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Анотація

Л.А.Мацук

Формирование у детей дошкольного возраста ценностного отношения к природе родного края

В статье очерчены основные этапы формирования у детей дошкольного возраста ценностного отношения к природе родного края. Ознакомление детей дошкольного возраста с природой становится основой знаний о морально-этических нормах и правилах и делает их основным регулятором поведения. Экологическое образование дает возможность раскрыть ребенку значения природы как части культуры, как универсальной ценности. Новые мировоззренческие ориентиры и социальные задания, которые стоят в настоящее время перед человечеством, актуализируют проблему отношения человека к природе.

Ключевые слова: формирование, ценностное отношение, ценностные ориентации, природа родного края, экология.

Summary

L.O.Matsuk

Forming of Preschool Children Valued Attitude to the Nature of Native Land

The basic stages of forming of preschool children their valued attitude toward the nature of native edge are outlined in the article. The acquaintance of preschool children with nature becomes basis of knowledge about moral-ethical norms and rules and makes them the basic behavior regulator. Ecological education gives an opportunity to expose to the child value of nature as a part of culture, as an universal value. New world view reference-points and social tasks that stand today before humanity actualize the problem of person's attitude to nature.

Key words: forming, valued attitude, valued orientations, nature of native land, ecology.

Дата надходження статті: «1» жовтня 2012 р.

УДК 371.3(045)

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Organisational factors of the career in the evaluation of female teachers of the early school education

In all the deliberations concerning the conditioning of the teacher's life, it is essential to pay attention to the organisational factors. Among those we can distinguish the external conditions of the teacher's work in the context of which their activity takes place. Every single conditioning aspect can be the subject of a separate qualitative analysis. Therefore, in this author's further considerations only certain organisational factors of career shall be presented – those that have been deemed essential and having influence on the degree of mutual interpersonal relations in teams in which the teachers of early education operate. This author arrived at the conclusion that it would be of value to analyse the very issue of interpersonal relations in the teachers' environment. For the school's activity is the more effective the more its teachers are able to cooperate smoothly, the better they understand one another and are able – with concentrated joint effort – to refine and improve the style of their respective individual work.

Key words: work organisation, teachers, early school education.

The observation of the social transformations taking place in the recent years as well as all the attempts to reform the educational system lead to the situation that it has become of an utmost importance to pay attention to the questions concerning the role fulfilled by teachers and the goals that are set before them. The goals of any reformed school should be realised by a teacher who is properly

prepared for the professional career and *effectively cooperating with his or her own professional environment (group)* as well as with all the remaining environments which take part in the process of educating the young generations. Together with all those transformations, the general social criteria of teachers' educational activity are undergoing changes as well. Hence, there exists a constant necessity of updating the above-mentioned issues, as well as the one of further research in this sphere.

The professional self-awareness is essential from the point of view of an individual's discovering his or her professional environment's identity, and, owing to the collective «hubristic motivation», there emerges an aspiration to transform and refine it²¹. The self-awareness – reflected in the self-knowledge – is being shaped in the process of interaction with oneself and the others. The school as a workplace becomes a source of diverse experiences which, on the one hand, might transform into the teacher's self-knowledge, enriching it, and, on the other hand, the already existing self-image might have an influence on the very character of reception and the method of interpreting those experiences..

A teacher who identifies with the profession he or she conducts is able to independently find solutions to the problems that arise in front of him or her, cooperate with others for the sake of the common good, defend the accepted system of values, be compassionate and tolerant - as well as initiate specified activities.

Teachers functioning to their fullest potential is only possible in the case of fulfilling numerous conditions which determine his professional development – surpassing any imposed conventions through the decentralisation which might limit his consistent professional growth and is not conducive to the social integration. According to Henryka Kwiatkowska «teacher's activity for the sake of transformation (...) is all the more efficient the more she is self-aware – and, in addition – aware of the opportunities the school offers to fulfill her own professional needs (cognitive and efficiency-related ones), as well as existential ones (for example, the need to feel appreciated and independent)»²². Developing the reflective awareness requires knowledge of a general type, intellectual activity as well as sufficient knowledge concerning socio-political events. Indeed, it is difficult to imagine a teacher competently performing her tasks in a complete isolation from the world in which she lives. This is why the reflection concerning her role is firmly planted in the context of the everyday life, in the interconnecting cultural influences, personal experiences, diverse interactions and mental experiences. Evaluating teachers in this particular aspect appears to be an enterprise which gives rise to considerable and fierce emotions – especially if the results bring negative conclusions for this professional group²³.

