

SUMMARY OF PROFESSIONAL ACCOMPLISHMENTS

1. First name and last name: Małgorzata Anna Kuśpit

2. Diplomas, scientific degrees

1999 master's degree in psychology,

5-year uniform master's studies at the Faculty of Pedagogy and Psychology at the Maria Curie-Skłodowska University in Lublin, major: psychology

2006 Ph.D. in humanities in the field of psychology at the Faculty of Pedagogy and Psychology at the Maria Curie-Skłodowska University in Lublin

Defence of PhD thesis entitled "Temperamental-emotional determinants of the perception of visual advertisement".

Promoter: prof. dr hab. Stanisław Popek.

Reviewers: prof. dr hab. Bożydar Kaczmarek, prof. dr hab. Kazimierz Pospiszyl

3. Information on previous employment in scientific units

1999–2006 Maria Curie-Skłodowska University in Lublin: Institute of Psychology,
Department of General Psychology
Position: assistant

2007–present Maria Curie-Skłodowska University in Lublin, Institute of Psychology,
Department of General Psychology
Position: assistant professor

4. Indication of achievements according to art. 16 sec. 2 of the Act of 14 March 2003 on academic degrees and academic title as well as on degrees and title in arts (Dz. U. 2017, item 1789)

a. Title of scientific achievement:

Subject-related determinants of coping with stress in the school environment of the artistically talented young people.

Małgorzata Kuśpit, [*Subject-related determinants of coping with stress in the school environment of the artistically talented young people*], Lublin 2018, Wydawnictwo UMCS, pp. 296, publishing reviewer: prof. dr hab. Joanna Madalińska-Michalak.

b. Discussion of the scientific purpose of the above thesis and the results achieved together with the discussion of their possible use

human abilities and talents is the subject of many scientific studies, especially in the psychopedagogical context. Researchers more and more often pay attention to the need to modernize curricula and the methods of working with students with the above-average abilities. Optimization of the development of the abilities and talents of an individual is important in the context of the development of both civilization and contemporary culture (Łaszczyk, Jabłonowska, 2011). The development of human potential is possible by identifying abilities and supporting them through appropriate educational interactions, which will account for environmental influences as well as one's individual activity and commitment to self-development (Giza, 2006).

However, the didactic and educational methods of working with gifted students do not take into account the complexity and the specifics of the functioning of these students. Talented people are characterized by traits that allow them to achieve high results in a specific field of activity. However, they do not always fully use their potential and, on the way to achieve their goals, experience many failures and disappointments. For this reason, the functioning of gifted people should be analysed with the use of interactive concepts (cf. Popek, 2001, 2010). Thus, not only cognitive qualities, but also motivation, personality, emotionality and the social environment in which a human develops play a significant role in the development of talents (Popek, 2001). The specificity of the school and the teacher-student relationship is also important for shaping talents. The abilities are the subject of many research papers and academic analyses but there are still few comparative analyses of the specificity of particular types of talents (cf. Chruszczewski, 2009; Kuśpit, 2013; 2015; Nogaj, Ossowski, 2017). I focused my interests on musical and artistic talents of school youth. Previous studies in this area indicate that artistically talented students need special attention and support in the development of their potential due to the specificity of their functioning in the emotional and social sphere. Research indicates that they feel misunderstood by the environment, feel lonely and experience internal conflicts to a greater extent (Tokarz 2005). In addition, the activity of artistically talented people is often associated with an individual search for innovative ways of expression due to the high level of creative attitude. For this reason, it may be difficult for artistically talented students to adapt to the rigid framework and requirements of the environment. Education in art schools is different than general education. Therefore, artistically talented students may experience stress caused by exhaustion, performances in front of the audience, exams and lack of support from teachers and relatives (Gluska, 2010, Kumik, 2012). Moreover, a constant need to strive for success can lead to competition between students, which in turn leads to high levels of stress. In the case of musically talented students, the need for



social exposure, presentation of own skills at auditions, performances and competitions may lead to the fear of assessment by other people and constant internal tension. However, in art schools stress is most often caused by the problem related to artistic evaluation and the crisis of creativity (Olejniczak 2013). Students of art schools participate in exhibitions, contests and reviews. In addition, high demands and simultaneous fear of teacher evaluation lead to severe stress with which artistically talented students cannot cope effectively due to high emotional sensitivity (cf. Więckowska-Kowalska, 2017).

The main purpose of the study was to determine the relationship between the methods of coping with stress by artistically talented young people in the school environment and their personality traits, self-esteem and the ability to understand emotions, and to compare in this respect musically and artistically talented young people with non-profiled youth (attending general schools). The concept of “typical” (non-profiled) youth was introduced by Chruszczewski (2006, p. 9).

The main research problem is included in the question:

Are there – and if so – what are the relationships between styles of coping with stress of musically and artistically talented young people when compared to non-profiled youth and selected subjective factors?

The research problem formulated in this way allowed me to come up with the following specific questions:

- 1. What styles of coping with stress are preferred by musically and artistically talented youth compared to non-profiled young people?**
- 2. What is the level of personality traits, self-esteem and the ability to understand emotions among musically and artistically talented youth in comparison with non-profiled youth?**
- 3. What are the dependences between the preferred styles of coping with stress of musically and artistically talented youth compared to non-profiled youth and their personality traits, self-esteem and the ability to understand emotions?**

In my research, I assumed that:

There is a significant dependence between the preferred styles of coping with stress of artistically talented and non-profiled youth and their personality traits, self-esteem and the ability to understand emotions. There are significant differences in this area between musically and artistically talented young people and non-profiled youth. The intensity of

the values of the variables analysed determines the intensity of these dependences (cf. Chruszczewski, 2009; Pufal-Struzik, 2013).

In order to clarify the empirical considerations, I have formulated the following detailed hypotheses:

H 1. Young people characterized by openness to experience and conscientiousness usually prefer the style focused on the task. In contrast, adolescents with a high level of neuroticism use the style focused on emotions or avoidance. Extravagant people, especially, look for social contacts (cf. Costa et al, 1996; Endler and Parker, 1990; Dąbrowska, 2007; Hooker, Frazier and Monahan, 1994; Nekano, 1992; Salomonska, 2001). There is a significant variation in the musically talented, artistically talented and non-profiled youth when it comes to the analysed variables and the dependences between them (cf. Chruszczewski, 2009).

H 2. The higher the level of self-esteem of the youth examined, the more often in stressful situations they use the style focused on the task, striving actively to solve problems and remove obstacles that are the source of unpleasant experiences and negative emotions. People with low self-esteem are characterized by higher caution, predominance of negative emotions over positive ones, which may be an obstacle to concentrating on the task in order to deal with it. There is a significant variation in the studied musically talented, artistically talented and non-profiled youth in the field of the analysed variables and the dependences between them (cf. Grzegołowska-Klarkowska, 2001; Kemp, Mills, 2002; Kofta, 2001; Lachowicz-Tabaczek, 2001; Terelak, 2008).

H 3. Along with the increase of the ability to understand emotions, the studied youth more often applies the style focused on the task rather than on emotions or avoidance. There is a significant variation in the studied musically talented, artistically talented and non-profiled youth in the field of the analysed variables and the dependences between them (Robinson, 2000; Tokarz, Kaleńska, 2005).

In addition, when solving the above problems, independent intermediary variables, such as, gender and school type were included in the analyses. Thus, the full picture of the interesting phenomenon has been obtained.

The research included a sample of 700 people (the responses of 635 people were taken into account), of whom there were 231 students from music schools (153 girls and 78 boys), 216 art school students (184 girls, 32 boys) and 188 general high school students (103 girls, 85 boys) at the age of 16–18. The selection of the sample of students was proportional. In the case of art school students, it was purposeful, while students from general schools were randomly selected. The research was conducted in secondary art and music schools in the Mazowieckie,



Kujawsko-Pomorskie, Śląskie, Małopolskie, Świętokrzyskie, Podkarpackie, Łódzkie and Lubelskie province as well as in general secondary schools in the Lubelskie and Kujawsko-Pomorskie province.

I used the following research tools:

1. **Coping Inventory for Stressful Situations (CISS)** by Endler and Parker in the Polish adaptation of Jan Strelau, Aleksandra Jaworowska, Kazimierz Wrześniewski, Piotr Szczepaniak.
2. **NEO-Five-Factor Inventory** by Costa and McCrae, in the Polish adaptation of B. Zawadzki, J. Strelau, P. Szczepaniak and M. Śliwińska.
3. **M. Rosenberg Self-Esteem Scale (SES)** in the Polish adaptation of I. Dzwonkowska, K. Lachowicz-Tabaczek and M. Łaguna.
4. **Test of Emotion Comprehension (TEC)** by A. Matczak and J. Piekarska.

