectiveness of didactical process and education of a student, more and more often speeding time in the virtual world, depends largely on the competences and commitment of the teacher who should support parents in difficult and responsible educational effort. Questions of competence and lifelong education are the subject of analysis in publication *Zarządzanie kompetencjami w perspektywie edukacji ustawicznej*<sup>14</sup> (*Competence management in the perspective of constant education*). An aspiration for an open period of learning, so that a person can learn throughout all his or her life, gaining as much experiences and skills as possible what would be useful at professional work equally triggering personal development is the trademark of lifelong learning. Nowadays, education is understood as a marriage of formal and informal knowledge, development of innate aptitudes, acquiring competences, taking different chances in an environment where everything creates occasions to learn and to develop one's own talents<sup>15</sup>. A rational approach to professional career is not letting it to take its course but, thanks to permanent education, controlling it. Taking appropriate, not random decisions, broadening knowledge, developing skills, talents, interests and predispositions, taking chances given by lifelong learning is a way of becoming independent from circumstances and constitutes a perspective enabling to achieve private and professional goals in life. The aim is to show the meaning of the competence of managing one's own skills in professional career realization. In the publication I have

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<sup>14</sup> B. Jakimiuk, *Zarządzanie kompetencjami w perspektywie edukacji ustawicznej*, in: B. Wołoskiuk, M. Nowak (eds.), *Kształcenie zawodowe i ustawiczne a potrzeba rynku*, Wydawnictwo PSW JPPII, Biała Podlaska 2012, pp. 40-62.

<sup>15</sup> J. Delors, *Edukacja: jest w niej ukryty skarb*, Stowarzyszenie Oświatowców Polskich Wydawnictwa UNESCO, Warszawa 1998, pp. 99-105.

conducted an analysis of the concepts of qualifications and professional competences; I have presented a notion of lifelong learning in the perspective of professional competences formation; techniques and models of competence management; I have also addressed different aspects of professional career connected with its perception, meaning and realization. I have presented the issues connected with qualification frames in relation to professional career development in publication *Przygotowanie do kariery zawodowej w kontekście Krajowych Ram Kwalifikacji*<sup>16</sup> (*Preparing for career in the context of National Qualifications Framework*). The realization of professional career demands constant education and adjustment to actual requirements, what is caused by dynamic growth of new technologies, shift in work organization and employment patterns, outdateding of acquired competences, social and cultural changes that determine goals, values and lifestyle. The main research problem of the presented compilation is a question how National Qualification Frames can support gaining and improving competences needed on labour market during the realization of professional career. Taking all points mentioned above, it is well-founded to start a reflection regarding professional career realization in connection with acquired competences that should be gained and developed in the school system as well as outside of it, e. g. during different courses and trainings, in the workplace or through social involvement. Promotion of lifelong learning through different channels is a vital problem. The introduction of Polish Qualification Frame and its complementary elements together create country's qualification system facilitating acquisition and validation of competences and qualifications by employees and using those competences and qualifications by employers. The system of education for the labour market based on the effects of teaching (acquired competences) is still under construction and undergoes various modifications. Country's qualification system based on Polish Qualification Frame and National Qualifications Registry creates a possibility to wider acknowledgment and formal confirmation of competences gained through different ways in the whole lifetime. As well, it opens perspectives related to introduction of new

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<sup>16</sup>B. Jakimiuk, *Przygotowanie do kariery zawodowej w kontekście Krajowych Ram Kwalifikacji*, in: W. Duda, D. Kukła (eds.), *Współczesne uwarunkowania rynku pracy*, Częstochowa 2015, Wydawnictwo im. Stanisława Podobińskiego Akademii im. Jana Długosza w Częstochowie, pp. 11-24.

solutions facilitating the enhancement of professional activity and evoking people's potential so that they realize their career and find their way in changing reality.

A key research area of work pedagogy is **education to work**<sup>17</sup>, i.e. preparing people to realize their professional career accomplishments in various educational environments. My research interests in this field are focused on issues connected with training young people for executing certain professions, including diagnosis, analysis and suggesting solutions related to pedagogical process of education for work. Within the framework of the above research area work pedagogy is handling a problem of educating school students in computer science<sup>18</sup>. In the text *Globalny nastolatek w świecie Internetu*<sup>19</sup> (*Global teenager in the e-world*) I have presented the results of empirical studies touching the subject of junior high school students activity in the Internet. Moreover, I have explored possibilities to use new technologies as a supportive tool in students' development. Using new technologies will be (and often already is) the most important means of acquiring knowledge by students, communicating, applying modern working methods and achieving personal success – that is why these issues should become a point of interest of pedagogues, also within the ambit of shaping attitudes that encourage lifelong learning<sup>20</sup>. In the compilation *Aspiracje i plany zawodowe studentów pedagogiki KUL w kontekście czynników wspomagających wejście na rynek pracy*<sup>21</sup> (*Aspirations and career plans of KUL pedagogy students in the context of the factors facilitating the labour market*) I have demonstrated the results of empirical studies that aimed at diagnosing and analyzing university students' private and professional plans and learning about their opinions about factors that determine finding a job. Conducted research show a pivotal role of education and professional work in fulfilling life plans of KUL students. The majority of them reflects upon their future and has crystallized plans regarding making their desires come true. Studies have as well enabled me to recognize students' expectations towards realized and planned education, what may contribute to modification

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<sup>17</sup>S. M. Kwiatkowski, *Pedagogika pracy jako...*, (quotation), p. 15.

<sup>18</sup>F. Szlosek, *Tożsamość pedagogiki pracy...*, (quotation), p. 84.

<sup>19</sup> B. Jakimiuk, *Globalny nastolatek w świecie Internetu*, in: K. Stępień, B. Kiereś (eds.), *Nauczyciel wobec problemów globalnego nastolatka*, Wydawnictwo KUL, Lublin 2012, pp. 141-176.

<sup>20</sup>S. M. Kwiatkowski, *Pedagogika pracy jako...*, (quotation), p. 19.

