

## Autoreferat

### 1. Michal Stefan Kwiatkowski

### 2. Diplomas, scientific degrees - including the name, place and year of their acquisition and the title of the doctoral thesis

**Master's thesis:** *The influence of narrative techniques on attitudes towards people with HIV*, written under the guidance of prof. dr hab. Jerzy Trzebiński and defended on 8.07.2005. at the Warsaw School of Social Psychology.

The subject of the study was an attempt to verify hypotheses about the influence of narrative understanding of reality on attitudes towards people with HIV. The study involved 63 students of agricultural technical secondary school (16-18 years old), randomly assigned to one of two experimental conditions: a group with a narrative attitude or to a group with a categorical attitude. The attitude was activated using the pre-selection procedure. The participants examined the hospital report on a person infected with HIV and then filled the scales - first measuring the psychological distance and then attitudes towards the infected person: emotional and cognitive. It turned out that there are no statistically significant differences, between the groups of precedence, in taking the attitude and in the sense of psychological distance to the sick person. Only the additional analyzes showed the existence of the expected dependencies, ie the change of attitudes towards people with HIV to a more positive one by using narrative priming and reducing the psychological distance to close relatives also after prior narrative preface. Due to the ambiguity of the obtained results, the analyzed subject requires re-empirical verification.

**Doctoral dissertation:** *Determinants of the choice of the field of study by students of general secondary schools*, written under the supervision of dr hab., prof. APS Janusz Gęsicki and defended on 27.05.2009 at the Maria Grzegorzewska University in Warsaw.

The subject of the study were motives that guide pupils of the third grades of general secondary schools in selecting the field of study. I was also interested in whether their choice was independent or whether third parties helped them to make this decision (internal motivation

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or external motivation - which type of motivation prevailed). In order to verify the hypotheses, two psychological tests were used (Questionnaire for Inspection of the Locus of Control and Questionnaire of Hope for Success) and tools of the author's own design. The results showed, among others, that the effect of inheritance of professions is weak (about 7% of respondents chose study fields that give them the opportunity to work in the profession performed by their father or mother).

### **3. Hitherto employment in scientific entities**

*National Centre for Supporting Vocational and Continuing Education (Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej - KOWEziU)*, Department of Vocational Guidance, from 08.2005 to 09.2006, specialist

*High School of Pedagogy of the Polish Teachers' Union (WSP ZNP)*, from 09.2006 to 06.2016, lecturer

*Academic Careers Office, High School of Pedagogy of the Polish Teachers' Union*, from 09.2006 to 05.2008, clerk

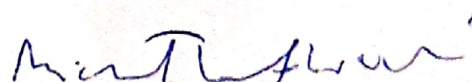
*The Maria Grzegorzewska University in Warsaw*, adjunct – from 10.2009 to 09.2017, assistant - since 10.2017

*University of Ecology and Management*, from 10.2007 to 02.2010, and since 10.2018, lecturer

*Warsaw University of Technology, Faculty of Automotive and Construction Machinery Engineering*, from 10.2010 to 09.2014, lecturer at post-graduate teacher studies (4 editions of studies)

*Warsaw University of Technology, Faculty of Administration and Social Sciences*, since 02.2015, lecturer

### **4. The main scientific achievement**

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#### **4a. The title of the main scientific achievement**

Michał Kwiatkowski – „Generation Y in the modern labor market – psychosocial determinants of professional start”, The Maria Grzegorzewska University Publishing House, Warsaw 2019, ISBN: 978-83-66010-24-6, monograph, editorial reviewers: prof. dr hab. Barbara Smolińska-Theiss; dr hab., prof. UKSW Barbara Galas.

#### **4b. Discussion of the scientific purpose of the above-mentioned work and the achieved results, together with a discussion of their possible use**

The book entitled „Generation Y in the modern labor market – psychosocial determinants of professional start”, which constitutes the main scientific achievement, has a structure characteristic for a monograph, because it contains a clearly distinguished theoretical and empirical part. I would like to emphasize that the issue of choosing the field of study and the functioning of young people on the labor market is also the main theme of my previous investigations, which took the form of scientific articles or chapters in collective works, described in more detail in section 5 – „Discussion of other scientific and research achievements” - of this presentation.

Drawing inspiration from the observation of the social world and numerous books and articles in the field of pedagogy and work psychology, management and philosophy, I have defined the research issues so that it concentrates on the university-labor market transfer experienced by students definitely graduating from the chosen field of study (i.e. , students of the fourth semester of the second-cycle studies). The issue focused around such a defined transfer (and theoretically justified by the dynamic theory of career development by Donald Super<sup>1</sup>) was set against two, in my opinion, extremely important areas: the specificity of the Polish labor market resulting from generational changes and the economic and social situation, and psychosocial well-being ( derived from the concept of psychological well-being of Janusz Czapiński<sup>2</sup>), which is understood as a psychological and social response of students (ie almost graduates) to conditions prevailing on the labor market and, more broadly, in the Polish society.

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<sup>1</sup> Super, D.E., Savickas, M.L., Super, C.M. (1996). *A Life-Span, Life-Space Approach to Career Development*. w: D. Brown, & L. Brooks, (red.) *Career choice and development* (wyd. 3), San Francisco: Jossey-Bass, s. 121-178.