The analysis of the obtained empirical material allowed for defining the styles of coping with stress of artistically talented and non-profiled youth. Thus, the first detailed research problem was solved. The results of the conducted research indicate that students from music and art schools are characterized by similar results in terms of the levels of the style focused on the task. One in three analysed students presents a low, average and high level of this style of coping with stress. Therefore, in dealing with stress, respondents take constructive actions in order to handle the unfavourable situation. On the other hand, almost every secondary school student is characterized by a low level of the task-focused style of coping with stress. The smallest number of students have a high level of it. Subsequent and more accurate analyses allowed for comparing the preferred styles of coping with stress by young people from three groups. It turned out that significant differences were observed between musically talented students and youth from general schools. Compared to students attending general schools, adolescent musicians more often use effective methods of coping with stress, such as, the desire to transform or change a specific situation. They more often use the task-focused style. However, no statistically significant differences were found in this style of coping with stress between artistically and musically talented young people. Analyses concerning the levels of the emotion-focused style among students from music, art and general high schools show that the highest level is presented by students from art schools. This was also confirmed by intergroup comparisons. Artistically talented young people concentrate on their own experiences and emotions in a stressful situation, instead of looking for effective ways to deal with it. Musically talented students in comparison to artistically talented and non-profiled youth most often use the style focused on avoidance. It turned out, moreover, that musically talented students

significantly differ from artistically talented pupils in the use of this style. At the same time, young people attending music schools more often than artistically talented students avoid thinking about stressful situations. What is more, they usually cope with stress by looking for social contacts compared to the other two groups of students.

The analyses regarding the comparisons in the styles of coping with stress and gender of the studied youth revealed that musically talented girls attending secondary schools are characterized by a greater intensity of the emotion-focused style compared to boys from music and general high schools. They also avoid thinking about it by engaging in substitute activities. Such a relationship does not occur among artistically talented girls. Among artistically talented students, girls and boys differ significantly in terms of the style focused on the task. Boys in comparison to girls in the studied group of students are characterized by a greater intensity of this style. When determining the dominant style among girls and boys, one can notice statistically significant differences in the group of students from general schools. Girls from non-profiled schools more often than boys use the style focused on emotions and avoidance. Thus, when in stressful situations, girls tend to concentrate on their own emotional states to a greater extent than boys.

When solving another research problem, I obtained results that allowed for detecting the personality traits of artistically talented and non-profiled students. The obtained research results indicate that artistically talented teenagers are characterized by a significantly higher level of neuroticism when compared to musically talented youth. In difficult situations, artistically talented students may be more sensitive to stress, which in turn makes it difficult for them to adapt to new situations. It can also be associated with a stronger feeling of fear, tendency to worry and experiencing negative emotions in comparison to the other two groups of students. Extraversion was another analysed personality trait. It has been found that musically talented young people are the most extravertive and, therefore, open, active and sociable in interpersonal relations when compared to their artistically talented peers attending general schools. Students from the three school types also differ in terms of another personality trait, namely, openness to experience. In this case, the highest level of this trait is characteristic of artistically talented youth. Therefore, musically talented pupils are less open to experience than artistically talented pupils, but the lowest result in terms of this personality factor was obtained by students from general schools. Perhaps this is related to the specificity of education in particular types of schools and the varied level of creativity and unconventionality of individual groups of students. Based on the analysis of the obtained research results, differences were found between pupils from music, art and general high schools in terms of agreeableness and conscientiousness. In



this case, musically talented students are characterized by a higher level of the above-mentioned personality factors in comparison to the plastically gifted youth and general schools. Undoubtedly, these properties are important in achieving school successes and perfecting talents. The comparison in the scope of personality traits and gender of the studied groups of students indicates that only musically gifted pupils have statistically significant differences in this respect. Girls are characterized by a higher level of neuroticism, while boys are more extroverted. There were no differences between girls and boys among artistically talented students and non-profiled students.

Self-esteem was another analysed factor. The obtained research results indicate that musically talented, artistically talented and general school pupils are characterized by a low level of self-esteem. Moreover, in art schools there are more pupils with low self-esteem than in music and general schools. In contrast, the analyses made between self-assessment and gender showed that girls and boys from art schools are different in this regard. It turns out that the majority of girls who are musically and artistically talented are characterized by low self-esteem. The majority of boys from both groups have an average level of self-esteem. However, there were no differences in the level of self-esteem between girls and boys from general schools.

The ability to understand emotions among students who are musically and artistically talented and non-profiled pupils is at the average and high level. On the basis of the obtained research results, there were no differences in the ability to understand emotions between students from the compared groups. However, differences between girls and boys appear only among musically talented students. It turned out that more boys are characterized by a lower level of ability to understand emotions when compared to girls in the studied group of young people.

When verifying the first hypothesis, it should be stated that there are dependences between the styles of coping with stress and subjective factors, such as personality traits, self-esteem, and the ability to understand emotions among musically talented, artistically talented and non-profiled students. However, not all the properties are important for the preferred styles of coping with stress. It turned out that there are differences in this regard among musically talented, artistically talented and non-profiled students.

The first detailed hypothesis has been confirmed. As assumed, in all three groups of the analysed students, the increase of neuroticism and intensification of the style focused on emotions was found. In the group of musically talented students neuroticism is accompanied by the style focused on avoidance by engaging in substitute activities. On the other hand, among



artistically talented teenagers, along with the increase in neuroticism, the intensity of the style focused on avoidance is reduced through seeking social contacts. Among students from general secondary schools, neuroticism positively correlates with the intensity of the style focused on engaging in substitute activities, while the intensity of the style focused on seeking social contacts decreases. As assumed, openness to experience and conscientiousness among artistically talented, musically talented and non-profiled students correlates positively with the style focused on the task. The obtained results are consistent with the previous reports of other researchers (cf. Costa et al., 1996; Hooker, Frazier and Monahan, 1994). Extraversion, however, positively correlates with the style focused on the task among artistically talented pupils and those attending general schools. In addition, among students from all three types of schools, a higher level of extraversion is accompanied by a greater intensity of the avoidance-focused style through the search for social contacts. In addition, among students from art schools, an increase in extraversion is accompanied by an increase in the intensity of the style focused on avoidance through engaging in substitute activities. Agreeableness, on the other hand, negatively correlates with the style focused on emotions, both in the group of students from music, art and general schools. Therefore, the competitive and egocentric attitude is not conducive to constructive ways of coping with stress. However, in the group of artistically talented and non-profiled students, a negative correlation was found between agreeableness and involvement in substitute activities, and a positive one with the search for social contacts. On the basis of the obtained research results, it can be stated that a high level of agreeableness favours establishment of interpersonal relations and dealing with stress in this way.

The second detailed hypothesis has also been verified positively. Artistically talented, musically talented and general school students with a high level of self-esteem use the task-focused style. In addition, it was found that high self-esteem is associated with the style focused on avoidance through seeking social contacts.

The third detailed hypothesis has been partially confirmed. The ability to understand emotions is associated with the task-focused style only in the group of non-profiled students. In addition, it was found that among musically talented and non-profiled students together with the increase in the ability to understand emotions the intensity of the style of coping with stress focused on emotions decreases.

The obtained research results revealed correlations between personality traits, self-esteem and the ability to understand emotions among musically talented, artistically talented and non-profiled students. It turns out that on the one hand the youth from the three studied groups is characterized by similar styles of coping with stressful situations, which depends on



specific subjective factors. On the other hand, when conducting a more thorough analysis of the obtained research results, one can notice specific differences between the musically talented, artistically talented and general school students.

The results of the conducted research are important for educational – tutorial practice and optimization of the development of talents.

A high level of neuroticism of artistically talented youth with simultaneous sensitivity and unconventionality means that they use ineffective methods of coping with stress, which may also reduce their motivation to act. This knowledge should be taken into account both in the education and upbringing process. Teachers should provide students with appropriate emotional conditions and support them in difficult situations. It is also important to encourage them to engage in interpersonal relationships, cooperate with peers and develop skills, such as, assertiveness, emotional intelligence and constructive techniques of coping with stress. Knowledge and support of significant people is a factor alleviating tensions and difficulties associated with the presentation of the effects of own work, participation in competitions or exhibitions, and contributes to positive and adequate assessment of own abilities and good functioning in the school environment.

Based on the obtained results, it was found that students with musical talents are characterized by a high level of conscientiousness and agreeableness while using constructive ways of dealing with stress, focusing on the task and seeking social contacts. They are also more extroverted than students who are artistically talented and less open to experience. Therefore, when educating musically talented adolescents it is important to pay special attention to the fact that an overly high level of conscientiousness together with the preference for conventional and stereotypical types of action may lead to perfectionist tendencies. Therefore, a creative attitude and nonconformity, courage and openness to new experiences should be developed in this group of students. Moreover, different ways of problem solving should be presented to these students, their cognitive curiosity should be stimulated and the skills of experiencing success and failure should be shaped.