<sup>21</sup> B. Jakimiuk, *Aspiracje i plany zawodowe studentów pedagogiki KUL w kontekście czynników wspomagających wejście na rynek pracy*, in: A. Dudak, K. Klimkowska, A. Różański (eds.), *Przygotowanie zawodowe młodych pedagogów*, Oficyna Wydawnicza „Impuls”, Kraków 2012, pp. 101-123.



of educational offer of the university. My interest in preparing youth for work was expressed in publication *Między wychowaniem a karierą zawodową*<sup>22</sup> (*Between education and career*) under my editorship containing compelling compilations from work pedagogic professors and scientists involved in the issues from this area, presented not only from theoretical but also practical point of view. The discussed edition is a work from authors who present their research results from the pedagogical, psychological, sociological and philosophical perspective. The publication is divided into four parts: *Wieloaspektowy wymiar wychowania do pracy i przez pracę* (*Multidimensional nature of education for work and through work*), *Wychowanie do pracy i poprzez pracę w różnych środowiskach wychowawczych* (*Education for work and through work in different educational environments*), *Dominujące i nowe tendencje w poradnictwie zawodowym* (*Prevailing and new tendencies in professional counseling*), *Kariera zawodowa a wyzwania rynek upracy* (*Professional career vs. job market challenges*). The goal of the publication is to draw attention to phenomena, processes and actions that have essential meaning to the support of professional development of a person. The subject field connected with education, work and career development is persistently present in the consciousness of every human because on different stages of life he or she participates in these processes. Hence, various aspects of human functioning in the contexts of education and work are subjects of interdisciplinary theoretical discourses and empirical verifications. The publication attempts to indicate several of many possible scientific reflection areas regarding discussed subjects. It is an original combination of diverse strands and perspectives of comprehending and exploring of the subjects of education, work and career. Next publication touching the issues of preparing youth for professional work is a compilation *Młodzież na drodze kariery*<sup>23</sup> (*Young people's career path*) that analyses an interplay of numerous educational environments applying to the assistance in the development of young people in forming features that aid in realization of a career. The purpose of the research presented in the considered publication is to reveal career conditions connected with educational environments that form young people's attitudes towards intentional and

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<sup>22</sup> B. Jakimiuk (ed.), *Między wychowaniem a karierą zawodową*, Wydawnictwo KUL, Lublin 2013, pp. 644.

<sup>23</sup> B. Jakimiuk, *Młodzież na drodze kariery*, in: W. Poleszak (ed.), *Wyzwania i zagrożenia adolescencji*, Wydawnictwo Naukowe Wyższej Szkoły Ekonomii i Innowacji Innovatio Press, Lublin 2016, pp. 85-98.



unintentional career realization. One of the most important agents supporting functioning on the labour market is proactive approach in undertaken endeavours – that is why I have conducted an empirical study aiming at identifying students' engagement in social issues and gainful employment undertaken during university studies within the framework of gaining experience and forming competences, behaviours and attitudes helpful in future career realization. Findings and analysis of the research was published in the chapter *Aktywność młodzieży akademickiej w procesie przygotowania do kariery*<sup>24</sup> (*Students activity in career preparation process*). Among the research subjects of work pedagogy there are also points connected with labour market<sup>25</sup>. Therefore, continuing my research quest connected with the situation of young people in this area I have performed research regarding the situation of young people on the labour market. I have described the findings of these research together with an analysis of tendencies and regularities in the dynamics of changes in this field from between years 2010 and 2017 in the article *Bezrobocie wśród polskiej młodzieży i jego dynamika*<sup>26</sup> (*Unemployment among young poles and its dynamics*). It turned out that, despite significant fall of unemployment in recent years, the unemployment in the group of people aged 15-24 is still higher than in other age groups. On the other hand, unemployment in the group of people aged 25-34 was in the all analysed years lower than general unemployment in Poland. It should be pointed out that the lowest rate of unemployed people can be found in the group with higher education, thus, it is worth to continue learning and to start higher education – what does not guarantee finding a job but is one of the factors that facilitate functioning on the labour market. In the compilation *Przygotowanie do pracy w systemie edukacji – szanse, wyzwania, zagrożenia*<sup>27</sup> (*Preparation for work in educational system: opportunities, challenges, risks*) I have demonstrated an analysis of such traits and competences being shaped in pupils on consecutive levels of education that will help them in entering the labour

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<sup>24</sup> B. Jakimiuk, *Aktywność młodzieży akademickiej w procesie przygotowania do kariery*, in: D. Kukla (ed.), *Młodzież akademicka na rynku pracy – aspiracje i wyzwania*, Wydawnictwo im. Stanisława Podobińskiego Akademii im. Jana Długosza w Częstochowie, Częstochowa 2017, pp. 67-82.

<sup>25</sup> F. Szlosek, *Tożsamość pedagogiki pracy...*, (quotation), p. 57.

<sup>26</sup> B. Jakimiuk, *Bezrobocie wśród polskiej młodzieży i jego dynamika*, „*Annales Universitatis Mariae Curie-Skłodowska*”, SECTIO J, Paedagogia-Psychologia, vol. 32, 4 (2017), editor's decision of acceptance to publication.

<sup>27</sup> B. Jakimiuk, *Przygotowanie do pracy w systemie edukacji – szanse, wyzwania, zagrożenia*, in: B. Baraniak (ed.), *Człowiek w pedagogice pracy*, Wydawnictwo Difin SA, Warszawa 2012, pp. 74-92.

market and functioning on it. I have been continuing to fulfil my interest in the issue of education to work in further research pursuits. The results were published in subsequent compilations. One of them is *Kształtowanie poczucia podmiotowości w procesie wychowania do pracy*<sup>28</sup> (*Shaping of sense of subjectiveness in the process of education for work*) in which I have stressed the importance of forming the sense of subjectivity in a student in the context of realization of his or her future professional career. In the text I have also shown the ways of forming the sense of subjectivity in the process of education to work of children and adolescents and an analysis of results of the pedagogical action executed this way. These issues are situated within research regarding an influence of psychophysical features on the fulfilment of professional career and forming adequate attitudes in this field<sup>29</sup>. The questions relevant to this sphere were the subject of analysis in another compilation *Wychowanie do podmiotowości w perspektywie ochrony pracy*<sup>30</sup> (*Education for subjectivity in the perspective of work protection*) in which I was trying to reveal the meaning of forming the sense of subjectivity for performing adequate attitudes in labour protection; having self-esteem and dignity as specific prophylaxis in the difficult situations connected with professional functioning, understood as safe behaviours of an employee and disagreement for objectification in the workplace. The subject of education to work and through work is as well present in numerous documents and speeches of John Paul II, who himself can be an example of diligence, professionalism, effort and persistence and an inspiration to many of those who fulfil their professional duties. In the text *Wychowanie do pracy i przez pracę w nauczaniu Jana Pawła II*<sup>31</sup> (*Education for work and through work in teaching of John Paul II*) I have conducted an analysis of points relevant to education to work and through work based on papal documents and speeches. The purpose of this writing was to present humanistic and social dimension of work. In the conclusion I have specified the rules

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<sup>28</sup>B. Jakimiuk, *Kształtowanie poczucia podmiotowości w procesie wychowania do pracy*, in: D. Bis, M. L. Opiela (eds.), *Wychowanie integralne w teorii i praktyce pedagogicznej*, Wydawnictwo KUL, Lublin 2013, pp. 65-87.

<sup>29</sup>S. M. Kwiatkowski, *Pedagogika pracy jako...*, (quotation), pp. 18-19.