In the process of analysing the professional functioning of a teacher it seems of value to emphasise the necessity of changing the understanding and perception of the role of «a facilitator»²⁴: from the aspect of being «in the role» – teacher differentiates her perception as a person and as a teacher: passing on the knowledge in accordance with goals and values specified by others – to the aspect of being an independent subject, conditioned to make choices and co-define goals – in other words, being a creator of changes. «It is a conscious form of independent teaching, liberated from the regulations of externally imposed role – the teaching of individual responsibility which fully identifies with its activity and assumes responsibility for it»²⁵. The proposed paradigm of the professional preparation of teachers «results from abandoning the indoctrination for the sake of critical consciousness»²⁶.

On the basis of the conducted considerations, this author is of the opinion that the abandonment of assumed knowledge transmission patterns directly influences the formation of teacher's self-consciousness in the direction of postulated communicative qualifications and skills – in other words, «searching for the truth, open dialogue and polyphonic interpretation of events and opinions in the educational process»²⁷. Therefore, it appears of essence for the teaching environment to undertake a

²¹J. Koziński, *Transgresja i kultura*, Warszawa 2002, p. 119-130. Hubristic motivation – perceived by J. Koziński – is a permanent human striving for proving and increasing one's self-esteem. Satisfying this need enables the adaptation to the socio-cultural environment. In transgressive psychology it fulfills a similar role as *libido* in classical psychoanalysis and *self-realization* in humanistic psychology.

²² H. Kwiatkowska, *Edukacja nauczycieli. Konteksty, kategorie, praktyki*, Warszawa 1997, p. 57.

²³ Zob. A. Nalaskowski, *Nauczyciele z prowincji u progu reformy edukacji*, Toruń 1998, p. 51 and the next.

²⁴ The term of „facilitator” was introduced to pedagogy by C. Rogers, who specified through it a new type of teacher, endowed with traits which make it possible to create special conditions for students in the educational process (atmosphere of work through authenticity, honesty, emphatic understanding); quoted after: W. Puślecki, *Nauczyciel pełnomocny*, W: *Rozwój zawodowy nauczyciela*, ed. by H. Moroz, Kraków 2005, p. 190.

²⁵ H. Kwiatkowska, *Edukacja nauczycieli*, op. cit., p. 74-75.

²⁶ Zob. S. Dylak, *Nauczycielskie ideologie pedagogiczne a kształcenie nauczycieli*, W: *Pedagogika w pokoju nauczycielskim*, ed. By K. Kruszewski, Warszawa 2000, p. 189.

²⁷ Z. Kwiecieński, *Konteksty pytań o zmiany w kształceniu nauczycieli*, W: *Edukacja nauczycielska wobec zmiany społecznej*, red. H. Kwiatkowska, Warszawa 1991, p. 6.

dedicated cooperation based upon dialogue and communication which leads to the activation of appropriate social identification and, as a result, is conducive to the group integration²⁸. A teaching team should become a creative force behind implementing a specific work tradition in school. The forces within such a team – shaping an appropriate attitude of teachers towards their tasks – to a large extent define the value of respective individuals. A current problem seems to be gaining insight into the teacher's professional development and her attitudes to the fulfilled work through the relations connecting him with the processes taking place in a teaching team.