It is important to note for the educational practice that general school students use ineffective ways of coping with stress and are less open to experience than artistically talented youth. In non-profiled general schools, more attention should be paid to developing a creative attitude, unconventionality, encouraging students to make independent choices, developing imagination, originality and flexibility of thinking, as well as the ability to interact with peers. It is also important to teach effective methods of coping with stress and proper time management when performing both school and non-school duties.



In the process of educating artistically talented, musically talented and non-profiled students special attention should be paid to the development of adequate self-esteem and belief in own abilities, which is particularly important in achieving success in various fields of activity in later life.

Therefore, it is necessary to pay attention to the fact that besides the requirements set for students, subjectivity and individualization in the education process are an indispensable element. It is important to take into account not only the cognitive potential of pupils, but to pay attention to personality factors and the social environment that can play an important role in dealing with difficulties and improving individual abilities. Therefore, the education of gifted students should not only take account of their results and achievements but also comprehensive development, and pay special attention to its social dimension, especially the school environment. The analysis of talents should, therefore, be presented in an interactive context.

The obtained research results may be used in the creation of didactic programs appropriate for individual types of art schools so as to account for the differences in the specificity of the functioning of the musically and artistically talented students. Teachers' knowledge about subjective factors and their significance in coping with stress can be useful in proper student approach and proper targeting of their potential. In addition, teachers educating gifted young people can increase the students' awareness of their individual traits and factors important in coping with stress, which in turn can contribute to the development of effective ways of dealing with it. Knowledge about the specifics of individual talents can also be used by parents who will be able to properly support their children in the development of their talents.

The process of education and upbringing should take into account the profile of talents and specific characteristics of students in this area. Teachers' knowledge about the differences between talented individuals can help them focus on unique opportunities. It turns out that musical and artistic talents have their own specificity and profile. Education in music and art schools is different from education in non-profiled schools. In this case, it is necessary to apply appropriate strategies to work with talented students in order to optimize their development.

5. Discussion of other scientific and research achievements

My interests and research activities focus on two main areas:

1. Psychopedagogical aspects of creativeness and development of gifted and talented youth in the school environment and adults.
2. Threats in the development of children, adolescents and adults.

In addition, I have been very active in popularizing the area of my scientific explorations.

a. Psychopedagogical aspects of creation and development of gifted and talented youth in the school environment and adults.

The above-presented monograph “Subjective determinants of coping with stress in the school environment of artistically talented youth” fits in the mainstream of my research interests in psychopedagogical aspects of creativity and the development of gifted and talented youth in the school environment and adults. In addition to this thesis, there is another publication, that is, a co-author monograph which is the result of many years of my research, two collective studies under my editorship, one study in which I am a co-editor and 12 articles (including 2 co-author articles) published in magazines and as part of edited research theses.

The result of my cooperation with associate prof. dr hab. Barbara Mróz from the University of Opole and associate prof. dr hab. Agata Chudzicka-Czupala from the SWPS University of Social Sciences and Humanities, a Non-Resident Department in Katowice is a co-authored monograph entitled “*Personality and creative competences. Psychological determinants of employee creativity*”, Warsaw 2017, Wydawnictwo Naukowe Scholar, p.174, publishing reviewers: prof. dr. hab. Augustyn Bańka, dr hab. Grażyna Mendecka, prof. KSE.

This monograph consists of three parts: Personality and the sphere of values versus the sense of quality of life, creativity versus organization and personality competences versus styles of coping with stress. The third part constitutes my contribution to this monograph. This study is the result of my research interests concerning the issues of creativity, talents and gifts in the school environment. In chapter entitled “Creative attitude versus styles of coping with stress and professional burnout of art school teachers”, I concentrated on searching for mutual relations between creative attitude, styles of coping with stress and professional burnout of art school teachers. In accordance with the interactive model of abilities and talents, the social environment is of key importance for optimizing the development of the potential of students. Assuming that the teacher’s predispositions to practice their profession and their personality characteristics are highly important for shaping the pupils’ potential and the results achieved in the education process, I have included a group of teachers of artistic schools (music and art) in my research. Psychosocial aspects in the work environment are of particular importance for the individual’s health and effectiveness. The situations where there is a lot of burden on a person can be a source of stress (Lazarus, Folkman, 1984). The profession of a teacher is associated with a great deal of burden and responsibility. It is a social profession the primary goal of which

is to “work for the good of students through close interpersonal contacts characterized by empathy and care” (Tucholska, 2009, pp. 91–92). The teacher’s personality is one of the important aspects influencing the effectiveness of their actions, which in turn contributes to the development or inhibition of the students’ potential. In my thesis I used the interactive model of artistic creativity by S. Popek (2001; 2010), according to which artistic creativity is related to the cognitive, emotional, motivational and volitional spheres as well as the social and natural environment. In this model, the social environment is listed as an important factor in the development of creativity. The creative potential of an individual can be shaped through appropriate parental influences. The same environment and its specific social conditions can stimulate or inhibit the development of human creative potential (Popek, 2001, 2010).

It turns out that teachers often experience stress and are exposed to professional burnout, which may result in lowering efficiency in didactic work (Terelak, 2007). The profession of a teacher is connected with the necessity of performing various roles, such as: organizer, manager of the didactic process, social activist, educator, a person who studies, learns and experiments themselves, organizer of the home-school balance (Terelak, 2007).

A teacher fulfilling their professional role is forced to comply with the requirements of the curriculum, which often makes it difficult to reveal their individual properties and competences and creatively approach the teaching process. Therefore, the issues I have focused on include looking for mutual relations between one of the aspects of personality, that is, creative attitude versus the styles of coping with stress and professional burnout of art school teachers. In this study, I used the concept of stress by Endler and Parker (1990a, 1990b, 1994) who refer to the transactional concept of stress by Lazarus and Folkman. The style of coping with stress, according to the authors, is a characteristic way for a person to behave in different stressful reactions of a conscious nature (Endler and Parker, 1990b). They distinguish the style focused on task, emotions and avoidance (cf. Strelau, Jaworowska, Wrześniewski, Szczepaniak, 2005). Professional burnout was another variable I dealt with in my research. In the literature of the subject it is referred to as a reaction that results from long-term emotional stress. It is associated with professions that require contacts with another human being (Terelak, 2008). The research problems formulated by me related to the determination of differences in levels of creative attitude, styles of coping with stress and professional burnout in teachers of profiled and general subjects teaching in art schools and mutual relations between creative attitude versus styles of coping with stress and professional burnout of art school teachers. In my research, I used the Creative Behaviour Questionnaire (CBQ II) (Popek, 2000), Coping Inventory for Stressful Situations (CISS) by Endler and Parker in the Polish adaptation of Jan

Strelau, Aleksandra Jaworowska, Kazimierz Wrześniewski and Piotr Szczepaniak (2005) and the Link Burnout Questionnaire (LBQ) – the Polish adaptation of the Italian questionnaire.

The obtained results revealed no significant differences between teachers of art and general subjects in terms of creative attitude, styles of coping with stress and professional burnout. On the other hand, the conducted analyses of the obtained results revealed specific personality characteristics, styles of coping with stress and dimensions of burnout in the group of all teachers from music and art schools. It turns out that most of the teachers in the study group are characterized by a high level of creative attitude and manifest heuristic and nonconformist behaviour. Therefore, art school teachers in the studied group are characterized by openness, the ability to build new cognitive systems, flexibility, sensitivity and tolerance (Crutchfield, 1961, Popek, 2000). It turned out that the majority of the surveyed teachers in the studied group use constructive methods of coping with difficult situations (the task-focused style), which is also important in the effective implementation of professional and social goals. In terms of professional burnout, high level of psychophysical exhaustion, lack of engagement in relationships, a sense of professional inefficiency and disappointment are manifested by about 30% of art school teachers. Regarding the relationship between the variables studied, it was found that the creative attitude promotes the use of the task-focused style of coping with stress. However, the higher the level of reconstructive attitude, the more often the surveyed teachers use the style focused on emotions and avoidance, in particular engaging in substitute activities. In contrast, in the surveyed group of teachers, reconstructive attitude and conformism correlated with all the dimensions of occupational burnout in addition to psychophysical exhaustion. It turns out that people who are characterized by dogmatism are inflexible and open to new ideas are less involved in relationships at work. They are distant, indifferent and can be hostile to other people. They also have a greater sense of professional inefficiency and poorly assess their effectiveness in achieving their goals. They also experience greater disappointment, treat their work as an obligation, which leads to decreased motivation, a lack of enthusiasm and negative emotions. However, dependencies between the styles of coping with stress and professional burnout of art school teachers showed that the style focused on the task is associated with less psychophysical exhaustion, a smaller sense of professional dissatisfaction and professional effectiveness, and smaller disappointment. Coping with stress by focusing on the task and making efforts to solve a difficult situation is conducive to lower professional burnout.