<sup>30</sup>B. Jakimiuk, *Wychowanie do podmiotowości w perspektywie ochrony pracy*, in: A. Sas-Badowska (ed.), *Ochrona pracy jako przedmiot badań pedagogiki pracy*, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji - PIB, Radom 2013, pp. 157-165.

<sup>31</sup>B. Jakimiuk, *Wychowanie do pracy i przez pracę w nauczaniu Jana Pawła II*, in: ks. M. Sztaba, A. Różyło (eds.), *Wychowanie w refleksji Karola Wojtyły – Jana Pawła II. Wybrane aspekty*, Wydawnictwo KUL, Lublin 2015, pp. 159-171.

of pedagogical action relevant to the formation of attitudes, values and features of character simplifying realization of chosen professional path. The question of work treated as an area of human development was broadened in my article *Wychowawcza wartość pracy w świetle encykliki Laborem Exercens*<sup>32</sup> (*Educational value of work in encyclical Laborem Exercens*). The educational dimension of work can be seen in knowledge, skills, social and personal competence, sense of subjectivity development, character and attitude shaping, what leads to self-education and refinement of a person. Work is becoming an educational value if it triggers action and growth, directing one's own life, actively reacting to the occurring circumstances, consciously building one's own career. I have presented reflections revolving around the subject of a person's attitude towards work in the content of an encyclopaedia entry *pracowitość*<sup>33</sup> (*diligence*), which – in my view – means a readiness to fulfil intellectual, spiritual and physical duties. Diligence occurs in executing tasks connected with these duties and is linked to the evolution of skills and abilities used, constant broadening of competences, continuous intellectual, spiritual or physical effort, exceeding one's own limits, realizing and developing one's own subjectivity. It enables an integral growth of a human being and fulfilment of his or her life aspirations, also, it sets an attitude towards people and things, it is associated with dedicating one's own time and effort to someone or something, and it assures an adequate time management and solid execution of work. A further vital area of the work pedagogy is **vocational counseling** embracing, among others, the issues of: an analysis of functioning of different models of vocational counseling; education and professional training of vocational counselors<sup>34</sup>. Within the framework of this idea I have performed an analysis of actions undertaken in vocational orientation and counseling on subsequent stages of education. I have published the outcomes of conducted research in the chapter *System doradztwa zawodowego i jego miejsce w reformowanej szkole*<sup>35</sup> (*System of professional counseling and its place in a reformed school*). Counseling system is an integral part of the education

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<sup>32</sup> B. Jakimiuk, *Wychowawcza wartość pracy w świetle encykliki Laborem Exercens*, „Rozprawy Społeczne”, Vol. IX, No. 4/2015, pp. 29-36.

<sup>33</sup> B. Jakimiuk, hasło *pracowitość*, in: K. Chałas, A. Maj (eds.), *Encyklopedia Aksjologii Pedagogicznej*, Polskie Wydawnictwo Encyklopedyczne POLWEN, Radom 2016, pp. 855-857.

<sup>34</sup> S. M. Kwiatkowski, *Pedagogika pracy jako...*, (quotation), p. 17.

<sup>35</sup> B. Jakimiuk, *System doradztwa zawodowego i jego miejsce w reformowanej szkole*, in: A. Maj, E. Domagała-Zyśk (eds.), *Zarządzanie szkołą w procesie zmian oświatowych*, Wydawnictwo KUL, Lublin 2012, pp. 189-208.

and contains the whole of pedagogical actions that help each student in independent, reasoned and suitable choice of profession, primarily preparing him or her to lifetime educational activity and to flexible reactions to the requirements of labour market. In the discussed chapter, apart from the analysis of functions and mission of the school educational-vocational counseling system, I also have demonstrated some propositions and solutions for the cooperation of all participants of the educational process in the scope of student's competence formation supporting his or her professional development. I have been broadening my interests in lifetime counseling, with special attention to vocational counseling<sup>36</sup> by conducting consecutive studies within this scope. In the chapter *Wspieranie rozwoju człowieka w kontekście poradnictwa przez całe życie*<sup>37</sup> (*Encouraging human development in the context of lifelong guidance*) I have shown the actual state, perspectives and needs of lifetime counseling in Poland, including ways of encouraging the development of person's competences that enable finding one's own place in professional, personal and social life. Dynamic transformations of the surrounding world create reality in which not only young people who got care and support of parents and teachers function, but also people in their middle and late adult years. Those adult people experience many work-related and personal problems and the necessity deal with changing circumstances; they want to be active, expand their hobbies and passions. In the above mentioned situation, counseling for adults oriented not only to professional career assistance or further education but also on the development of diverse activities in life gains importance. The concerned issues were a subject of my study, results of which I have described in the text *Wspieranie karier osób dojrzałych jako wyzwanie dla współczesnego poradnictwa*<sup>38</sup> (*Support to career of mature people as challenge to contemporary counseling*). In the text, I have pointed out the diversity of adult people problems connected with professional work and often, with complicated personal situation. These conditions determine the work range for vocational counselor. Consideration undertaken in the compilation are focused

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<sup>36</sup> S. Kaczor, *O potrzebie badań obszarów pedagogiki pracy*, in: Z. Wiatrowski, U. Jeruszka, H. Bednarczyk (eds.), *Pedagogika pracy w kontekście integracji europejskiej*, Wydawnictwo Wyższej Szkoły Pedagogicznej TWP, Warszawa 2003, pp. 40-47.

<sup>37</sup> B. Jakimiuk, *Wspieranie rozwoju człowieka w kontekście poradnictwa przez całe życie*, in: B. Jakimiuk (ed.), *Między wychowaniem a karierą zawodową*, Wydawnictwo KUL, Lublin 2013, pp. 341-363.

<sup>38</sup> B. Jakimiuk, *Wspieranie karier osób dojrzałych jako wyzwanie dla współczesnego poradnictwa*, in: B. J. Ertelt, J. Górna (eds.), *Aktywizacja zawodowa osób 50+ wyzwaniem dla rynku pracy*, Wydawnictwo im. Stanisława Podobińskiego Akademii im. Jana Długosza w Częstochowie, Częstochowa 2015, pp. 183-196.