In the process of organization of school's social life and its educational effectiveness an important role is played by *organisational culture*. Schools are varied in every single aspect of their functioning since each of them possesses a culture characteristic only for itself – defined by the values and experiences brought to it by respective persons and by the manners of acting on the part of its workers and their mutual relations. Organisational culture is a meaningful instrument with the ability to shape people's behaviour of the type which is conducive to achieving the goals by the organization. It also signifies «a specified level of human interactions, the moral aspect" - as well as a tendency for the professional development²⁹. Organisational culture, therefore, fulfills the following functions: 1) diagnostic, consisting in specifying the actual state of reality which is subjected to analyses and research; 2) explanatory-informative, which deals with describing and explaining all the determinants of human behaviour in formal and informal organisations, educational institutions with the purpose of learning the mechanisms and regularities which stimulate those human actions; 3) prognostic, the aim of which is to analyse human actions in organizations from the point of view of continuations of functions and goals which are implemented by them; 4) regulatory, with the objective of upkeeping organisational and substantial equilibrium of the educational system; 5) innovative, which refers to the scope of issues connected with the introduction of modifications to the current state of organisational-structural reality of the educational system; 6) strategic, related to the issue of strategic functioning of the educational system as a whole - and its respective institutions³⁰.

The value of the educational effort is all the greater the more interpersonal contacts are conducive to the creation of an appropriate «ambience» among members of a teaching team. «Benefits resulting from the atmosphere that promotes collectivity are dependent on the condition that the group members adequately understand what inspires them, what they wish to undertake and know their own identity and that of other teachers»³¹. Undoubtedly, a fixed manner (style) of working, characterized by the willingness to cooperate or the lack of it – according to the principle of feedback conditions the attitudes of teachers – consolidating them in a given direction. The willingness to accept *cooperation* is a crucial condition behind any organization's existence – however, not one that is sufficient on its own. In teaching teams, this cooperation might assume the shape of a more or less conscious and organized mutual help among the group members. It is precisely owing to such relations that one may share with other team members his or her impressions, ideas and manners of perceiving problems through the presentation of one's personal strategies of thinking and acting. «Among the effects of an interaction of this type one might find deeper levels of reflection, larger potential which is naturally more conducive to innovations»³², as well as a higher degree of social bonding in teachers' groups.

The complexity of social conditions affecting the interpersonal relations leads to the situation that those relations do not always take a correct and expected course. Along with the integrating mechanisms, there appear stratification processes resulting from diverse conflicts of interests, attitudes, opinions as well as from the willingness to compete and take part in different types of contests. *Conflicts* taking place at workplace, as all the other social conflicts, are defined by conditions that are objective (antinomies inherent in the process of organizing work, interpersonal relations, social and living conditions etc.) and subjective (motives and inclinations)³³. The fundamental elements of a conflict situation in the process of organization are four independent variables which might directly affect its course: 1) personal traits of this conflict's participants: personality, social roles, managing style as well as interpersonal skills, 2) the subject of conflict, in other words – its causes, degree of seriousness and a fashion in which the problem is formulated, 3) inherent co-dependencies and the character of interaction between the parties of this conflict, 4) this conflict's context related to the environment's pressure, commonly accepted social norms and values within a given organization,

²⁸ Zob. A. Radziewicz-Winnicki, Społeczeństwo w trakcie zmiany. Rozważania z zakresu pedagogiki społecznej i socjologii transformacji, Gdańsk 2004, p. 460-461.

²⁹ J. Szempruch, Nauczyciel w zmieniającej się szkole. Funkcjonowanie i rozwój zawodowy, Rzeszów 2001, p. 173.

³⁰ Ibidem, p. 169-170.

³¹ Ch. Day, Nauczyciel z pasją. Jak zachować entuzjazm i zaangażowanie w pracy, Gdańsk 2008, p.163-165.

³² Ch. Day, Rozwój zawodowy nauczyciela. Uczenie się przez całe życie, Gdańsk 2004, p. 154.

³³ J. Sztumski, Socjologia pracy, Katowice 1999, p. 172-173.

the organization's goals as well as the organisational culture³⁴. Misunderstandings that are bound to happen in the course of team-work are, above all, related to the degree of one's acceptance of the workplace's goals, fulfilled roles and to situations resulting from the course of one's professional actions. According to Jan Poplucz, the act of distinguishing fundamental causes of conflicts is not easy since every attempt of their classification might lead to controversies owing to diverse criteria of categorization. The research conducted by this author leads to the conclusion that conflicts in teaching teams have considerably diversified conditioning and result from inadequate working conditions, problems inherent in the management style, as well as different defects in the school's organization. The above-mentioned phenomena are, to a large extent, conditioned by teachers' relatively low sense of duty and their inappropriate relation to co-workers³⁵.