The conducted research may be highly important for learning about and shaping the right reactions of teachers to stress situations, which may prevent occupational burnout,

influence the quality of education of artistically talented students and help teachers achieve their educational and didactic goals. In this respect, it is important to shape a creative attitude in teachers, which promotes constructive ways of dealing with difficult situations and prevents professional burnout.

Subsequent publications are a series of scientific articles in magazines and chapters in monographs. They are the result of research on psychopedagogical aspects of creativity and development of gifted and talented youth in the school environment and adults. They refer to various and more detailed areas in this field.

My interests in the issues of creativity have been inspired by the works of prof. Stanisław Popek (2001, 2010) and his Interaction Theory. The interactive model combines the cognitive, emotional, motivational and volitional aspect with the impacts of both the natural and social environment. S. Popek captures talent and creativity in this context. Being aware of the complexity of these phenomena and the significant role of the environment in their development, I conducted research on the issues of creativity in the context of receiving stimuli, such as, advertising. When conducting research on a group of students, I proved that, depending on the level of creative attitude and some of its dimensions, people differ in their preferences for advertising images. It turned out that creative people are characterized by greater cognitive openness and the desire to overcome rigid and stereotypical habits and attitudes. I also analysed the issue of developing creativity as a way to activate socially excluded and homeless people. My interests in this phenomenon result from my cooperation with the Social Integration Center "INTEGRO" in Lublin in years 2009–2010. While conducting personal development workshops, I noticed a significant increase in creative thinking and many other psychosocial skills in participants. The development of creative thinking may contribute to greater openness to new situations and the search for more effective ways of dealing with social exclusion and thus increase social and professional activity of these people. I also conducted research on the relationship between creative attitude and styles of coping with stress by people during early adulthood. The results obtained indicate that creative people use more constructive ways of coping with stress compared to individuals characterized by reconstructive attitude. It is connected with their strong cognitive and action-oriented motivation and greater ease in overcoming barriers that make it difficult for them to perform specific tasks (cf. Popek, 2001; Strzałecki 2003). The research problems I dealt with regarding the phenomenon of creativity from different perspectives among adults indicate that this property is important for the functioning of a human in various areas of their activity.



The next series of articles focuses on the problems of psychopedagogical aspects of creativity and development of gifted and talented youth in the school environment. What I also considered important in the cognitive and practical context was the relationship between the creative attitude versus the general level of aggressiveness and the structure of aggressive reactions. The results of my research indicate that the cognitive sphere of creative attitude is important in this respect. In addition, the characterological dimension of the reconstructive attitude also facilitates the aggressiveness of school youth. Therefore, submission, conformism, the fear of rejection, adaptive rigidity, and frustration resulting from the lack of the ability to express one's needs are conducive to aggressive reactions.

My interests, apart from the analysis of the phenomenon of creativity, also focused on the abilities and talents of young people. I conducted research on the gifted students' personality determinants of coping with stress. Research on a sample of students included in the program for the care of talented youth, the purpose of which was to determine the relationship between personality traits, self-esteem and styles of coping with stress, indicates that highly conscientious and extrovert individuals manifest the style of dealing with stress focused on the task. However, students with a high level of neuroticism tend to use the emotion-focused style which involves the analysis of own negative states associated with experiencing anxiety, tension, feelings of guilt and embarrassment. Moreover, the results of my research revealed that students with high self-esteem cope with stress by searching for ways to solve problems. On the other hand, low self-esteem is accompanied by a tendency to focus on own emotional states.

My research explorations also concern the relationship between social competences of emotional intelligence, the styles of coping with stress and comparative analyses of students from art and general high schools. In my research, I also drew attention to relatively rare comparative analyses of the functioning of gifted and talented students. The research results can be used in education, support and comprehensive development programs for the youth from the compared groups. It turns out that, in addition to the cognitive dimension, they have personality properties and an emotional and social sphere. Appropriate interactions at work with gifted and talented students can contribute to their success not only in school conditions, but also in future professional, personal and social life. Further research is the result of cooperation with the Center for Artistic Education and art schools in the Lubelskie province. Together with Barbara Wojtanowska-Janusz, we analysed the relationship between stage fright and coping with stress by musically talented students. We examined students covered by the gifted youth care program and attending a profiled music school. However, in subsequent

independent studies on artistic talents, I analysed the relationship between the creative attitude and the understanding of emotions.

I also analysed the specificity of education and upbringing of gifted and talented students, development opportunities and support for talents, including sports talents through impacts and educational influences. I also drew attention to the fact that in shaping and developing abilities and talents the master-student relationship is essential. An appropriate teacher approach can indeed help optimize potential development at the early education of gifted students.

The following publications, which I present for the assessment in a more detailed way, show the results of my research and analysis in the field of the discussed issues:

1. Mróz B., Chudzicka Czupała A., Kuśpit M., *Kompetencje osobowościowe i twórcze. Psychologiczne uwarunkowania kreatywności pracowników [Personal and creative competences. Psychological determinants of employee creativity]*, Warszawa 2017: Wydawnictwo Naukowe Scholar, pp. 174. (monograph)
2. Kuśpit, M., Postawa twórcza a odbiór reklamy wizualnej [*Creative attitude and the perception of visual advertising*] In: S. Popek, R.E. Bernacka, C. Domański, B. Gawda, D. Turska (ed.). *Nowe perspektywy rozwoju psychologii twórczości [New perspectives for the development of the psychology of creativity]*, Lublin 2009: Wyd. UMCS, pp. 158–168.
3. Kuśpit M. Społeczno-emocjonalne aspekty funkcjonowania uczniów uzdolnionych plastycznie [*Socio-emotional aspects of the functioning of artistically-talented pupils*] In: M. Kuśpit (ed.), *Barwy twórczości [Colours of creativity]*, Lublin 2013: Wydawnictwo UMCS, pp. 317–339.
4. Kuśpit M., Tychmanowicz A. Zdolności i twórczość w świetle Teorii Interakcyjnej prof. Stanisława Popka [*Talents and creativity in the light of Interactional Theory by prof. Stanisław Popek*] In: M. Kuśpit (ed.), *Barwy twórczości [Colours of creativity]*, Lublin 2013: Wydawnictwo UMCS, pp. 415–422.
5. Kuśpit M. Kształtowanie twórczości jako sposób aktywizacji osób wykluczonych społecznie bezrobotnych i bezdomnych [*Shaping creativity as a way of activating socially excluded and homeless people*] In: M. Czechowska Bieluga, A. Kanios. *Współczesne oblicza pomocy społecznej pracy socjalnej [Contemporary aspects of social work social assistance]*, Lublin 2014: Wydawnictwo UMCS, pp. 121–131.
6. Kuśpit M. Mistrz i uczeń w kontekście zdolności. Specyfika pracy z uczniem zdolnym [*Master and student in the context of abilities*] (s. 183–192). In: G. E. Kwiatkowska, J. Posłuszna (ed.), *Relacja mistrz–uczeń. Rozważania z perspektywy psychologii muzyki [Master-student relationship. Considerations from the perspective of the psychology of music]*, Kraków 2015: Wydawnictwo Aureus.

7. Kuśpit M. Zachowania agresywne w sytuacji konfliktów społecznych a postawa twórcza [Aggressive behaviour in a situation of social conflicts and creative attitude], In: D. Borecka-Biernat (ed.) *Sytuacje konfliktu społecznego. Przyczyny – Sposoby rozwiązywania – Skutki* [Situations of social conflict. Causes-Methods of conflict solving-Effects], *Prace Psychologiczne LXII, Acta Universitatis Wratislaviensis No 3601*: Wrocław 2015: Wydawnictwo Uniwersytetu Wrocławskiego, pp. 185–197.
8. Kuśpit M. Postawa twórcza a style radzenia sobie ze stresem przez osoby w okresie wczesnej dorosłości [Creative attitude and styles of coping with stress by people in early adulthood] In: K. Denek, A. Kamińska, E. Kraus, P. Oleśniewicz. *Edukacja jutra. Jakość kształcenia i niepowodzenia szkolne*. [Education of tomorrow. Quality of education and school failures], Sosnowiec 2015, Wyższa Szkoła Humanitas: Oficyna Wydawnicza „Humanitas”, 135–147.
9. Kuśpit M. Osobowość a style radzenia sobie ze stresem przez młodzież zdolną i uzdolnioną plastycznie [Personality and styles of coping with stress by talented and gifted young people. In: M. Kuśpit, A. Tychmanowicz, J. Zdybel (ed.) *Twórczość. Kreatywność. Innowacyjność. Wybrane zagadnienia* [Creation. Creativity. Innovation. Selected topics], Lublin 2015: Wydawnictwo UMCS, pp. 135–146.
10. Kuśpit M., Wojtanowska-Janusz B. Trema a style radzenia sobie ze stresem uczniów szkół muzycznych [Stage fright and styles of coping with stress of music school students], *Studia Pedagogiczne. Problemy edukacyjne, społeczne i artystyczne* [Pedagogical studies. Educational, social and artistic problems] T. 27/2016, 181–206.
11. Kuśpit M. Specificity of education and upbringing of students with aptitude for sports. *Ludynoznawcze Studia* [Ethnographical Studies] 2/34/2016, 133–143.
12. Kuśpit M. Personality determinants of coping with stress by gifted students (in). J. Wierzejska, O. Karpenko, R. Franczak ed. *Current Research Problems of Polish Education*. 143–158. Lublin, 2017: Maria Curie-Skłodowska University Press.
13. Kuśpit M. Creative attitude and understanding of emotions by artistically-gifted students *Polish Journal of Applied Psychology*, vol. 15 (1)/2017, 59–78.