on the question of setting optimal methods to support careers of people in their middle adulthood. In the article *Aktywizacja seniorów w procesie poradnictwa*<sup>39</sup> (*Mobilization of seniors in a process of lifelong counseling*) I wanted to orient the attention to the vast potential of elderly people and to chances of profiting from their experience, possibilities and predispositions through facilitating their active participation in social life, developing and gaining new skills, deepening their knowledge. Well organised and managed lifetime counseling plays a pivotal role in this field. In the discussed article I have presented problems and needs of elderly people, ways of work of a counselor who assists in activities of this group of people as well as perspectives and solutions regarding counseling for senior citizens. Within the framework of issues connected with vocational counseling a quality of counselor's work, his or her competences, education and perfection are important problems. Findings of my research in this field were published in the compilation *Profesjonalizm doradcy edukacyjno-zawodowego warunkiem skutecznej profilaktyki niepowodzeń na rynku pracy*<sup>40</sup> (*Professionalism of professional and educational counselor as condition of efficient prevention of failures in the job market*) in which I have presented a characteristics of educational-vocational counseling as a prophylactic activity that prevents from inadequate educational and professional choices. Moreover, I have discussed the conditions of counselor's professionalism that guarantees high quality of the handled counseling process. Another compilation referring to the above mention issue is the text entitled *Etyczne aspekty profesjonalnej działalności doradcy zawodowego*<sup>41</sup> (*Ethical aspects of career counselor's professional activity*). In this text, I have underlined the counselor's vocation ethics as a necessary condition of professionalism. The quality of rendered counselling services depends not only on skills related to education and experience but also (and maybe most of all) on moral competences deciding about the way the work is done and people are treated and about continuous development of counselor's skills. In the article *Aksjologiczny wymiar*

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<sup>39</sup> B. Jakimiuk, *Aktywizacja seniorów w procesie poradnictwa*, „Labor et Educatio”, no. 4/2016, pp. 301-322.

<sup>40</sup> B. Jakimiuk, *Profesjonalizm doradcy edukacyjno-zawodowego warunkiem skutecznej profilaktyki niepowodzeń na rynku pracy*, in: M. Jędrzejko, J. Malinowski (eds.), *Młode pokolenie w zderzeniu cywilizacyjnym. Studia – Badania – Praktyka*, Toruń 2014: Wydawnictwo Akapit, pp. 409-420.

<sup>41</sup> B. Jakimiuk, *Etyczne aspekty profesjonalnej działalności doradcy zawodowego*, in: W. Duda, J. Górna, M. Nowacka (eds.), *Poradnictwo zawodowe w procesie tranzycji*, Wydawnictwo im. Stanisława Podobińskiego Akademii im. Jana Długosza w Częstochowie, Częstochowa 2017, pp. 197-209.

*poradnictwa edukacyjno-zawodowego*<sup>42</sup> (*Axiological dimension of educational and professional counseling*) I have discussed the subject of values related to counseling process. Matters touching the presence of values in educational-vocational counseling apply to counselor's profession as well as the counseling process itself, in particular when it comes to shaping the sense of subjectivity and axiological competences of counselor's clients and of the counselor within this range.

The **professional development**<sup>43</sup> of a person in relation to the realization of one's own value system<sup>44</sup> is a significant research problem of work pedagogy. I have published the results of studies within this research area in books and scientific journals. Professional development is a process connected with general development of a person. I have described the processual character of this category of human development in the chapter *Rozwój zawodowy jako proces i jako rezultat rozwoju człowieka*<sup>45</sup> (*Professional development as the process and the result of personal development*) basing on the analysis of different theories of a professional development of an individual. In the present chapter I have also discussed the effects of professional development indifferent stages of human life, being the results of influences from educational environments and one's own involvement. In the chapter *Rozwój zawodowy a pedagogika chrześcijańska*<sup>46</sup> (*Professional development and Christian pedagogy*) I have made an analysis of professional development as an individual's vocation in connection with pedagogical influence based on Christian values. Education is a long-lasting and complex process, in which not only a knowledge transfer from tutor to pupil takes place but, basically, all inclinations, energies and talents are activated; a pupil is introduced to the world of values that facilitate their functioning on the labour market and coping with different professional situations. Personal and professional development is possible only in connection with lifelong-learning. The analysis of these issues was presented in my article in English entitled *Continual learning: chance for personal and*

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<sup>42</sup>B. Jakimiuk, *Aksjologiczny wymiar poradnictwa edukacyjno-zawodowego*, „Edukacja Zawodowa i Ustawiczna”, Polsko-Ukraiński Rocznik Naukowy, no. 1/2016, pp. 99-112.

<sup>43</sup>K. Czarnecki, *Rozwój zawodowy człowieka*, IWZZ, Warszawa 1985, p. 28.

<sup>44</sup>W. Furmanek, *Przedmiot badań we współczesnej pedagogice pracy*, „Szkoła Zawód Praca”, no. 1/2010, p. 77.

<sup>45</sup>B. Jakimiuk, *Rozwój zawodowy jako proces i jako rezultat rozwoju człowieka*, [in: I. Siudem, M. Stencel (eds.), *Zrozumieć człowieka. Zrozumieć świat. Tom drugi*, Wydawnictwo UMCS, Lublin 2013, pp. 297-316.

<sup>46</sup>B. Jakimiuk, *Rozwój zawodowy a pedagogika chrześcijańska*, in: S. Wilk, A. Kiciński, A. Łuczyński, L. Opiela, A. Smagacz (eds.), *Drogowskazy wychowania*, Wydawnictwo KUL, Lublin 2012, pp. 365-385.

*professional development*<sup>47</sup> in which I was trying to demonstrate that lifelong learning constitutes a causative factor of personal and professional development under the condition that it is long-lasting, thought-provoking and triggering human activity, becoming a master plan and a way of living a worthy, successful life. Professional development and lifelong-learning enable career realization, being an ambiguous, differently defined notion. In my publications career is understood as a field of human development related to realizing values and constant perfecting. In the chapter *Kariera zawodowa i jej uwarunkowania w kontekście edukacji permanentnej*<sup>48</sup> (*Career and its determinants in the context of lifelong learning*) I have presented the decisive factors of career development related to refinement of skills, personality traits and conduct. The analysed content is linked to 4 foundation stones of education presented in J. Delors' report<sup>49</sup>. In the article *Aksjologiczne aspekty kariery*<sup>50</sup> (*Axiological aspects of career*) I was trying to demonstrate connections between career and values that constitute a basis of career realization and also are an effect of career development. I have also presented pedagogical implications in it related to the issue discussed that involve theoretical as well as pedagogical practice. In my compilation entitled *Kariera kobiety według Jana Pawła II*<sup>51</sup> (*Woman's career according to John Paul II*) I was exploring the subject of career realization in the context of individual biography<sup>52</sup>. In this publication I have analysed the life paths of beatified or sainted by pope as examples of career realization in various fields. Life and achievements of women I have chosen demonstrate career development as fulfilling one's own vocation and using talents in work for others. In the relevant compilation I have displayed, among others, an analysis of the biography of Saint Hedwig the Queen as an example of woman's career realization in politics, Saint Teresa Benedicta of the Cross (Edith Stein) as an example

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<sup>47</sup>B. Jakimiuk, *Continual learning: chance for personal and professional development*, „Roczniki Pedagogiczne”, tom 5(41), no. 1/2013, pp. 41-56.