<sup>2</sup> Czapiński, J., Panek, T. (2015). *Diagnoza społeczna 2015. Warunki i jakość życia Polaków*. Warszawa: Rada Monitoringu Społecznego.



Therefore, I made a **scientific goal** to determine the level of psychosocial well-being of students graduating from the second-cycle studies and starting their careers (ie representatives of the Y-generation). I assumed that the level of perceived well-being in such a special moment of life (described in Super's theory as a transition from the exploration phase to the creation phase<sup>3</sup>) depends on expectations or few experiences related to participation in the labor market and therefore susceptible to fluctuations resulting from the specificity and market position of the professions specific to two groups of majors – social and technical (including medical).

Therefore, the theoretical part contains considerations aimed at accurate and detailed explanation of the proposed model of understanding this sector of reality - concerning the specificity of generation Y (whose representatives currently enter the labor market after graduating from master's studies), (broadly understood) properties of the polish labor market and educational market, the theory of choice of profession and the dimensions of psychosocial well-being. In order to orderly present the theoretical basis for my own research, I divided the theoretical part of the work into 4 parts (chapters):

1. Generation Y - its place in the modern world.
2. Graduates of higher education institutions on the Polish labor market - analysis of the situation.
3. Dynamic theory of career development of Donald Super against the background of classical theories of choosing a profession.
4. Intra-personal and social factors conditioning the professional start.

In the first chapter, I defined the concept of „generation” as a community resulting from collective and individual experiences of a group of people with a similar time of birth, which mutually inspire themselves, that shape the goals and values they are guided by in the ongoing process of social and physical reality formation. This definition takes into account the interdisciplinary dimension of the concept, hence its justification includes numerous references to pedagogy (especially social pedagogy and Helena Radlińska<sup>4</sup>), sociology (including the socialization process according to Piotr Sztompka<sup>5</sup>), philosophy (eg objectivity and subjectivity of the world according to Jurgen Habermas<sup>6</sup>), biology (theory of evolution by Charles Darwin<sup>7</sup>) and broadly understood social sciences (inter alia, intergenerational transmission in terms of

<sup>3</sup> Super, D. E. (1980). *A life-span, life-space approach to career development*. Journal of Vocational Behavior, No. 13, s. 282–298.

<sup>4</sup> Radlińska H. (1935), *Stosunek wychowawcy do środowiska społecznego. Szkice z pedagogiki społecznej*, Warszawa: Wydawnictwo „Nasza Księgarnia”.

<sup>5</sup> Sztompka P. (2006), *Socjologia. Analiza społeczeństwa*, Wydawnictwo „Znak”, Kraków.

<sup>6</sup> Habermas J. (1999), *Teoria działania komunikacyjnego*, t. 1, PWN, Warszawa.

<sup>7</sup> Darwin, K. (2001). *O powstawaniu gatunków*. Warszawa: Wydawnictwo De Agostini.



Erich Fromm<sup>8</sup>). Based on such a multifaceted basis, I made the attempt to create a possibly complete characteristic of the Y generation. Beginning with the definition of the time frame in which representatives of the Y generation came to the world, I tried to show how they assimilated to their lives the achievements of technology that most strongly influenced their uniqueness compared to other generations. It appears that it is the assimilation of technology (as opposed to abrupt familiarization with it) and the changes in behavior that followed it, that distinguishes the generation Y from the earlier ones, which is confirmed by the opinions of experts and results, of – most often interdisciplinary (with the advantage of these, in the field of human resources management, social psychology or Human Resources) – research in this area. Generation Y is also seen in the literature of the subject, as less focused on the professional career, and more on carelessness, which manifests itself, among others, in frequent changes of the workplace, or a in strong desire to maintain a work-life balance. Such a clear vision of the representatives of the Y generation has been summed up with the words of Zygmunt Bauman and, inspired by them, a commentary resulting from my private observations and experiences (I am an Igrek – representative of the Y generation – myself). Chapter 1 is supplemented by two relatively short sections, whose aim was to sharpen the boundaries between the Y generation and neighboring generations - X and Z.

Chapter 2 is devoted to the analysis of the Polish labor market (also presented against the background of the global market), the educational market (higher education) and social processes, which, such as, for example, population migrations, change the social, educational and economic reality. Section 2.1 (Labor market in Poland in a global and local perspective) starts with determining the impact of migrations and emigration on the domestic labor market and the educational services market. The numerous research and statistical reports cited in this passage form a picture in which the polish labor market is both a victim of a brain drain<sup>9</sup> and a destination gaining on attractiveness for hundreds of thousands of newcomers from outside the European Union<sup>10</sup>. The next area subject to in-depth observation is higher education (subsection 2.1.2 - Universities and their role in shaping new generations of employees), and more precisely its condition, relations with the labor market and impact on graduates' careers. The fit between competences (or rather qualifications) raised from the university and the real demand of the

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<sup>8</sup> Fromm, E. (2005), *Antropologia kultury. Zagadnienia i wybór tekstów*. Warszawa: Wydawnictwo Uniwersytetu Warszawskiego.

<sup>9</sup> Puzio-Wacławik, B. (2010). *Spoleczno-ekonomiczne skutki migracji Polaków po akcesji Polski do Unii Europejskiej*. Kraków: Polskie Towarzystwo Ekonomiczne, Zeszyty Naukowe, nr 8.