In addition to being the author of the above-mentioned articles and chapters in monographs in the field of psychopedagogical aspects of creativity and development of adults and talented and gifted adolescents in the school environment, I am the editor of two collective theses and co-editor of one monograph:

1. Kuśpit, M. (ed.). *Barwy twórczości* [Colours of creativity], Lublin 2013: Wydawnictwo UMCS, ss. 480, publishing reviewer: prof. dr hab. Kazimierz Pospiszył.
2. Kuśpit M. (ed.), *Zdolności i uzdolnienia, twórczość z perspektywy psychopedagogicznej* [Abilities and talents, creativity from a psychoeducational perspective] *Annales sectio J Paedagogia-Psychologia* [Annales sectio J PEDAGOGY-PSYCHOLOGY] vol. XXIX, notebook 3/2016, ss. 194.

3. Kuśpit M., Tychmanowicz S., Zdybel J. (ed.), *Twórczość. Kreatywność. Innowacyjność. Wybrane zagadnienia* [*Creativity. Creativeness. Innovation. Selected issues*], Lublin 2015: Wydawnictwo UMCS, ss. 262, publishing reviewer: prof. dr hab. Teresa Rzepa.

Publication *Colours of creativity* is the Jubilee Book dedicated to prof. dr hab. S. L. Popek on the occasion of the 55th anniversary of scientific and didactic activity. The text authors include researchers representing the most important trends in the field of creativity, skills and talents. Monograph *Creativity. Creativeness. Innovation. Selected issues.* is interdisciplinary and concerns theoretical reflections, review of the most important concepts of creativity, empirical research in this field and examples of creative solutions in various areas of human life. Another publication entitled *Abilities and talents from a psycho-pedagogical perspective* is a study of creativity, abilities and talents in the context of diagnosis, education and training.

I also presented the results of research in this area at national (15) and international (8) academic conferences. In addition, I actively participated in scientific-methodological and scientific-training conferences (4) for teachers, school directors and psychological and pedagogical counselling offices in cooperation with the Radom Teacher Training Centre, Regional In-Service Teacher Training Centre Metis in Katowice and the Board of Education in Lublin. As part of these activities, I conducted seminars, lectures and workshops in the field of developing creative thinking, creativity, personal development, working with gifted and talented students, educational pedagogy and creative expression. I also conducted creative thinking workshops at the Science Festival in 2008, 2009, 2015.

b. Psychosocial risks in the development of children, adolescents and adults

Scientific and research achievements in this field include social exclusion, aggressive behaviour and conflicts of children and adolescents, coping with stress and therapeutic interactions in this area. It consists of 10 publications: one co-authored monograph, one edited work and 8 articles and chapters in edited works (including two co-author works). I have also given 9 lectures at national and international conferences in this field.

The issue of social exclusion is an important area of my research interests. As part of work in the International Research Team, created at the initiative of the Polish Red Cross, the Danish Red Cross and the Danish Velux Foundation, an international project entitled “Windows of Opportunities (Continuation). Developing institutional and community support for day care centres for the poorest children” was implemented in eastern Poland in 2014–2015. The result of this project, in which I was the evaluator, is a co-authored monograph

in English based on a previously prepared report as part of the work in the research team: Bera R., Kanios A., Kuśpit M. entitled *Supporting the Development of Children and Young People at Risk of Social Exclusion. Developing International Cooperation in Local Communities*, Lublin 21016, Wydawnictwo UMCS, pp. 202. My contribution to the development of the monograph is 33.3%. The book is in line with social expectations regarding the fight against social exclusion and the marginalization of various social groups.

The monograph combines scientific research with the so-called *active research*. The subject of our research was the effectiveness of support in the development of children and youth at risk of social exclusion. The main objective of the research was to assess the effectiveness of activities for the benefit of children and youth participating in project "Windows of Opportunities (Continuation). Developing institutional and community support for day care centres for the poorest children". Three groups of people participated in the study: children and adolescents, parents and volunteers. We used the following research tools to analyse children and adolescents: Values Scale by M. Rokeach, SES Self-Assessment Scale by M. Rosenberg, *Me and My School* Questionnaire by E. Zwierzyńska and A. Matuszewski, and Social Support Questionnaire by B. Kmiecik-Baran. We used the following research tools to research parents: Questionnaire of Social Competencies by A. Matczak, Scale of Parental Attitudes by M. Plopa and Values Scale by M. Rokeach. We used the following set of research tools to study volunteers: Questionnaire of Social Competencies by A. Matczak, NEO-Five-Factor Inventory, General Self-Efficacy Scale by R. Schwarzer, M. Jerusalem and Z. Juczyński (GSES). The results of the conducted research indicate that the examined children and young people demonstrate high educational aspirations. The main motives that encourage the surveyed children and youth to complete the declared school result primarily from the ambitions, interests and expectations of parents. The most often indicated barriers in the implementation of educational aspirations indicated by the persons surveyed was the fact that they lived in a village or a small town, a difficult family situation and poor parents' health. In addition, it was found that the examined youth is characterized by an average level of self-esteem and motivation to act. It turned out that parents' attitudes towards children are not satisfactory. The surveyed parents mostly have an average level of social competence, and their top values include responsibility and honesty. The volunteers involved in the project implementation are the appropriate people to perform tasks, both in terms of social competence, personality traits, value system and self-efficacy. On the basis of the obtained research results, we additionally made recommendations for practical impacts.



Further research focused on personality characteristics, level of anxiety-trait and emotional intelligence of socially excluded people: the unemployed and the homeless. Based on the analysis of the obtained results, I found that among the unemployed and homeless people surveyed, almost half is characterized by a high level of extraversion and conscientiousness, while over half of respondents is characterized by an average level of openness to experience and agreeableness, average and high level of emotional intelligence. These personality traits are a good predictor of social adjustment and professional activity. It turned out, at the same time, that more than half of the respondents have a high level of neuroticism and anxiety-trait. The results of the research broaden the existing knowledge on the personality characteristics, social and emotional skills of the unemployed and homeless. This can be important when it comes to both the perception and evaluation of these people by others and the development of appropriate strategies and actions to overcome and prevent the phenomenon of social exclusion.

As part of cooperation with dr hab. Jolanta Masiak from the Medical University in Lublin, associate prof. dr hab. Mirosław Jarosz from the University of Economics and Innovation in Lublin and dr inż. Wojciech Surtel, I published an article about the phenomenon of stress, styles of coping with stress and personality disorders and comparative analysis of students of medicine from the urban and rural environment. However, together with dr. Anna Tychmanowicz, we did research on the social competences of doctors and nurses. The results were published in the English-language magazine *Progress In Health Sciences*. My analyses of other studies on the relationship between conformity and nonconformity versus styles of coping with stress by students of pedagogy and social work were also published in English. The analyses carried out indicate the dependencies between conformity and the style of coping with stress focused on emotions and avoidance. Therefore, a dependent attitude, fearfulness, small independence in pursuing the goal, defensiveness and the tendency to comply with external pressures correlate with less constructive ways of coping with stress. On the other hand, nonconformist students prefer the task-focused style in stressful situations. Therefore, they undertake efforts to solve a difficult situation by changing it or through cognitive transformation. The research conducted among students of pedagogy may be important for getting to know and shaping their proper reactions to difficult situations in future professional life. The teaching profession is exposed to the risk of professional burnout. Therefore, coming up with effective methods of coping with difficult, complex and surprising situations is important in this respect.