<sup>48</sup> B. Jakimiuk, *Kariera zawodowa i jej uwarunkowania w kontekście edukacji permanentnej*, in: D. Bis, E. Smółka, R. Skrzyniarz (eds.), *Wychowanie wobec współczesnych przemian społeczno-kulturowych*, Wydawnictwo KUL, Lublin 2012, pp. 293-318.

<sup>49</sup> J. Delors, *Edukacja...*, (quotation), pp. 85-98.

<sup>50</sup> B. Jakimiuk, *Aksjologiczne aspekty kariery*, „Annales Universitatis Mariae Curie-Skłodowska”, Lublin-Polonia, SECTIO J, Paedagogia-Psychologia, vol. 26, 1-2(2013), pp. 75-88.

<sup>51</sup> B. Jakimiuk, *Kariera kobiety według Jana Pawła II*, in: A. Różyto, M. Sztaba (eds.), *Człowiek w refleksji Karola Wojtyły – Jana Pawła II. Wybrane aspekty adekwatnej antropologii*, Wydawnictwo KUL, Lublin 2014, pp. 281-300.

<sup>52</sup> M. Piorunek, *Bieg życia zawodowego człowieka. Kontekst transformacji kulturowych*, Wydawnictwo Naukowe UAM, Poznań 2009, p. 12.



of woman's career realization in science; Saint Gianna Beretta Molla who found her fulfilment in mother's and wife's roles; Saint Mother Theresa of Calcutta, who realized her life path in the service for the poorest and ill. In the text *Kariera jako obszar rozwoju człowieka w kontekście wyzwań rynku pracy*<sup>53</sup> (*Career as human development area in the context of labour market challenges*) I was trying to show the meaning of an adopted value system for career realization in the situation of uncertainty and job loss. Presented considerations involve matters of properties, course and conditioning of modern careers against labour market demands as well as career realization in axiological aspect, defined as a process serving human development and an analysis of values linked to career realization. Liability and unpredictability of present-day careers determine goals, tasks, fields and working styles of modern counseling. These problems are a subject of my analysis described in compilation *Współczesne kariery: implikacje dla poradnictwa*<sup>54</sup> (*Contemporary careers: implications for counseling*) which is a part of publication awarded by the Rector of Adam Mickiewicz University in Poznań. In the text I have analysed the latest concepts of modern career realization, which is a foundation for the formulating of premises regarding counseling in this field. In the chapter *Proces budowania kariery zawodowej*<sup>55</sup> (*The process of professional career development*) I have described phases of career construction according to author's own scheme: choice → action → result → reaction → choice. Consecutive elements of the scheme form a cause and effect relationship that builds into a cycle. Following this cycle is connected with the realization of one stage of a career. Fulfilling four steps of a cycle equals coming back to the beginning (choice) and then to further cycle steps. Realizing one cycle is sequential, step-by-step, with no possibility to omit any of the steps. All steps depend on many factors, which is why the presented scheme may become grounds for detailed analysis of conditioning and course of contemporary careers. I have described results of studies on the core and the meaning of a career for the person realizing it in an entry

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<sup>53</sup> B. Jakimiuk, *Kariera jako obszar rozwoju człowieka w kontekście wyzwań rynku pracy*, in: J. Matejek, K. Białożył (eds.), *Praca w życiu człowieka i jej społeczno-edukacyjne uwarunkowania*. Kraków 2015, Wydawnictwo „Scriptum”, pp. 207-219.

<sup>54</sup> B. Jakimiuk, *Współczesne kariery: implikacje dla poradnictwa*, in: M. Piorunek (ed.), *Dymensje poradnictwa i wsparcia społecznego w perspektywie interdyscyplinarnej*, Wydawnictwo Naukowe UAM, Poznań 2015, pp. 275-290.

<sup>55</sup> B. Jakimiuk, *Proces budowania kariery zawodowej*, in: D. Kukła, W. Duda (eds.), *Poradnictwo zawodowe – rozwój zawodowy w ujęciu przekrojowym*, Wydawnictwo Difin, Warszawa 2016, pp. 154-194.



*kariera*<sup>56</sup> (*career*) in which I have analysed a career as a personal and professional development path realization process including the whole human life in numerous interfusing and interplaying aspects in connection not only with professional work but also with lifestyle and achieving fixed goals. Hence, we can treat a career as one of the factors of personal development. In the article *Model realizacji kariery: perspektywa indywidualnych wartości i postaw*<sup>57</sup> (*Career realization model: perspective of individual values and attitudes*) I have presented the results of research investigation on the definitions of relatively stable behavioural frames of people facing their own career development in the times of unstable employment and dynamic changes in the surrounding world. In the relevant article, I have presented an author's own model of career realization charting the strategies of adult behaviours regarding their functioning on the labour market from the perspective of the adopted values and presented attitudes. The model was illustrated using a scheme resembling two-dimension function chart where in the positive pole of vertical axis I have marked activity and in the negative pole – passivity. The horizontal axis in the positive pole was marked altruism and egoism in the negative pole. The presented model is based on hypothesis that people realize their careers by manifesting their attitudes – a result of the adopted choices. In the article I have also discussed different types of careers on the basis of pictures illustrating manifested attitudes during the realization of one's own professional path. This way, it is possible to illustrate linear and non-linear careers picturing changes in person's attitudes. The suggested scheme may become a basis for theoretical discussions and practical operations in the area of supporting adult people's career development.

Another research field of pedagogics is **pedeutology**<sup>58</sup>. Pedeutological matters are a subject of my research interests due to 20-year professional experience and scientific investigations that resulted in the doctoral thesis and, consequently, in publications on competences, perfecting and quality of teacher's work. Before I have started my

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<sup>56</sup> B. Jakimiuk, hasło *kariera*, in: K. Chałas, A. Maj (eds.), *Encyklopedia Aksjologii Pedagogicznej*, Polskie Wydawnictwo Encyklopedyczne POLWEN, Radom 2016, pp. 472-474.

<sup>57</sup> B. Jakimiuk, *Model realizacji kariery: perspektywa indywidualnych wartości i postaw*, „*Annales Universitatis Mariae Curie-Skłodowska*”, SECTIO J, Paedagogia-Psychologia, vol. 30, 2 (2017), pp. 83-98.