<sup>10</sup> *Oświadczenia – rok 2017*, <https://www.mpips.gov.pl/analizy-i-raporty/cudzoziemcy-pracujacy-w-polsce-statystyki/>



labor market for employees with specific competences have been made by me the basis of the considerations in this area. I also took into account the statistical data collected from available research reports, especially those which show the condition of Polish universities against the background of unfavorable demographic changes<sup>11</sup>. The topic concerning the future of higher education is also not without significance, which is expressed in the following question - what qualifications should the students be equipped with to be able to deal with (ie they could work, preferably in a learned profession) the dynamically evolving global world<sup>12</sup>?

A thread that directly fits into the problems of university-labor market transfer, ie academic, state and EU forms of support addressed to university graduates (sub-chapter 2.1.3 - Vocational guidance, lifelong learning and EU projects as factors supporting the transition from university to the labor market ), is described in the further part of Chapter 2. I have described all the possibilities of obtaining support, starting from the offer of Academic Career Offices (educational and vocational guidance), through the educational services market (realizing - also free of charge - the idea of LifeLong Learning), the possibility of getting help in starting your own business and money for its launch, and ending on state support offer (training, internships).

Considerations regarding the labor market are continued in the next part of the chapter (subsection 2.1.4 - Labor market in Poland from the perspective of representatives of the Y generation), but this time they are profiled to show opportunities and threats from the perspective of a young person starting a professional career (ie his/hers professional start). I have brought here the basic statistics on the labor market, such as the level of unemployment, average earnings, future professions and those that expire or transform into their own mutations, which, against the background of local labor market characteristics, create an image of potential job opportunities available to fresh graduates of Warsaw universities. Chapter 2 ends with predictions about the future, globally perceived, labor market and social life (subsection 2.2 – Milenials' future in a dynamically evolving world - forecasts), which I made through the prism of Guy Standing's idea of precariat<sup>13</sup>, growing stratification in access to resources<sup>14</sup> and

<sup>11</sup> *Uwarunkowania przyszłego rozwoju szkolnictwa wyższego w Polsce: globalizacja, demografia i zmiany społeczno-gospodarcze w Polsce. Organizacyjna i merytoryczna koordynacja procesu opracowania projektów sektorowej strategii rozwoju szkolnictwa wyższego do roku 2020, ze szczególnym uwzględnieniem okresu do 2015 roku*, Instytut Badań nad Gospodarką Rynkową, Ernst&Young Business Advisory, [https://www.nauka.gov.pl/g2/oryginal/2013\\_05/48d88a26c432b1692b8365e2c1e3e482.pdf](https://www.nauka.gov.pl/g2/oryginal/2013_05/48d88a26c432b1692b8365e2c1e3e482.pdf) (access: 12.08.2018).

<sup>12</sup> More about this in the article: Kwiatkowski, M. (2015). *Między akademickością a przygotowaniem do aktywnego udziału w rynku pracy – rola uczelni wyższych w kształceniu kadr dla gospodarki*, [w:] M.J. Szymański, B. Przybylski (red.), *W kręgu współczesnych problemów edukacyjnych*. Warszawa: Wydawnictwo APS.

<sup>13</sup> Standing, G. (2011). *The precariat. The new dangerous class*. London: Bloomsbury Academic.

<sup>14</sup> *Growing unequal? Income distribution and poverty in OECD countries*. <https://www.oecd.org/els/soc/41527936.pdf> (access: 30.08.2018).

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forecasts of technology development (especially AI - artificial intelligence) and the evolution of the social world in the perspective of the next 20-30 years<sup>15</sup>.

Chapter 3 – Donald Super's dynamic theory of career development against the background of classical theories of career choice – contains a review of pedagogical theories of work and professional development and, in this way, constitutes a theoretical basis for describing reality in two complementary aspects - work (also understood as education for living in society) and education. Starting from the classification of the theory developed by Samuel T. Gladding<sup>16</sup>, I analyzed in detail the following theories: trait and factor (Frank Parsons<sup>17</sup> and John L. Holland<sup>18</sup>), psychodynamic (Anne Roe<sup>19</sup>) and developmental (Donald Super<sup>20</sup>). Understanding career as virtually a lifelong process, it seemed natural to me that among the theories concerning the choice of profession it is the dynamic theory of career development by Donald Super, which most accurately describes the reality, and the transition from the exploration phase to the creation phase ideally coincides with the completion of the master's studies and the start of a fully adult, independent life (24-25 years).

The characterization of psychosocial well-being contained in Chapter 4 has been divided, in accordance with the proposal of Czapiński, into six dimensions: self-acceptance, life purpose, personal development, domination over the environment, autonomy and positive relations with the environment<sup>21</sup>. By opening this part of the theoretical deliberations with the definition of psychological well-being and binding the quality of human mental life (and seeking happiness according to positive psychology<sup>22</sup>, the same at the theoretical level) with functioning in optimal external conditions (conducive to self-improvement as well as an increase in the sense of well-being), I derived my own – in relation to Czapiński – definition of psychosocial well-being, extended by the social aspect. It states that the psychosocial well-

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<sup>15</sup> Herold, B. (2017). *Facing an Uncertain Future: Automation and artificial intelligence are disrupting the labor market. What do K-12 educators and policymakers need to know?* Education Week, Vol. 37, No. 7.