Subsequent publications that I present for the assessment are related to conflict and aggressive behaviour of children and adolescents and therapeutic influences. My interests in this

area result from combining scientific research with the practice of an expert witness. This activity involves giving opinions in criminal, civil and family cases of children and adolescents. As part of this issue, I analysed the specificity of conflicts among pre-school children. Aggression is especially evident in many conflict situations. It can also be a reaction or a way to deal with different social situations. What is also important are the specific reactions and behavioural patterns fortified in the process of social learning. Aggressive situations can manifest themselves under the influence of severe stress. For this reason, I undertook research on the relationship between the phenomenon of aggressiveness in social conflicts and styles of coping with stress. The conclusions from my research indicate that aggressiveness can make it difficult to cope with stress. The higher the level of negative aggressive reactions, the greater the tendency for emotional and slightly constructive reactions that intensify conflicts, both those of an internal and interpersonal nature. I published the results of these studies in the chapter in an edited monograph which was granted a third-degree team award by the Rector of the Adam Mickiewicz University in Poznań: Kuśpit M. *Aggressiveness in social conflicts and styles of coping with stress*, (pp. 288–306), (in:), D. Borecka-Biernat, M. Cywińska (ed.). *Social conflict in the sociological and pedagogical-psychological perspective. Selected issues*. Warszawa 2015: Difin. I focused on issues regarding therapeutic interactions in coping with difficulties in publications on art therapy in working with children. Education through arts, in my opinion, can become an important aspect supporting and developing a child as soon as in the early stages of education and upbringing. It is associated with the creation and use of existing creative works. At a younger school age, when a child develops dynamically, interactions with the use of art therapy can be helpful in harmonizing their development in the cognitive and emotional sphere (Drost, 2004; Marek, 2004). I also researched the aspects of the film's impact both from an educational and therapeutic perspective. Film art through its symbolic meaning facilitates communication and increases awareness about beliefs, attitudes and internal conflicts. By interacting polisensorically, it can facilitate the expression of various emotional states.

Below there is the list of publications which more broadly present the phenomena I analysed.

1. Bera R., Kanios A., Kuśpit M., *Supporting the Development of Children and Young People at Risk of Social Exclusion. Developing International Cooperation in Local Communities*, Lublin 2016: Maria Curie-Skłodowska University Press, p. 188 (monograph).
2. Kuśpit, M. Arteterapia w pracy z dzieckiem [Art therapy in work with a child] In: K. Kusiak, I. Nowakowska-Buryła, R. Stawinoga. *Edukacyjne konteksty rozwoju dziecka w wieku wczesnoszkolnym [Educational contexts of child development in early school age]* Lublin 2009: Wydawnictwo UMCS, pp. 403–413.

3. Kuśpit, M. Specyfika konfliktów u dzieci w wieku przedszkolnym [Specificity of conflicts in pre-school children] In: D. Borecka-Biernat (ed.) *Sytuacje konfliktu w środowisku rodzinnym, szkolnym i rówieśniczym. Jak sobie radzą z nimi dzieci i młodzież* [Situations of conflict in the family, school and peer environment. How children and young people deal with them], Warszawa 2010: Difin, pp. 13–22.
4. Tychmanowicz A., Kuśpit M. Social competences of health service workers. Pilot study. *Progress In Health Sciences*, Volume 2(1)/2012. 107–112.
5. Kuśpit M. Social exclusion of the unemployed and the homeless. Psychological analysis of personality and emotional factors. In: S. Byra. E. Chodkowska (Ed.), *Socio-pedagogical contexts of marginalization*. Lublin, 2013: UMCS, pp. 37–63.
6. Masiak J., Kuśpit M., Surtel W., Jarosz J.M. (2014). The stress, coping styles and personality tendencies of medical students of the urban and rural origin. *Annals of Agricultural and Environmental Medicine*, 21 (1), 189–193 ICID:1095364.
7. Kuśpit M.. Agresywność w konfliktach społecznych a style radzenia sobie ze stresem [Aggressiveness in social conflicts and styles of coping with stress] (s. 288–306). In: D. Borecka-Biernat, M. Cywińska (ed.). *Konflikt społeczny w perspektywie socjologicznej i pedagogiczno-psychologicznej. Wybrane kwestie* [Social conflict in the sociological and pedagogical-psychological perspective. Selected issues], Warszawa 2015: Difin.
8. Kuśpit M. Film z perspektywy edukacyjnej i terapeutycznej [Film from an educational and therapeutic perspective] (s. 135–144). In: U. Lewartowicz (ed.), *Maski dziesiątej muzy* [Masks of the tenth muse], Kraków, 2015: IMPULS.
9. Kuśpit M. Conformism and Non-konformism vs styles of coping with stress by pedagogy students. *Studium Vilnese A*, vol. 13/2016, 176–180.

In addition to the publications mentioned above, I am the editor of the following study:

1. Kuśpit M. Wybrane problemy psychospołeczne w rozwoju człowieka [Selected psychosocial problems in human development], *Annales sectio J Paedagogia-Psychologia* [PEDAGOGY-PSYCHOLOGY], volume XXXI issue 1/2018, pp. 227.

The texts contained in this study are of a review and empirical nature.

As part of my interests in the threats for children and adolescents, since 2016 I have been a member of the Education Team for the Security of the Committee on Pedagogical Sciences of the Polish Academy of Sciences and have served as the head of a sub team: “*Contemporary health threats in the assessment of youth*”. Research conducted by me together with other researchers from academic centres in Poland is implemented as part of project *Youth against contemporary threats in social life*, the result of which will be presented in March 2019 in the form of the report from completed research tasks. I am also a member of the Advisory and Research Team within the framework of cooperation with Lublin Airport S.A. The team’s

activities are related to the recognition of people creating potential danger in larger gatherings of people.

I also conducted a workshop titled “Stress and conflict resolution, personal-development workshops” at the Higher School of Pedagogy in Warsaw, Non-Resident Department in Lublin. In addition, as part of cooperation with the above-mentioned Social Integration Center “INTEGRO” in 2009–2010, I prepared opinions on the diagnosis of the socio-emotional functioning of socially excluded people and I conducted development and integration workshops for these people. As part of this cooperation in 2008, I also gave a lecture entitled: “*Diagnosis of social exclusion in Poland*” at conference “From sadness to joy”. The project was co-financed by the European Union from the European Social Fund and the Municipality of Lublin. I also conducted workshops for volunteers entitled “How to effectively help-workshops improving the skills of effective communication and emotional expression” as part of the Inter-faculty workshops for volunteers of the Association of Little Brothers of the Poor-member of the International Federation “les petits freres des Pouvres”. In cooperation with the Art Therapy Center in Lublin, I conducted workshops in the field of art therapy and communication (2009). In cooperation with the Regional In-Service Teacher Training Centre Metis in Katowice I conducted workshops on counteracting aggression, the use of expression as a therapeutic method, art therapy (2009–2010). In addition, as part of the cooperation with the University of the third century I was invited to give a lecture on aggression and coping with emotions, conflicts, art therapy and seminar (cooperation since 2007) “Women 55+ in adult education” within the project “Women Fit 4 Business European Union with parents from Cyprus, Estonia, Germany, Lithuania, Poland, Spain and Turkey (2014): Lublin.

c. Didactic, organizational and science-popularizing activity

The results of my research have become the basis for numerous articles promoting science, didactic classes and active participation in scientific conferences.

I have published a series of articles in the *Remedium* magazine within the mentioned areas of interest. It is a professional, specialist monthly which deals with current problems in the field of modern methodology of upbringing and prevention. It is intended for school employees, psychological-pedagogical counselling centres, sociotherapeutic day rooms, care institutions, specialists working with children and young people from risk groups. As part of cooperation with this magazine since 2002, I have published a total of 34 articles, including 18 after obtaining a doctoral degree, dealing with issues, such as, conflict resolution by children and adolescents, self-destructive behaviours, shyness, empathy, emotional expression as a



therapeutic method, motivation at school, emotional disorders among children, school phobia, depressive disorders of children and adolescents. Below are these publications:

1. Kuśpit M., 2006, Rozwiązywanie konfliktów cz. I [Resolving conflicts part I] *Remedium*, No 11(165), pp. 22–23.
2. Kuśpit M., 2007, Rozwiązywanie konfliktów cz. II [Resolving conflicts part II] *Remedium*, No 1 (167), pp. 22–23.
3. Kuśpit M., 2007, Nieśmiałość [Shyness]. *Remedium*, No 2/3 (168–169), pp. 48–49.
4. Kuśpit M., 2007, Empatia [Empathy], *Remedium*, No 6 (172), pp. 22–23.
5. Kuśpit M., 2007, Ekspresja cz. I [Expression part I] *Remedium*, No12 (176), pp. 24–25
6. Kuśpit M., 2008, Emocje – ekspresja cz II [Emotions – expression part II] *Remedium*, No 2 (180), pp. 24–25
7. Kuśpit M., 2008, Temperament jako regulator zachowania cz. I [Temperament as a behaviour regulator] *Remedium*, No 7/8 (185), pp. 44–45.
8. Kuśpit, M., 2009, Temperament cz. II [Temperament part II] *Remedium*, No 2 (192), pp. 24–25.
9. Kuśpit, M., 2009, Motywacja w szkole [Motivation at school] *Remedium*, No 7/8 (197/198), pp. 58–59.
10. Kuśpit, M., Tychmanowicz A., 2010, Recenzja książki S. Popek: Psychologia twórczości plastycznej [Book review by S. Popek: “Psychology of artistic creativity”] *Remedium*, No 10 (212), pp. 30–31.
11. Kuśpit, M., 2011, Kolejność narodzin a rozwój dziecka [The sequence of birth and child development] *Remedium* No 7/8 (221/222), pp. 12–13.
12. Kuśpit, M., 2011, Funkcjonowanie społeczne jedynaka [Social functioning of an only child] *Remedium* No 3 (223), pp. 6–7.
13. Kuśpit, M., 2012, Zaburzenia emocjonalne u dzieci cz. I [Emotional disorders in children part I] *Remedium* No 2 (228), pp. 6–7.
14. Kuśpit M., 2012, Zaburzenia emocjonalne u dzieci cz. II [Emotional disorders in children part II] *Remedium* No 3 (229), pp. 6–7.
15. Kuśpit M., 2012, Zachowania autodestruktywne u dzieci [Self-destructive behaviours in children] *Remedium* No 4 (229), pp. 6–7.
16. Kuśpit M., 2012, Mechanizmy obronne u dzieci [Defence mechanisms in children] *Remedium* No 7/8 (233/234), pp. 52–53.
17. Kuśpit M., 2016, Fobia szkolna – analiza zjawiska [School phobia – analysis of the phenomenon] *Remedium*, No 3, pp. 19–21.
18. Kuśpit M., 2016, Zaburzenia depresyjne u dzieci i młodzieży [Depressive disorders in children and adolescents] *Remedium*, No 11 (282), pp. 1–5.

The online publications were the result of my cooperation with the Metis Regional Methodology and Education Centre in Katowice.

1. Kuśpit M., 2009, Wykorzystanie ekspresji jako metody terapeutycznej [The use of

expression as a therapeutic method] The article published on the website: www.metis.pl/content/view/863/151

2. Kuśpit, M., 2009, Arteterapia [Art therapy] The article is published on the website: www.metis.pl/content/view/854/151/
3. Kuśpit, M., 2009, Twórcze rozwiązywanie problemów [Creative problem solving] The article published on the website: www.metis.pl/content/view/873/151
4. Kuśpit, M., 2009, Zabawy przeciwko agresji [Fun against aggression] The article is published on the website: www.metis.pl/content/view/873/151.

The popular science article entitled *Education through creativity* deals with the educational contexts of creative thinking and action in the school environment. In: *Upbringing in a modern school. Creative thinking and active action at school*, pp. 97–118. It has been created as part of the project of the Siedlce University of Natural Sciences and Humanities, implemented in partnership with the city of Siedlce, entitled: “Pedagogical practices – comprehensively, creatively, pleasantly”. I also delivered a lecture addressed to teachers and educators under the same title.

My expert activity is connected with being an expert witness from 2013 until now at the District Court in Lublin. I express opinions in criminal, civil and family cases concerning violence, aggression, conflicts, care and educational problems. As part of raising my qualifications in this area, I participated in the Second Congress of Forensic Science on June 20, 2015 in Warsaw. In addition, as part of my cooperation with Radio Lublin, I provide interviews and comments regarding upbringing, education, psychosocial problems and threats in the development of children, adolescents and adults.

As part of cooperation with Port Lotniczy S.A. regarding the detection of modern threats, I obtained a certificate of participation in training “Civil aviation security awareness” (23/02/2016).

I was a member of organizational committees at 4 scientific conferences: The 23rd Polish Conference on Developmental Psychology titled “Developmental changes in the course of life: contexts and perspectives”. Organizer: Department of Developmental Psychology of the Polish Psychological Association and Institute of Psychology at the Maria Curie-Skłodowska University in Lublin. Lublin 27–29/05/2014, National Scientific Conference entitled “Contemporary challenges of creativity”. Organizer: Faculty of Philosophy and Sociology MCSU, Faculty of Pedagogy and Psychology MCSU Lublin, 11/06–12/06/2014, National Scientific Conference “Contemporary dilemmas of pedagogy. Theory and practice”. Organizer:



Faculty of Pedagogy and Psychology MCSU. Lublin 19–20/11/2013, National Scientific Conference with the participation of Foreign Guests entitled “Psychopedagogical problems of education and human functioning – theory and practice”. Organizer Faculty of Pedagogy and Psychology MCSU., Lublin 26–27/11/2015. I was also the organizer of 1 science-training conference entitled “The modern didactic and educational system of the school in the aspect of the differences between individual teachers and students. “Organizer: Faculty of Pedagogy and Psychology MCSU and Board of Education in Lublin, Lublin 10/06/2013. I organized a conference as part of the celebration of the 150th anniversary of the birth of Maria Curie-Skłodowska at the Faculty of Pedagogy and Psychology at MCSU, 25/05/2017. I also participated in the implementation of project “Night of Universities 2014”.

I took a month-long research internship at the Pedagogical University named after Ivan Franko in Drohobycz (20/09–21/10/2015).

I am the deputy editor-in-chief of the *Annales Universitatis Mariae Curie-Skłodowska* magazine, Sectio J Pedagogy-Psychology from 2013 to the present.

I have also reviewed articles in four other scientific journals: *Inter Artes*. The half-yearly Collegium of Inter-faculty Individual Studies in the Humanities and Social Sciences of the Catholic University of Lublin (2014), *Psychological Annals* (2015), *Psychiatry and Psychotherapy* (2014), *Polish Journal of Applied Psychology* (2017). I also reviewed the textbook by Joanna Aksman and Jolanta Gabzdyl entitled *An Innovative Model of Early Art Education Grade III. Methodical studies and materials for teachers and students to implement the Science-Art-Education model*, Krakow 2017: Andrzej Frycz Modrzewski Krakow University

I was the auxiliary promoter in 2 completed doctoral dissertations and I am an auxiliary promoter in 1 open doctoral thesis: Joanna Katarzyna Radko “*The role of social support in coping with professional burnout in people experiencing indirect exposure to traumatic events*”. Prof. dr hab. Teresa Rzepa was the promoter (the defence took place on 24/02/2016), Katarzyna Tarka “*Axiological correlates of the professional functioning of social workers*”. Associate prof. dr hab. Anna Kanios was the promoter (the defence took place on 11/12/2015), and Aleksandra Herman “*Social competences of social employees working with elderly people and their subjective determinants*”. Associate prof. dr hab. Anna Kanios (initiation of the doctoral dissertation 18/04/2018) is the promoter.

As part of my pedagogy and psychology seminars, 12 MA theses and 11 BA theses were created. 2 MA theses and 7 BA theses are now being created. I was also the reviewer of over 20 (MA and BA) theses.

Combining the knowledge in the field of pedagogy and psychology, I have been a member of the Polish Association for Therapy through Art (since 2009) and the Polish Psychological Association (since 2017).

Since 2012, I have been holding the second term as a Vice-Dean for student affairs at the Faculty of Pedagogy and Psychology at MCSU. My activity in this area is related to the supervision over student science clubs. I also preside over at the defences of MA and BA theses for the following majors: social work, cultural animation, pedagogy, psychology, special pedagogy (in 2012–2016) and now also in the following fields: social work, psychology, culture animation. I am the chairman of the Faculty Scholarship Committee, chairman of the recruitment commission for students under the Erasmus + program. I have been the coordinator of the MCSU Open Day since 2013. I have been a member of the Senate Committee for Didactics and Education since 2012 and since 2016 a member of the Senate Publishing Committee. In 2010, I was the coordinator of the Science Festival at the Institute of Psychology. In years 2012–2014, I was a member of the Council for Inter-faculty Individual Studies in the Humanities, and in 2016 a member of the MCSU Senate.

I was awarded the following prizes by the Rector of the Maria Curie-Skłodowska University: Third Degree Individual Rector's Award for outstanding work for MCSU (2013, 2016), Second Degree Individual Rector's Award for outstanding work for MCSU (2014), Third Degree Rector's Award for team work (2015), Third Degree Rector's Award for team work (2017) for the publication: Bera R., Kanios A. Kuśpit M. (2016). *Supporting the Development of Children and Young People at Risk of Social Exclusion. Developing International Cooperation in Local Communities*. Lublin: Wydawnictwo UMCS, Third Degree Team Award of the Rector of The Adam Mickiewicz University in Poznań for the publication: Kuśpit M. (2015). *Aggressiveness in social conflicts and styles of coping with stress*, (pp. 288–306), (in:), D. Borecka-Biernat, M. Cywińska (ed.). *Social conflict in the sociological and pedagogical-psychological perspective*. Selected issues. Warsaw: Difin. I also received the Bronze Medal of the President of the Republic of Poland for many years of work for MCSU (2013) and the KEN Medal (2016).