<sup>58</sup> T. Nowacki, *Praca w strukturze problemowej pedagogiki pracy*, in: R. Gerlach (ed.), *Praca człowieka w XXI wieku: konteksty – wyzwania - zagrożenia*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2008, pp. 158-159.

university career, I was working as a computer science teacher. In the chapter *Identyfikacja zawodowa nauczycieli przedmiotów informatycznych*<sup>59</sup> (*Professional identity of IT teachers*) I have conducted an analysis of professional identity formation of teachers of specific subjects, which determines the quality of executed professional tasks and takes into account the context and character of work. The contents of the relevant chapter have become a basis for an article *Factors and work conditions shaping the development of professional identity of IT teachers in Poland*<sup>60</sup> published in „Revista Fuentes” scientific journal released by the University of Sevilla. Teacher’s professional development depends in constant reflection about executed work and perpetual perfecting of own knowledge and skills. In the chapter *Edukacja przez całe życie jako czynnik rozwoju osobowości zawodowej nauczyciela*<sup>61</sup> (*Lifelong education as the determinant of the development of teacher’s professional personality*) I have conducted an analysis of teacher’s professional personality development<sup>62</sup> as a determinant of his or her professional evolution, including professional and socio-moral competences depending on lifelong learning: self-learning and using various channels of professional development. I have also conducted an analysis regarding achieving subsequent grades in professional hierarchy in relation to real professional development. Professional grade system in teacher’s profession is not always leading to an acquisition of high professional competences and often is associated with gathering proper documents. Issues connected with importance of teacher’s competences in using new technologies in educational process in the context of ameliorating teaching methods and the quality of teaching are a subject of analysis in the article published under a title *Profesjonalizm nauczyciela w kontekście rozwoju nowych technologii*<sup>63</sup> (*Teacher’s professionalism in context of new technologies*

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<sup>59</sup> B. Jakimiuk, *Identyfikacja zawodowa nauczycieli przedmiotów informatycznych*, in: K. Dziurzyński (ed.), *Dylematy współczesnej edukacji*, Wydawnictwo Wyższej Szkoły Gospodarki Euroregionalnej im. Alcide de Gasperi w Józefowie, Józefów 2012, pp. 114-133.

<sup>60</sup> B. Jakimiuk, *Factors and work conditions shaping the development of professional identity of IT teachers in Poland*, „Revista Fuentes”, no. 15, Junio, 2014, pp. 213-236.

<sup>61</sup> B. Jakimiuk, *Edukacja przez całe życie jako czynnik rozwoju osobowości zawodowej nauczyciela*, in: J. Krukowski, A. Włoch (ed.), *Szkoła twórcza w odtwórczym świecie*. Wydawnictwo Wydziału Pedagogicznego Uniwersytetu Pedagogicznego im. Komisji Edukacji Narodowej w Krakowie, Kraków 2013, pp. 261-280.

<sup>62</sup> W. Furmanek, *Podstawy edukacji zawodowej*, Wydawnictwo Oświatowe FOSZE, Rzeszów 2000, pp. 273-274.

<sup>63</sup> B. Jakimiuk, *Profesjonalizm nauczyciela w kontekście rozwoju nowych technologii*, „Edukacja Ustawiczna Dorosłych”, no. 4 (87)/2014, pp. 740-750.

development). Due to dynamic growth of the IT sector and the content of core curriculum for general education on consecutive educational levels - knowledge and application of skills connected with new technologies are necessary for teacher's professionalism development what makes an amelioration in quality and effectiveness of educational efforts possible. In the article *Stereotyp czasu pracy nauczyciela*<sup>64</sup> (*The stereotype of teachers' working time*) I have conducted an analysis of the image of teacher's work presented in the media basing on chosen press articles in relation to real range of professional duties of a teacher and time needed for their realization. In the mentioned article I was also considering the issue of causes and results of creating stereotypes related to teachers' work. Teacher's work is connected with many psychological burdens rooted in the character of this profession: work conditions, executed tasks and immense expectations from social environment. These problems are a subject of analysis in the compilation *Zagrożenia psychospołeczne w pracy nauczyciela*<sup>65</sup> (*Psychosocial risks at teachers' work*) in which I have demonstrated psychosocial threats related to professional functioning of teachers because problem recognition and analysis are a foundation for designing and implementing preventive and interventional measures. Teachers are an occupational group that, in significant way, influences raising future generations. Hence, it is important that this profession is exercised by happy people, without the sense of professional frustration. In the chapter *Źródła satysfakcji zawodowej w deklaracjach nauczycieli gimnazjów*<sup>66</sup> (*Sources of professional satisfaction in teachers' declaration*) I have presented the results of empirical studies conducted on a group of junior high school teachers. The results obtained suggest big importance of factors connected with a good atmosphere at work: emerging as friendly relations with pupils, colleagues and supervisors and in consciousness that teachers can count on help and support from others - in getting job satisfaction by teachers. The content of this chapter has become a foundation

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<sup>64</sup> B. Jakimiuk, *Stereotyp czasu pracy nauczyciela*, "Wychowanie na co Dzień", no. 2 (251) 2015, pp. 16-26.

<sup>65</sup> B. Jakimiuk, *Zagrożenia psychospołeczne w pracy nauczyciela*, in: J. Chmielewski, M. Szpringer (eds.), *Zdrowie Praca Środowisko – współczesne dylematy*, Instytut Ochrony Środowiska – Państwowy Instytut Badawczy, Warszawa 2015, pp. 129-140

<sup>66</sup> B. Jakimiuk, *Źródła satysfakcji zawodowej w deklaracjach nauczycieli gimnazjów*, in: Z. B. Gaś, *Młodość w poszukiwaniu szczęścia: dokąd, po co, jak i z kim?*, Wydawnictwo Naukowe Innovatio Press, Lublin 2014, pp. 207-226.

of an article entitled *Sources of professional satisfaction of secondary school teachers*<sup>67</sup> published in scientific journal "Cuestiones Pedagógicas" issued by the University of Seville. Teacher's professional work embraces primarily the skill of forming and maintaining relationships and taking care of good quality of these contacts. I have recognized this issue as important; I have made it the subject of my research whose results I have presented in several publications. One of them is a compilation *Umiejętności interpersonalne a funkcjonowanie zawodowe nauczycieli*<sup>68</sup> (*Interpersonal skills and professional functioning of teachers*) in which I have pointed out an importance of interpersonal skills in teacher's work. In the text, I have engaged in a reflection regarding the core and different types of school relations. I also have depicted these relations as a supportive factor in fulfilling professional duties by teachers. I have continued my scientific interests deepening and enriching my knowledge in this field by conducting further research. Their results were presented in the article *Praca nauczyciela jako obszar budowania relacji interpersonalnych*<sup>69</sup> (*Teacher's professional activity as an area of creation of interpersonal relationships*). The analysis I have carried out refers to social competences of a teacher in relation to the fulfillment of professional duties, interpersonal relations at school and their properties as well as conditions and obstacles to formation of good relations. A school where adults take care of mutual relations, work culture and friendly atmosphere assures intellectual, emotional, social and ethical development of pupils. In the next compilation touching this subject entitled *Tworzenie relacji interpersonalnych jako postawa i fundament profesjonalizmu nauczycieli*<sup>70</sup> (*Establishing interpersonal relationships as attitude and foundation of teachers' professionalism*) I was trying to demonstrate that teacher's professional development, functioning at work and in personal life depends largely on his or her ability to coexist and cooperate with other people. In the mentioned text, I have

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<sup>67</sup>B. Jakimiuk, *Sources of professional satisfaction of secondary school teachers*, "Cuestiones Pedagógicas", no. 24, 2014/2015, pp. 75-88.