According to the authors of scientific papers, the conflict within the interpersonal (social) sphere is a specific type of social interaction; it forms an exchange of negative influences among this interaction's participants. On the other hand, as an intrapersonal (mental) process, it refers to a characteristic system of emotional events and observational participants of the conflict. In antagonistic situations, the intrapersonal and interpersonal phenomena are mutually strengthened by one another as the leading factors behind the dynamics of the conflict's course³⁶. Karen Horney «differentiates several human types in the context of conflicts: submissive, isolating and aggressive. However, she also emphasises that one should never be passive in the case of conflicts, letting them take control of the situation, since there is always the possibility to solve them»³⁷. Conflicts are not always treated as states that have a negative impact on people. They are sometimes essential for the correct development of man's personality. Gordon W. Allport is even of the opinion that one of the traits of a healthy personality is searching for diverse tensions – this is one of the ways providing testing of one's capabilities. «Everyone is entitled to his or her judgment and an obligation to defend it – if they really consider such a judgment worthy of upkeep»³⁸. In view of the above-mentioned factors, interpersonal conflicts in work teams can be divided into two types: positive and negative (creative – non-creative). The former contribute to progress at work, the latter limit this progress; to a large extent they can be classified according to our perception of dissimilarities and the ability to cope with them³⁹.

There exists a conviction that conflicts might lead to the creation of serious problems, but one may also utilize their emergence for the purpose of refining and perfecting the organization's functioning⁴⁰. Owing to those conflict situations, an individual has an opportunity to discover his or her skills as well as discover the so-far unknown positive qualities of their opponents. Therefore, it appears of essence to efficiently manage conflicts – which is only possible if a given organization possesses a manager who is able to identify the conflict-generating factors and perform an accurate diagnosis of a situation – as well as choose and apply specific action procedures enabling the conflict's solution⁴¹.

All the potential disharmonies and break-downs in the course of a work-team's functioning are reflected in a negative atmosphere which, above all, is a consequence of depreciation of personal dignity of the work-team's members. In a situation of this type, teachers can hardly have conditions to realise their mental needs, the satisfying of which is of a particular importance in any education-related work. Conflict situations naturally have a way of affecting the teacher's personality. A permanent failure to satisfy the workers' needs, as a consequence, leads to the emergence of the feeling of discontent and apathy for work and school.

A comprehensively understood organisation of work is an essential factor in the effectiveness and efficiency of teaching teams' actions and overall functioning. A proper division of tasks and roles, optimal employment of means, knowledge and human resources, co-operation of all the elements in the work process – is a fundamental condition behind a correctly functioning school. Therefore, in the current theoretical and empirical considerations a particular emphasis is placed upon the issue concerning factors which condition an appropriate work organisation of the teacher.

³⁴ A. Adamus-Matuszyńska, Zarządzanie konfliktem w miejscu pracy, W: Współczesne problemy zarządzania ludźmi, red. B. Kozusznik, M. Adamiec, Katowice 2000, p. 66-67.

³⁵ J. Poplucz, Konflikty w zespołach nauczycielskich, Warszawa 1973, p. 52-56.

³⁶ K. Balawajder, Komunikacja, konflikty, negocjacje w organizacji, Katowice 1998, s. 74-76; por. W. M. Stankiewicz, Konflikt jako zjawisko integrujące i dezintegrujące oblicze współczesnego świata, Olsztyn 2008, p. 28-29.

³⁷ Za J. Poplucz, Konflikty w zespołach nauczycielskich, op. cit., p. 29.

³⁸ Ibidem, p. 33.

³⁹ Zob. R.J. Edelman, Konflikty w pracy, Gdańsk 2002, s. 11-14.