I teach at the Faculty of Pedagogy and Psychology at MCSU, Faculty of Philosophy and Sociology at MCSU, Faculty of Arts at MCSU and I cooperated with the University of Life Sciences in Lublin. I conduct classes, inter alia, on personality and creativity, general psychology and creativity as well as additional classes on selected issues in the field of individual differences, creative expression, creativity, art therapy, contemporary threats in the family for students of uniform master's studies (psychology), first and second degree studies



(pedagogy, social work, culture animation, sociology, philosophy, cognitive science, social creativity, artistic education in the field of visual arts). I also conducted classes on *crisis intervention and psychological help for people in crisis* as part of postgraduate studies in Project *University open to tomorrow* financed by the Ministry of Science and Higher Education implemented at the Faculty of Pedagogy and Psychology at MCSU from 01/03/2009 till 31/03/2013. Within Project 1.20 Human Capital Operational Program, co-financed by the European Union as part of the European Social Fund, *Raising professional qualifications of social assistance and integration workers* Ministry of Labour and Social Policy implemented in 2014–2015, I conducted classes on social work.

I also conducted classes on general psychology as part of the ESF project financed by the Ministry of Family, Labour and Social Policy from the POWER program: *From the aspirant of social work to a social worker*. Duration of project 01/02/2016–31/03/2019.

I currently conduct classes as part of postgraduate studies Art Therapy with Elements of Psychology of Creativity. In 2009, I participated in on-line education training. At the invitation of the Circle of Cognitive Science at the Faculty of Philosophy and Sociology at MCSU, I gave a lecture entitled “On creativity and intelligence” (2012). I also conducted integration workshops at the international biotechnology students’ seminar which took place on 18–20/05/2012 in Kazimierz Dolny. In my didactic work I use innovative forms of teaching. I conducted on-line classes and I also use activation and workshop methods at work. In 2016, I won the competition for the best lecturer in academic year 2015/2016 in the plebiscite of students of the Faculty of Pedagogy and Psychology at MCSU.

In summary, I would like to emphasize that my scientific interests, publications and didactic activities concentrate on the issues extremely important for the development of pedagogy in the field of working with children and talented young people. Research on the determinants of the teaching profession in such a special area of education as artistic schools can significantly support modern pedeutology. In this sense, the scope of my interests and fields of research is of a hybrid nature, bridging between the psychology of education, personality and pedagogy and pedeutology (see B. Śliwerski, 2014, pp. 13–30). My psychological preparation allowed me to dig deeper into the mechanisms associated with shaping the personality of creative attitudes of children and young people as well as their teachers in the didactic and educational process. Thus, psychological knowledge has let me successfully solve many important pedagogical problems and the conclusions formulated on the basis of my research can form the basis for more effective educational activities. This interdisciplinary approach is,



in my opinion, a necessity in the research of complex psychopedagogical phenomena and further development of sciences about upbringing.

Bibliography:

1. Chruszczewski M.H. (2006). Profile aktywności twórczej. Intelktualne i osobowościowe składniki uzdolnień plastycznych i muzycznych. *Ruch Pedagogiczny*, 3–4, 27–38.
2. Chruszczewski M.H. (2009). *Profile uzdolnień. Intelktualne i osobowościowe składniki uzdolnień plastycznych i muzycznych*. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego.
3. Costa P.T., Jr., Somerfield M.R., McCrae R.R. (1996). Personality and coping: A reconceptualization. W: M Zeidner, N.S. Endler (ed.), *Handbook of Coping: Theory, Research, Applications* (s. 44–61). Toronto: Wiley.
4. Dąbrowska D. (2007). Ekstrawersja a style radzenia sobie ze stresem u kadry menadżerskiej średniego szczebla. W: J.F. Terelak (red.), *Stres zawodowy. Charakterystyka psychologiczna wybranych zawodów stresowych* (s. 220–233). Warszawa: Wydawnictwo UKSW.
5. Drost M. (2004). Swobodna twórczość plastyczna dzieci w młodszym wieku szkolnym W: M. Knapik, W.A. Sacher red. *Sztuka w edukacji i terapii*. Kraków Oficyna Wydawnicza „Impuls”.
6. Endler N.S., Parker, J.D.A. (1990a). *Coping Inventory for Stressful Situations (CISS): Manual*. Toronto: Multi-Health Systems, Inc.
7. Endler, N.S., Parker, J.D.A. (1990b). Multidimensional Assessment of Coping: A critical evaluation. *Journal of Personality and Social Psychology*, 58(5), s. 844–854.
8. Giza T. (2006). *Socjopedagogiczne uwarunkowania procesów identyfikowania oraz rozwoju uczniów w szkole*. Kielce: Wydawnictwo Akademii Świętokrzyskiej.
9. Gluska A. A. (2010). Charakterystyka pomocy psychologicznej w świetle trudności doświadczanych przez uczniów szkół muzycznych. W: M. Manturzevska, B. Kamińska, A. Gluska (red.), *Poradnictwo psychologiczne w polskich szkołach muzycznych* (s. 65–73). Warszawa–Bydgoszcz: Centrum Edukacji Artystycznej, Państwowy Zespół Szkół Muzycznych im. A. Rubinsteina.
10. Hooker K., Frazier, L.D., Monahan, D.J. (1994). Personality and coping among caregivers of spouses with dementia, *Gerontologist*, 34, s. 386–392.
11. Kumik E. (2012). Postrzeganie środowiska szkolnego przez absolwentów szkół muzycznych. W: A. Michalski (red.), *Tożsamość pedagogiki muzyki* (s. 242–250). Gdańsk: Wydawnictwo Athenae.
12. Kuśpit M. (2013). Społeczno-emocjonalne aspekty funkcjonowania uczniów uzdolnionych plastycznie. W: M. Kuśpit (red.), *Barwy twórczości* (s. 317–339). Lublin: Wydawnictwo UMCS.

13. Kuśpit M. (2015). Osobowość a style radzenia sobie ze stresem przez młodzież zdolną i uzdolnioną plastycznie. W: M. Kuśpit, A. Tychmanowicz, J. Zdybel (red.), *Twórczość. Kreatywność. Innowacyjność* (s. 135–146), Lublin: Wydawnictwo UMCS.
14. Łaszczyk M., Jabłonowska (red.). (2011). *Wokół problematyki zdolności T 1*. Warszawa: Wydawnictwo Universitas Rediviva.
15. Marek E. (2004). Arteterapia jako metoda wspomagająca pracę wychowawczą. W: M. Knapik, W.A. Sacher red., *Sztuka w edukacji i terapii*. Kraków: Oficyna Wydawnicza „Impuls”.
16. Nekano K. (1992). Role of personality characteristics in coping behaviors. *Psychological Reports*, 71, s. 775–813.
17. Nogaj A.A., Ossowski, R. (2017). Cechy osobowości uczniów szkół muzycznych a poziom otrzymywanego wsparcia społecznego. *Polskie Forum Psychologiczne*, 22 (1), s. 71–89.
18. Olejniczak E. (2013), Psychologiczne uwarunkowania rozwoju zdolności plastycznych u dzieci i młodzieży. *Zeszyty Psychologiczno-Pedagogiczne Centrum Edukacji Artystycznej*, 1, s. 41–44.
19. Popek S. (2001). *Człowiek jako jednostka twórcza*. Lublin: Wydawnictwo UMCS.
20. Popek S. (2010). *Psychologia twórczości plastycznej*. Kraków: Oficyna Wydawnicza Impuls.
21. Pufal-Struzik I. (2013). Wybrane aspekty tożsamości młodzieży zdolnej. W: M. Kuśpit (red.), *Barwy twórczości* (s. 299–316). Lublin: Wydawnictwo UMCS.
22. Salomońska A. (2001). Wymiar ekstrawersja – introwersja a style radzenia sobie ze stresem u kandydatów do pracy podczas rozmowy kwalifikacyjnej. *Niepublikowana praca magisterska*. Warszawa: Instytut Psychologii, UKSW.
23. Śliwerski B. (2014). Pedagogika na progu innych nauk społecznych, czyli o potrzebie powrotu do hybrydowych dyscyplin naukowych. W: *Transgresje w edukacji*, red. Wiktor Żłobicki, tom I (s. 13–30). Kraków: Oficyna Wydawnicza „Impuls”.
24. Tokarz A. (2005). *Procesy motywacyjne a dyspozycje do wybitnych osiągnięć w kontekście rozwoju*. W: W. Limont, J. Cieślukowska (red.), *Wybrane zagadnienia edukacji uczniów zdolnych. T. 2: Uczeń – nauczyciel – edukacja* (s. 35–59). Kraków: Oficyna Wydawnicza Impuls.
25. Więckowska-Kowalska A. (2017). Stres a przedmioty artystyczne w szkole plastycznej – refleksje pedagoga szkolnego. *Zeszyty Psychologiczno-Pedagogiczne Centrum Edukacji Artystycznej*, 4, s. 87–98.

Małgorzata Kuśpit