<sup>68</sup>B. Jakimiuk, *Umiejętności interpersonalne a funkcjonowanie zawodowe nauczycieli*, in: E. Sałata, M. Mazur, J. Bojanowicz (eds.), *Edukacja wczoraj – dziś – jutro. Edukacja w dialogu pokoleń i budowaniu lepszej przyszłości*, Radomskie Towarzystwo Naukowe, Radom 2015, pp. 484-493.

<sup>69</sup> B. Jakimiuk, *Praca nauczyciela jako obszar budowania relacji interpersonalnych*, „Szkoła. Zawód. Praca”, no. 11, 2016, pp. 116-128.

<sup>70</sup>B. Jakimiuk, *Tworzenie relacji interpersonalnych jako postawa i fundament profesjonalizmu nauczycieli*, in: J. M. Łukasik, Norbert G. Pikuła, K. Jagielska (eds.), *Rozwój nauczyciela od wczesnej dorosłości do późnej starości*, Oficyna Wydawnicza „Impuls”, Kraków 2016, pp. 49-64.

carried out an analysis referring to interpersonal relations as consciously adopted and exhibited attitude towards others. Moreover, I have described how being on good terms with others is related to teachers' professionalism. In the compilation *Etyczno-deontologiczne aspekty pracy nauczyciela*<sup>71</sup> (*Ethical and deontological aspects of teacher's professional activity*) I have presented reflections on vital questions I have recognized: What factors influence duty-imposing orientation<sup>72</sup> and ethical behaviour of a teacher? To what extent are they a result of own attitude regarding taking actions and meeting obligations and how they depend upon work conditions and atmosphere? What teacher's actions prove lack or neglect of ethical and deontological competences? Questions concerning ethical-deontological aspects of work should not only be a subject of analysis but most of all – become a basis of conduct and of teacher's professional duties fulfilment. Issues connected with teachers' professionalism were as well a subject of analysis in the compilation written in English entitled *Professionalisation of adult educators: some implications for education and training*<sup>73</sup>. I have presented reflections associated with searching answers to basic questions: Who is a teacher of adults? What certificates and qualifications proving his or her professional background should he/she have? What skills and competences should he/she have? How shall we educate teachers of adults? Is it a single specialization (a teacher of adults) or maybe a set of specializations connected with different types of activities and support offered to adults? The questions posed prompt a reflection upon professional background and professionalism of the teacher of adults. It seems that in the times of lifelong learning the definition of formal requirements regarding professional education of teachers of adults is an urgency and an enormous challenge, especially for higher education institutions that train teachers for different levels of education.

An important area of pedagogy is **work humanization**<sup>74</sup>, changes in work leading to "giving a human work fully humanistic character"<sup>75</sup>, including the influence of work

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<sup>71</sup> B. Jakimiuk, *Etyczno-deontologiczne aspekty pracy nauczyciela*, in: R. Gerlach (ed.), *Edukacja dla przyszłości w świetle wyzwań XXI wieku*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2017, pp. 378-386.

<sup>72</sup> H. Kwiatkowska, *Pedeutologia*, Wydawnictwa Akademickie i Profesjonalne, Warszawa 2008, p. 214.

<sup>73</sup> B. Jakimiuk, *Professionalisation of adult educators: some implications for education and training*, in: G. K. Zarifis, M. Gravani, L. Jogi, W. Juette (eds.), *The role of higher education in the process of professionalisation*, Cambridge Scholars Publishing, 2018, editor's proof of acceptance to publication.

<sup>74</sup> R. Gerlach, *Nowe obszary badawcze w pedagogice pracy*, in: Z. Wiatrowski: *Pedagogika pracy i andragogika w konstelacji europejskiej i globalnej*, Włocławskie Towarzystwo Naukowe, Włocławek 2006, pp. 115-123.

<sup>75</sup> Z. Wiatrowski, *Podstawy pedagogiki...*, (quotation), p. 392.

on the individual executing it, on their personality, behaviour, attitudes, system of values, as well as the influence of a person on the work<sup>76</sup>, hence the issues relevant to the subject of "human in the world of work"<sup>77</sup>, especially in the sphere of work culture research<sup>78</sup>. The results of my research investigations concerning these questions were presented in the articles, compilations and in a monograph mentioned in the previous part of this Summary as a basic academic achievement in habilitation process. The psychosocial threats associated with professional work execution were a subject of analysis in the chapter *Wybrane problem pracy zawodowej a jakość życia człowieka*<sup>79</sup> (*Selected work problems and the life quality*). It revolved around the causes and results of such increasingly common phenomena as: occupational stress, burnout syndrome, mobbing and workaholism in relation to quality of human life and one's functioning in the professional and private province. In the compilation *Relacje interpersonalne w miejscu pracy i ich znaczenie dla funkcjonowania zawodowego*<sup>80</sup> (*Interpersonal relationships at workplace and their impact on professional functioning*) I have pointed out the meaning of interpersonal relations in the workplace: as a source of support and learning from each other on the one hand, and as a professional failure factor and a source of dissatisfaction from work on the other. Besides, I have distinguished factors favouring right relations at work and work culture formation. Article *Etyczne aspekty realizacji kariery zawodowej*<sup>81</sup> (*Ethical aspects of professional career*) contains an analysis of career in ethical context because of its importance for human development and shaping the surrounding reality. Dealing with these issues seems vital due to possible unethical behaviours that may become a certain standard of conduct in the career realization, especially in the situation of competition on the labour market. Professional career may become a framework for personal development and for realization of essential values. However, unethical operations always lead

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<sup>76</sup> F. Szlosek, *Tożsamość pedagogiki pracy...*, (quotation), p. 86.

<sup>77</sup> S. Kaczor, *O potrzebie badań...*, (quotation), pp. 44-45.

<sup>78</sup> Z. Wołk, *Kultura pracy, etyka i kariera zawodowa*, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji – PIB, Radom 2009, p. 9.

<sup>79</sup> B. Jakimiuk, *Wybrane problemy pracy zawodowej a jakość życia człowieka*, in: Z. Gaś (ed.), *Człowiek na rozdrożu. Zrozumieć, aby pomóc*. Wydawnictwo Naukowe Wyższej Szkoły Ekonomii i Innowacji, Lublin 2013, pp. 257-278.

<sup>80</sup> B. Jakimiuk, *Relacje interpersonalne w miejscu pracy i ich znaczenie dla funkcjonowania zawodowego*, in: B. Pietrulewicz, M. A. Paszkowicz (ed.), *Wybrane zagadnienia aktywności zawodowej człowieka na rynku pracy*, Wydawnictwo Naukowe Polskiego Towarzystwa Profesjologicznego, Zielona Góra 2015, pp. 55-63.