<sup>16</sup> Gladding, S.T. (1994). *Poradnictwo zawodowe – zajęcia wszechstronne*. Warszawa: Wydawnictwo Urzędu Pracy.

<sup>17</sup> Jones, L.K. (1994). *Frank Parsons' contribution to career counseling*. Journal of Career Development (Springer Science & Business Media B.V.), Vol. 20 Issue 4.

<sup>18</sup> Holland, J. L. (1992). *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments (2nd ed.)*. Odessa, FL: Psychological Assessment Resources, Inc; Holland, J. L., Gottfredson, G. D. (1992). *An evaluation of the hexagonal model (or the perils of stalking the perfect hexagon)*. Journal of Vocational Behavior, No. 40.

<sup>19</sup> Paszkowska-Rogacz, A. (2003). *Psychologiczne podstawy wyboru zawodu. Przegląd koncepcji teoretycznych*. Warszawa: Krajowy Ośrodek Wspierania Edukacji Zawodowej i Ustawicznej.

<sup>20</sup> Super, D. E. (1980). *A life-span, life-space approach to career development*. Journal of Vocational Behavior, No. 13.

<sup>21</sup> Czapiński, J. (2004). *Psychologia pozytywna. Nauka o szczęściu, zdrowiu, sile i cnotach człowieka*. Warszawa: PWN, s. 35.

<sup>22</sup> Seligman, M.E.P., Csikszentmihalyi, M. (2000). *Positive psychology: An introduction*. American Psychologist, No. 55(1), s. 5-14.

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being results from the quality of the individual's adaptation to life in the modern world, a sense of happiness, life satisfaction (especially from educational and vocational life) and is measured using the 6 dimensions developed by Czapiński, supplemented by additional dimensions, mentioned in the Social Diagnosis 2015<sup>23</sup> (concerning: the labor market and professional career, subjective financial situation, coping strategies and satisfaction with their educational and professional situation). In the further part of the chapter I focused on the detailed definition of all dimensions of psychosocial well-being and linking them with theoretical concepts behind the tools used in the study (ie psychological tests described below). And so, self-acceptance is understood by me as a kind of symbiosis of self-esteem<sup>24</sup> and basic hope<sup>25</sup>; life purpose (or rather psychological readiness to implement it) - as a result of self-efficacy<sup>26</sup> and hope for success<sup>27</sup>; personal development (potential for personal development) is characterized by me as having the desired personality profile<sup>28</sup>; control of the environment has been recognized in terms of coping with stress<sup>29</sup>; whereas autonomy was identified with the sense of (internal) location of the source of control (locus of control)<sup>30</sup> and the maintenance of positive relations with the environment was presented in terms of life satisfaction<sup>31</sup> and appropriate life attitudes<sup>32</sup>.

In the methodological chapter (5), which begins the empirical part of the monograph, I presented a full model of the research, embedded in a quantitative paradigm. The subject of my research was psychosocial well-being, considered as the sum of its six component dimensions: self-acceptance, life purpose, personal development, control over the environment, autonomy

<sup>23</sup> Czapiński, J., Panek, T. (2015). *Diagnoza społeczna 2015. Warunki i jakość życia Polaków*. Warszawa: Rada Monitoringu Społecznego, s. 14-15.

<sup>24</sup> Dzwonkowska, I., Lachowicz-Tabaczek, K., Łaguna, M. (2008). *Samoocena i jej pomiar. Polska adaptacja skali SES M. Rosenberga*. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>25</sup> Trzebiński, J., Zięba, M. (2003). *Kwestionariusz nadziei podstawowej – BHI-12*. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>26</sup> Bandura A. (1989). *Social Cognitive Theory*. [w:] R. Vasta (red.), *Annals of child development*. Greenwich: JAI Press.

<sup>27</sup> Łaguna, M., Trzebiński, J., Zięba, M. (2005). *Kwestionariusz Nadziei na Sukces KNS*. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>28</sup> Zawadzki, B., Strelau, J., Szczepaniak, P., Śliwińska, M. (2010). *Inwentarz Osobowości NEO-FFI Paula T. Costy Jr i Roberta R. McCrae. Adaptacja polska*. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>29</sup> Strelau, J., Jaworowska, A., Wrześniewski, K., Szczepaniak, P. (2009). *Kwestionariusz Radzenia Sobie w Sytuacjach Stresowych CISS*. Podręcznik do polskiej normalizacji. Pracownia Testów Psychologicznych PTP.

<sup>30</sup> Matczak, A., Jaworowska, A., Fecenec, D., Stańczak, J., Bitner, J. (2009). *Człowiek w Pracy*. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>31</sup> Shin, D.C., Johnson, D.M. (1978). *Avowed happiness as an overall assessment of the quality of life*. Social Indicators Research, No. 5.

<sup>32</sup> Klamut, R. (2010). *Kwestionariusz Postaw Życiowych KPŻ*. Podręcznik do polskiej adaptacji kwestionariusza *Life Attitude Profile – Revised (LAP-R)* Gary'ego T. Reker'a. Warszawa: Pracownia Testów Psychologicznych PTP.



and positive relations with the environment. Such determination of the subject of the research allowed to distinguish the three objectives of the study. And so, the theoretical aim of the study is to determine the differences in the level of psychosocial well-being of students of technical and medical and social majors. The practical goal is, however, to develop (based on the results of the study) effective forms of supporting students during the university-labor market transfer, and the supplementary (exploratory) goal - to get to know (identify) the family and social determinants of psychosocial well-being. The development of the adopted research perspective are research problems and, adapted to some of them, the hypothesis (some of the questions are of a diagnostic nature). Considering the strictly defined subject and objectives of the research, I made the basic research problem the determining of the importance of the chosen field of study and the external (economic and social and professional) conditions for the sense of psychosocial well-being in the moment preceding completion of studies and starting independent living.