⁴⁰ Por. Z. Rummel-Syska, Konflikty organizacyjne. Ujęcie mikrospołeczne, Warszawa 1990, s. 20-27;

⁴¹ K. Balawajder, Komunikacja, konflikty, negocjacje w organizacji, op. cit., s. 105; por. M. Deutsch, Współpraca i rywalizacja, W: Rozwiązywanie konfliktów. Teoria i praktyka, red. M. Deutsch, P. T. Coleman, Kraków 2005, s. 34-37.

Methodological principles of the research

Because of the diagnostic and explanatory character of this research, the author assumed the following hypothesis and research problem:

Problem 1. Is there a connection (and if so: of what kind?) between organisational conditions of working and the evaluation of mutual relations in teaching teams in which female teachers of early school education function?

Hypothesis 1. There is a dependency between organisational conditions of professional work and the evaluation of mutual relations in teaching teams in which female teachers of early school education function. Proper work organisation encourages cooperation while the inappropriate one may lead to the atomization of teams and the disorganization of teachers' attitudes.

Dependencies analysed within the scope of the problem in question concern the relations between two variables, i.e. 1) organisational conditions of the professional work, 2) defining the mutual relations during the faculty meetings. Among the organisational conditioning factors one may differentiate: the motives behind choosing the work position, attitude towards the work-place as well as factors conditioning satisfaction resulting from the performed work.

In the presented research, the author employed the diagnostic poll method as well as statistical methods [chi-square independence test (χ^2), Cramer's contingency coefficient (V)]. The statistical analysis of the collected research material received on the basis of the employed techniques was started from the initial study and comparison of results in the form of collective sheets which served the purpose of constructing tables presenting the research results. The calculations were conducted using the spreadsheet of Microsoft Excel. Among the employed research methods – the following techniques were used: community survey, unstructured interview and observation.

The research was conducted among female teachers of early school education who performed an evaluation of mutual relations between members in selected teaching teams using the following optional answers: «good, without any disturbances», «despite minor misunderstandings – generally good» and «I try to limit my contact to the necessary minimum»⁴².

The acquired data shows that 50,4 % (123 people) of the female teachers of early school education assess their teams as ones with a tight structure of social relations and based on partner-like colleague relations. However, 32,8 % (80 people) of the respondents indicate that there are minor misunderstandings, and 16,8% (41 people) evaluate the mutual relations as negative ones skating that they «limit their contacts with the group to the minimum» which seems to indicate the situation where certain teachers are attempting to stay isolated or they are simply rejected by their team.

Organisation and the area of research

Empirical research was conducted by the author in the years of 2005-2008 in the environment of teachers of early school education on the area of the following towns: Ustka, Słupsk, Lębork as well as other locations (Dębica Kaszubska, Smóldzino, Zagórzycza, Pobłocie). The research was supplemented in the years of 2009/2010 in which the author focused on teachers improving their professional qualifications during 2-year extramural Master's programmes as well as postgraduate studies in the scope of integrated early school and preschool education at the Pomeranian University in Słupsk. Altogether, 244 female teachers specializing in the early school education participated in those programmes. Thus, it has been confirmed that the feminization of the teacher's profession is a fact.

The research procedure began with the conducting of pilot surveys in which a personally constructed research tool was verified: the survey questionnaire. The collected empirical material was analysed and – after several alterations it was decided by the author that the prepared techniques and research tools may serve the purpose of the analysis of problems.

The purpose of the individual research was to find out about the opinions of the teachers concerning the character of coexisting in teaching teams as well as specific aspects concerning the organisation of their professional work. In addition, the data acquired from the conducted research provided information on age and job seniority.

⁴² A similar system of answer categories in relation to the attitude of teachers to the social environment was taken into account in studies conducted by B. Sadaj, In: Społeczne problemy zawodu nauczyciela, Warszawa 1967, p. 150 and the following.

Table 1. Age of the surveyed teachers

| Age | Below 27 | 28-36 | 37-45 | Above 45 | In total |
|-----|----------|-------|-------|----------|----------|
| N | 16 | 74 | 87 | 67 | 244 |
| % | 6,5 | 30,3 | 35,7 | 27,5 | 100,0 |

Source: own research

As it can be seen in table 1, the largest group among the surveyed ones are teachers in the age bracket of 37 – 45 years (35,7 %), and the smallest – persons below 27 (6,5%).