<sup>81</sup> B. Jakimiuk, *Etyczne aspekty realizacji kariery zawodowej*, „SzkolaZawód Praca”, no. 10, 2015, pp. 55-64.

to some kind of demoralization, tendencies to facilitate one's life, choosing shortcuts, abusing others to achieve one's goals. Matters related to social support experienced in the workplace as a factor shaping job satisfaction, and, in consequence, life satisfaction were a subject of analysis in the compilation entitled *Social support at work as a moderator of the relationship between job and life satisfaction*<sup>82</sup> published in English. In the above article I have underlined the issue of reconciling professional roles with family roles linked with subjective and objective aspect of life quality. The questions of work humanization that I am analysing in the above-mentioned studies touch also the research problem of **pedagogical functions of work environment**<sup>83</sup> from the field of work pedagogy. These questions explore ways of supporting the functioning of an individual and their development within the executed profession, which was described in the compilation *Satysfakcja zawodowa jako problem humanizacji pracy*<sup>84</sup> (*Professional satisfaction as issue of work humanizing*). Job satisfaction is a specific result of various interactions in the workplace, including: educational, connected with vocational development and skill-building; interpersonal relations shaping; acquiring work culture-related features; assuring work security and preventing psychosocial threats connected with executed profession and those connected with individual perception of how one's own needs are met in the area of professional work. I have recognized the issue of job satisfaction as significant in the situation of work culture deficit and because of the importance of right understanding of the individual's role in the work process. My scientific interest regarding these questions were expressed in further publications. In the article *Środowisko pracy jako obszar budowania poczucia własnej wartości i relacji z innymi*<sup>85</sup> (*Working environment as an area of building self-esteem and relationships with other people*) I was considering work as an area of personal fulfilment, opportunity to gain experience serving one's progress, including:

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<sup>82</sup> B. Jakimiuk, *Social support at work as a moderator of the relationship between job and life satisfaction*, in: R. Tomaszewska-Lipiec (ed.), *Work-personal life. Between harmony and disintegration*. Oficyna Wydawnicza "Impuls". Kraków 2015, pp. 269-285.

<sup>83</sup> F. Szlosek, *Rozwój czy stagnacja...*, (quotation) p. 281.

<sup>84</sup> B. Jakimiuk, *Satysfakcja zawodowa jako problem humanizacji pracy*, in: F. Szlosek (ed.), *Badanie - dojrzewanie - rozwój (na drodze do doktoratu). Metodologia nauk społecznych a metodologia nauk pedagogicznych*, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji - PIB, Warszawa-Radom 2016, pp. 263-273.

<sup>85</sup> B. Jakimiuk, *Środowisko pracy jako obszar budowania poczucia własnej wartości i relacji z innymi*, „Annales Universitatis Mariae Curie-Skłodowska”, SECTIO J, Paedagogia-Psychologia, vol. 29, 4 (2016), pp. 43-54.



an occasion to build and develop the self-esteem at work and through work, perfection of competences, feeling of self-agency and conviction that one has the possibility to shape the environment, build and maintain relationships with others, finding sense in work and in the feeling that one's work is useful and needed. The chapter *Humanizacja pracy jako obszar badań w pedagogice pracy*<sup>86</sup> (*Humanization of work as research area in work pedagogy*) contains analyses of different problems of job execution, for example: work conditions and work organisation, educational and pedagogical functions of work environment, building skills and professionalism, lifelong learning, job satisfaction, motivation to work, conditions of professional development, ways of career realizing, work-life balance, interpersonal relations in the workplace, psychosocial threats from the perspective of the benefits of an individual and their development. These issues are the key research problems in the field of work humanization, involving identification and analysis of problems connected with work execution and making the search for solutions that support human development in the work process and their implementation possible. Assuming that creating job satisfaction is one of such solutions, next questions must be asked. What are the causes of getting job satisfaction? Can an employee himself/herself can make their work bringing them satisfaction and a sense of fulfilment? If yes – how? I have described the results of research in this scope in the article *Kształtowanie satysfakcji zawodowej w perspektywie zapobiegania zagrożeniom psychospołecznym w miejscu pracy*<sup>87</sup> (*Development of professional satisfaction in relation to handling psychosocial hazards in the workplace*). The solution is, on the one hand, to assure proper work conditions and, on the other hand, to make an employee himself/herself take an active part in building job satisfaction. Human being is a creator of their workplace – at the same time an educational place, not just given, but rather being a task in which activities as well as abandonments are significant. In the article I have presented a concept of *job*

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<sup>86</sup>B. Jakimiuk, *Humanizacja pracy jako obszar badań w pedagogice pracy*, in: R. Gerlach, R. Tomaszewska-Lipiec (eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wydawnictwo Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2017, pp. 413-440.

<sup>87</sup> B. Jakimiuk, *Kształtowanie satysfakcji zawodowej w perspektywie zapobiegania zagrożeniom psychospołecznym w miejscu pracy*, „Edukacja Zawodowa i Ustawiczna”, Polsko-Ukraiński Rocznik Naukowy, nr 2/2017, pp. 193-202.



*crafting*<sup>88</sup> being one of the techniques of prevention when it comes to psychosocial threats in the workplace. This technique shows a perspective of work management through proactive changes including modification of professional tasks, interpersonal relations and manners of perceiving one's own work. The application of this technique triggers human activity and adds sense to work – this way work becomes a source of fulfilment and satisfaction.

The studies I have conducted relate to various research problems of work pedagogy. In the present Summary I have presented those problems according to issues I have analysed in the field of work pedagogy: qualifications and competences, education to work, vocational counseling, professional development and career, pedeutology along with professionalism and professional functioning of teachers and work humanization. My research interests enabled me to become familiar with scientific works of work pedagogy within the framework of the examined questions and orientated my studies towards work humanization issues connected with perceiving work as a field for human development and fulfilment, for realization of values, getting satisfaction and experiencing happiness through work execution, interpersonal relations as a source of support and contentment at work. This can be noticed while analysing the chronological list of my publications (attached as a separate document – the list of achievements) in which the subjects of my latest publications were dominated by work humanization and interpersonal relations problems. However, in previous publications I also have touched the issues of axiology and subjectivity applied to work pedagogy issues. The results of my research were also presented in my projects referred to wider public and in discussions during numerous national and international academic conferences, including conferences abroad. I have described all information regarding this subject in a separate document: the list of achievements.

*Beata Jakubczyk*

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<sup>88</sup> A. Wrzesniewski, N. LoBuglio, J. E. Dutton., J. M. Berg, *Job Crafting and Cultivating Positive Meaning and Identity in Work*, "Positive Organizational Psychology", 1/2013, p. 281.