In order to specify the basic research problem, I formulated the following detailed research problems, supplemented with the following hypotheses:


1. What is the level of psychosocial well-being characteristic for students - representatives of the Y generation from Warsaw universities, a few months before graduating from the master's studies and starting a fully-grown professional career?
2. Do students of engineering and medical faculties differ in the level of psychosocial well-being from students of social sciences?

Hypothesis 1: Students of engineering and medical faculties are characterized by a higher level of psychosocial well-being than the students of social sciences.

3. Are the students for whom the field of study was the first choice, differ in the level of psychosocial well-being from the students who accidentally found themselves on the studied field, not from their own - based on predispositions, abilities and interests - choice?

Hypothesis 2: Students who study on a faculty they choose (eg on the basis of their interests or abilities) are characterized by a higher level of psychosocial well-being than students studying random studies that do not give them the opportunity to work in a „dream” profession or such which would use their predispositions, interests or abilities.

4. Does the accuracy of choosing a field of study - from the perspective of 5 years of studying - decide about a high sense of psychosocial well-being?



Hypothesis 3: People who, in retrospect, wrongly assess the choice of the field of study, will be characterized by a lower level of psychological and social well-being, than those who positively assess this choice.

5. To what extent have family and social conditions influenced the choice of the field of study?

Hypothesis 4: Family and social factors, such as parents' education, occupation and family wealth, are important for the choice of the field of study - the higher education, wealth and professional position of parents, the more often their children choose engineering or medical majors.

6. Which dimensions of psychosocial well-being are the most susceptible to lowering the level at the time before the start of professional life?

Research questions 1 and 6 are of a diagnostic nature and by their nature, focused on knowing (diagnosing) the level of psychosocial well-being, they are devoid of hypotheses.

The definition of variables and their indicators (subchapter 5.3) made it possible to adopt as a leading research method the diagnostic survey and the resulting questionnaire technique. In the research I used the following tools (keeping the order of questionnaires, which – in the form of „package” – were given to the people starting their participation in the study):

1. **Author's questionnaire** - which consists of 22 questions - and a specification for: age, gender, city and province of origin, education and professions performed by both parents of respondents - which purpose is to determine (based on the self-assessment of the respondents) educational, economic and professional determinants of psychosocial well-being. Answers to the questions were given in the form of selecting the most appropriate from those given in the cafeteria (Likert scale - nominal and interval) or as a written statement (answers to open questions).
2. **Rosenberg SES Scale** - a tool designed to measure the level of general self-esteem. It includes 10 diagnostic statements - the subjects indicate, using the four-level scale for this purpose, the degree to which they agree with them. The study used the polish adaptation of the tool created by Irena Dzwonkowska, Kinga Lachowicz-Tabaczek and Mariola Laguna<sup>33</sup>.
3. **KNS - Hope for Success Questionnaire** - hope for success refers to the power of expectation of positive effects of own actions. It consists of two components: the conviction of having a strong will, ie awareness of ones effectiveness revealed in

<sup>33</sup> Dzwonkowska, I., Lachowicz-Tabaczek, K., Laguna, M. (2008). *Samoocena i jej pomiar. Polska adaptacja skali SES M. Rosenberga*. Warszawa: Pracownia Testów Psychologicznych PTP.





initiating pursuit and enduring it, and conviction about the ability to find solutions, that is, awareness of one's own knowledge and intellectual competences, revealed in situations requiring invention or identifying new ways to achieve the goal<sup>34</sup>.

4. **BHI-12 - Basic Hope Questionnaire-BHI-12** - a tool used to measure basic hope (within the framework of E. Erikson's theory), which is understood as the individual's conviction about order and meaningfulness of the world and its favor towards people. This conviction is a factor conditioning a constructive reaction of people to changes and breakthrough events, especially to the situation of incurring irreparable losses<sup>35</sup>.
5. **SWLS - Satisfaction with Life Scale** - the scale contains five statements. The subject assesses to what extent each of them relates to his / her previous life. The result of the measurement is a general indicator of a sense of life satisfaction<sup>36</sup>.
6. **CISS - Coping Inventory for Stressful Situations** - a tool for determining the style of coping with stress. Three styles were distinguished in it: style focused on task (SSZ); style focused on emotions (SSE); style focused on avoidance (SSU)<sup>37</sup>.
7. **CWP - The Human at Work scale** - a test designed to measure the work-related locus of control, which is understood here as the predominance of internal or external motivation. The items of the questionnaire form two main scales: the control scale and the scale of the locus of control. The latter consists of seven additional subscales: three empirical - sense of failure of effect, sense of dependence on fate, dependence on others and four theoretical - personal control, control ideology, success and failure<sup>38</sup>.
8. **NEO-FFI - Personality Inventory** - a questionnaire for the diagnosis of personality traits included in the popular five-factor model, referred to as the Big Five model. It consists of 5 scales measuring neuroticism, extraversion, openness to experience, agreeableness and conscientiousness<sup>39</sup>.

<sup>34</sup> Łaguna, M., Trzebiński, J., Zięba, M. (2005). *Kwestionariusz Nadziei na Sukces. Podręcznik*. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>35</sup> Trzebiński, J., Zięba, M. (2003). *Kwestionariusz Nadziei Podstawowej. Podręcznik*. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>36</sup> Juczyński, Z. (2012). *Narzędzia pomiaru w promocji i psychologii zdrowia*. Warszawa: Pracownia Testów Psychologicznych PTP, s. 128-136.

<sup>37</sup> Strelau, J., Jaworowska, A., Wrześniewski, K., Szczepaniak, P. (2009). *Kwestionariusz Radzenia Sobie w Sytuacjach Stresowych. Podręcznik do polskiej normalizacji*. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>38</sup> Matczak, A., Jaworowska, A., Fecenec, D., Stańczak, J., Bitner, J. (2009). *Człowiek w Pracy. Podręcznik*. Warszawa: Pracownia Testów Psychologicznych PTP.

<sup>39</sup> Zawadzki, B., Strelau, J., Szczepaniak, P., Śliwińska, M. (2010). *Inwentarz osobowości NEO-FFI Paula T. Costy i Roberta R. McCrae. Adaptacja polska. Podręcznik*. Warszawa: Pracownia Testów Psychologicznych PTP.

*M. Strelau*

9. **GSES - Scale of Generalized Own Efficiency** - a tool used to measure the strength of a general belief of an individual about the effectiveness of coping with difficult situations and obstacles<sup>40</sup>.
10. **KPŻ - Life Attitudes Questionnaire** - it is a polish adaptation of LAP-R (Life Attitudes Profile - Revised) by Gary T. Reker. This tool is used to test the sense of the meaning of life. The theorems contained in the test concern the sense of the meaning of life and form six simple scales referring to particular existential attitudes (Goal, Internal Coherence, Life Control, Acceptance of death, Existential Emptiness and Searching for goals) and two complex scales - Personal sense and Balance Bet life. The latter is the combined result of the questionnaire<sup>41</sup>.

The population subjected to such a constructed examination consisted of the students of the last semester of the second-cycle studies from the (research area) of public universities in Warsaw: the Maria Grzegorzewska University, the Warsaw University of Technology and the Medical University of Warsaw, recruited from randomly selected majors (pedagogy, psychology, sociology, electronics, mechatronics, mechanics of vehicles and working machines, IT and information systems as well as medical devices) and study groups.

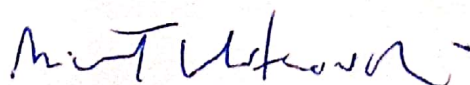
The analyzes of the statistical material collected during the study revealed - on a multi-level basis, due to the complexity of the definition of psychosocial well-being - the level of well-being felt by the studied population (research problems 1 and 6). Further statistical analyzes aimed at verification of research hypotheses showed the existence of numerous determinants of the psychosocial well-being, resulting from the level of involvement in the future profession (accuracy of choice of the profession / occupation) or the specificity of the chosen profession (especially in terms of the number and quality of required relationships with other people).

To sum up the study, it seems to me that its theoretical goal has been fully realized. I have identified areas in virtually every dimension of psychosocial well-being, differentiating students of social and technical with medical sciences. This made it possible to implement a practical goal, i.e. to propose solutions for an educational practice (not only at the higher level) of a preventive nature - counteracting the emergence of barriers in comprehensive psychosocial development. I also realized the exploration purpose, because the collected data allowed me to

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<sup>40</sup> Juczyński, Z. (2012). *Narzędzia pomiaru w promocji i psychologii zdrowia*. Warszawa: Pracownia Testów Psychologicznych PTP, s. 89-94

<sup>41</sup> Klamut, R. (2010). *Kwestionariusz Postaw Życiowych KPŻ. Podręcznik do polskiej adaptacji kwestionariusza Life Attitude Profile – Revised (LAP-R) Gary'ego T. Reker*. Warszawa: Pracownia Testów Psychologicznych PTP.





determine the strength of the relationship between the sense of psychosocial well-being and a number of family or economic factors.

Due to the fact that most of the dependencies expected by me found - stronger or weaker - confirmation in the collected statistical material, one can assume that the psychosocial well-being proposed in the book may (at least partially) translate into objective reality, although it still requires repeated empirical testing in different conditions (eg on a different group of people, in other cities) and using different methods and tools. It was also important to pay attention to the problems of psychological and social costs incurred by young people who, after graduating (often chaotically chosen) studies in a chosen field of study, begin their professional career and independent adult life. Are they suffering from stress associated with this situation when they consider this choice as irrelevant? Answers to such questions indicate that it is extremely important to provide appropriate vocational guidance for each pupil and student, aimed at identifying their interests and talents, as well as systematically planning the next steps (educational and professional choices). This is not a discovery, but with the ongoing complication of the world and the labor market, systemic action in this area is necessary to maintain the dynamics of economic development and, more importantly, not to weaken the already low sense of psychosocial well-being. The second important issue - the solution to which remains in the sphere of dreams - is the sensitization of parents to educational issues, affecting not only the well-being, but also the child's educational and professional choices. Other practical applications focus on activities profiled to specific deficits detected in individual dimensions of psychosocial well-being.

## **5. Discussion of other scientific and research achievements**

The articles presented below, published in peer-reviewed journals and chapters in collective works, are focused around the broadly understood determinants of the choice of educational path and/or profession, such as individual and family motives, individual predispositions or specificity of the labor market. Nevertheless, irrespective of the point of view adopted for the purposes of a given article, all of them concern the indicated problem.

This topic is the subject of my theoretical and empirical interests from the time when, after completing my psychological studies in 2005, I started working in the National Centre for Supporting Vocational and Continuing Education (KOWEZiU) and, at the same time, I realized that I had made the wrong educational path myself. This, looking from the perspective

*Mint Kowalczuk*

of time, a rather surprising (and rather outdated) thought became an impulse, which redirected my scientific and research interests towards vocational guidance and, being its theoretical foundation, pedagogy (labor/work pedagogy). Taking advantage of my education (I am a social psychologist with specializations "career guidance" and "change management") and experience gained from work at KOWEZiU and later also at the High School of Pedagogy of the Polish Teachers' Union (WSP ZNP) (where I had the opportunity to meet many inspiring job educators), I determined my current research interests.

The continuation of my scientific research related to the above-described problems was the work on the doctoral dissertation entitled „Determinants of the choice of the field of study by students of general secondary schools”, which I defended in 2009 at the Faculty of Pedagogical Sciences of the Maria Grzegorzewska University in Warsaw (the dissertation was promoted by dr hab., prof. APS Janusz Gęsicki, and the reviews were prepared by: prof. Andrzej Bogaj and dr. hab., prof. APS Franciszek Szlosek). In this dissertation I focused on identifying the motives and type of motivation (internal vs. external) behind the choice of the field of study by young people graduating from general secondary schools in cities with different numbers of residents and specific characteristics (Warsaw, Radom, Piaseczno and Góra Kalwaria).

Beginning of work at the Department of Social Pedagogy (nowadays it's the Chair of Social Pedagogy) at the Faculty of Pedagogical Sciences of the Maria Grzegorzewska University in Warsaw in October 2009 gave me new possibilities for interpretation of reality and provided me with inspiration to further deepen the studied issues. Under the influence of the research achievements of social educators (captivating reality differently from social psychologists) I was interested in the relationship between the human psyche and the properties of space, especially social space - hence ideas for articles that determine the existing order in the area of higher education, indicating its rigidity (non-compliance behind the world) and no idea what a modern graduate is to be.

Another event that changed, or rather expanded my view of the educational dimension of professional success, was the launch of postgraduate studies "Management in the education system" in 2015, where I had the opportunity to learn the extremely practical side of the profession (school director) and see (appearing often in classes run by experienced practitioners as a free listener) how important it is to shape professional qualifications at the university for later meeting the requirements of a job in real life. Cooperation with the environment of practitioners forming the teaching staff of postgraduate studies also includes regular organization of conferences aimed at our students and graduates and all those interested in the subject of education management, as well as development of publications which goal is to

*Maria Grzegorzewska*



enrich the worldview and practical skills of people involved in educating subsequent generations of Poles (in constant cooperation with The Maria Grzegorzewska University Publishing House and Wolters Kluwer).

The result of the above-mentioned experiences is the list of my scientific and research achievements (fully described in the Habilitation Achievement List, constituting a separate document), from which I extracted 10 most important articles, creating a coherent perspective on the issue of professional start and its many conditions (and, for the sake of their chronological arrangement, showing progress in thinking about the relationship of man and work).

1. *Caprices and decisions about the choice of the field of study*, in: Z. Kramek, T. Jaszczyk, E. Koziel (ed.) *Work pedagogy - studies with the future*, ITeE-PIB, Radom 2010, pp. 49-55.

The text of the article is based on the analysis of statistical material collected during the research being the basis of the doctoral dissertation. It concerns the conditions of choosing the field of study resulting from the diagnosis of possessed aptitudes (self-diagnosis of predispositions). The results of the study seem to indicate that students accurately recognize their abilities (mainly on the basis of grades obtained during learning in a general secondary school) and take them seriously into account when choosing the field of study.

2. *Circumstances of pedagogical study selection in Maria Curie-Skłodowska University*, in: R. Bera, A. Dudak, K. Klimkowska (ed.) *Pedagogical education in the context of the job market requirements*, Impuls, Kraków 2012, pp. 97-115.

In this article I presented a research report that aimed at getting to know the first year students, their opinion on the overall functioning of the Maria Curie-Skłodowska University and the motives behind the choice of the field of study and the University itself. The conclusions from the analysis of the statistical material received during the study were meant to allow the University, in a more targeted manner, to meet the needs and expectations of students, but also (what is equally important) to provide information on the effectiveness of the marketing activities used. These studies were also meant to become a prelude to the study of the fate of graduates, because they give the opportunity

*M. T. Kluwer*

to learn about the motives that guided their choice of the field of study and to refer them to the course of later professional career.

3. *Awareness of the inevitability of labor market participation and mental wellbeing of students of pedagogy*, „Ruch Pedagogiczny” nr 4/2014, pp. 97-104.

In this article the results of researches focused on the second year students of complementary studies (second degree) majoring in education (pedagogy), in order to establish their psychological well-being at the threshold of their careers are presented. In this study, in addition to an extensive author's questionnaire, psychological tests aimed at determining the level of psychological well-being of the participants were also used. The results seem to indicate that despite the lack of work in the professions of teaching, the students believe that they can achieve professional success.

4. *Educational aspirations of middle school students and the contemporary labor market*, „Ruch Pedagogiczny” nr 4/2015, pp. 33-42.

The article raised the problem of educational aspirations of young Poles (middle school students) on the background of the contemporary labor market, liable to continuous transformation. Starting from theoretical considerations, results of studies and reports were presented – they provided information about interactions on the line: expectations of the students - the situation on the labor market. The empirical confirmation for the outlined considerations was a study conducted in Piaseczno School no. 1.

5. *The consequences of studying – between educational success and failure*, in: J. Wiśniewska (ed.) *Sytuacje graniczne w biegu ludzkiego życia*, The Maria Grzegorzewska University Publishing House, Warszawa 2015, pp. 222-231.

This article focuses on the presentation of the problems faced by graduates of Polish universities and, on that background, on analyzing of the borderline situation, which is the starting point for entering the open labor market and gaining first serious employment. Mental health and, above all, the position of young people on the labor

*Mieczysław*



market in Poland and abroad (United Kingdom) have been made the symptoms of the abovementioned borderline situation. The said position is associated not only with the ability of employment, but also with economic and social aspects, which are a part of adult life.

6. *Between academic character and preparation for active participation in the labor market - the role of universities in the training of personnel for the economy*, in: M. J. Szymański, B. Przybylski (ed.) *Within the circle of contemporary educational problems*, The Maria Grzegorzewska University Publishing House, Warszawa 2015, pp. 113-121.

The question about the role of universities in the process of shaping human resources for the economy raised in the title is the keynote of the whole article. Should we equip students with basic competences, which are the starting point for their independent development and improvement in terms of their profession, or prepare them reliably to take up a job immediately after graduation? The existing discrepancy between academic and professional competences makes it reasonable to determine the proportion in which academic teachers should shape and develop them in students.

7. *Professional plans of students of the second year of complementary studies of the Warsaw universities*, in: J. Korczak, B. Przybylski (ed.), *Different faces of education. Institutions and their educational significance in a changing world*, „Adam Marszałek” Publishing House, Toruń 2016, pp. 221-231.

The research, around which the article's content is focused, was a pilot test of my own research questionnaire, which I then used in the study forming the basis of the book „Generation Y in the modern labor market – psychosocial determinants of professional start”. The aim of the research was to capture basic differences in social origins and professional plans of students completing MA studies in the fields of pedagogy (Maria Grzegorzewska University in Warsaw and High School of Pedagogy of the Polish Teachers' Union) as well as mechatronics and electronics (Warsaw University of Technology). The differences between the two groups of students are not significant, but they seem to explain, among others, the reasons of the decisions on economic emigration, undertaken more often by the pedagogy students.

*Mint*

8. *The necessity of an interdisciplinary approach to research in the field of work pedagogy - an attempt to justify*, in: F. Szlosek (ed.), *Research - Maturation - Development (on the way to a PhD). Methodological separation and disciplinarity of a given field of knowledge*. The Maria Grzegorzewska University Publishing House; Institute for Sustainable Technologies – PIB, Warszawa-Radom, 2016, pp. 208-214.

This article is an attempt to justify the necessity for an interdisciplinary approach to research in the field of work pedagogy, which is justified by the criticism of the division of science, understood as a structured process of learning about reality, disciplines and subdiscipline. Against such background I present the threads on the interdisciplinary nature of work research in the words of outstanding educators and, on their basis, I try to determine what research competences should characterize a contemporary researcher of social phenomena that escape description in one field of science.

9. *The labour market in Poland – preceding the cultural transformations associated with the influx of immigrants*, „International Journal of Pedagogy Innovation and New Technologies”, Vol. 5, No. 1/2018, pp. 69-73.

This article attempts to analyse preparation of the Polish labour market to welcome migrant workers from outside the European Union. In addition to the numerous statistics showing the current state of the domestic labour market, the author focuses on aspects related to entering the job market by young people and their chances of getting a job. The readiness of Polish society to accept immigrants is also analysed. The psychological acceptance of immigrants is an extremely important area, especially in the situation of mass inflow of workers from Ukraine, Belarus and other countries from post-Soviet Europe. According to official statistics over 2 million people came to Poland since 2014, which is the largest wave of immigration in the modern history of Poland. Current and adequate knowledge about the Polish labour market is only a starting point for undertaking work on the development of mechanisms to facilitate the immigrants not only the beginning of work, but also a happy life in Poland.





10. *Pedagogical and psychological regularities of learning*, in: K. Gawroński, M. Kwiatkowski (ed.), *School director in the education management process*, The Maria Grzegorzewska University Publishing House, Warszawa 2018, pp. 104-117.

Bearing in mind that this article is to be part of a larger, well thought out whole (multi-authorial monograph „School director in the education management proces”), I used it to present the perspective of the school’s director or teacher and included a number of practical proposals in the field of adult didactics. The theoretical part of the article are the considerations – derived from pedagogical and psychological theories – concerning the nature of adult learning (implicitly: directors and teachers), focusing on cognitive mechanisms and memory.

Michał R. Alouche