Table 2. Job seniority of teachers

| Job seniority in years | Below 5 years | 6-15 years | 16-25 years | Above 25 years | In total |
|------------------------|---------------|------------|-------------|----------------|----------|
| N | 42 | 68 | 96 | 38 | 244 |
| % | 17,2 | 27,9 | 39,3 | 15,6 | 100,0 |

Source: own research

Based on the comparison in table 2, one can conclude that the largest group is composed of respondents of the job tenure of 16-25 years (39,3%) and of 6-15 years (27,9%). In the case of teachers with a short job tenure below 5 years (17,2 %) and the ones with experience of more than 25 years (15,6%), one can clearly notice a marked difference in numbers and percentage (significantly lower). In every school there are teachers of a diversified job tenure. Such a situation creates opportunities of not only the information and experience flow, but also intensifies the adaptation and consolidation processes in teaching teams.

The motives behind choosing a workplace

There is a common perception that a strong motivation – especially the intrinsic one – has an unusually beneficial influence on the course and quality of one’s professional career. Work motivation is a specific variety of acting motivation and refers to the execution of professional tasks. It requires the creation of the kind of conditions which would allow for the accommodation of interests of both individuals and their organizations. Hence the extreme importance of the motives behind choosing the work place – which manifest not only a specific degree of teachers’ identification with their institution, but may also determine integration processes in teaching teams.

The subject of considerations in this subsection is the relation between the motives behind choosing a workplace and the evaluation of mutual relations in teaching teams. The research results are presented in table 3. The calculated value of χ^2 test amounts to wynosi 19,670. The value of $\chi_{20,05}$ as read from the statistical tables (allowing for a 10 percent margin) amounts to 18,307 which manifests an essential relation between the motives behind choosing a workplace and the evaluation of the degree of teaching teams’ integration. Cramer’s contingency coefficient reached the value of 0,202. This means that there is a moderate contingency between the studied traits.

Table 3. Motives behind choosing a workplace in the context of defining mutual relations in teaching teams

| Mutual relations in teams \ Motives behind choosing a work place | Good, without disturbances | | Despite minor misunderstandings, generally good | | I limit my contact to the necessary minimum | | In total | |
|--|----------------------------|------|---|------|---|------|----------|------|
| | N | % | N | % | N | % | N | % |
| Coincidence | 48 | 39,1 | 42 | 52,5 | 10 | 24,4 | 100 | 40,9 |
| My own choice | 16 | 13,1 | 10 | 12,5 | 9 | 21,9 | 35 | 14,3 |
| I’ve been working in this school for many years | 14 | 11,4 | 6 | 7,5 | 4 | 9,8 | 24 | 9,8 |
| I had no other choice | 31 | 25,2 | 10 | 12,5 | 14 | 34,2 | 55 | 22,5 |
| There are friends/colleagues etc. among coworkers | 8 | 6,5 | 4 | 5,0 | 3 | 7,3 | 15 | 6,2 |
| The school has excellent working conditions | 4 | 3,3 | 8 | 10,0 | 1 | 2,4 | 13 | 5,4 |
| Chi-square=19,670; df=10; p=0,032; V-Cramer=0,202 | | | | | | | | |

Source: own research

▪ Percentage does not add up to 100 since the author excluded the category of «other answer» because of its low percentage of survey picks

As is evident from the data in table 3, in the group of people indicating misunderstandings in teaching team relations, a high percentage (52,5%) of the surveyed teachers made the choice of the work place through a coincidence. It seems interesting that in teams with inappropriate interpersonal relations the choice of a work place is a result of not only coincidence (24,4%), but also necessity in view of not other career options (34,2%) Artur S. Reber defines the activity resulting from a coincidence as a type of behaviour in which an observer is unable to notice a clear goal or incentive conditioning a particular type of actions⁴³.

It seems that the accidental manner of choosing one's work place on the part of teachers, with a particular emphasis placed on the motive based on necessity, is not only associated with the feeling of pressure (both in external and internal spheres), but also with one of disapproval. In view of such an attitude it is only natural that antagonistic and opportunistic types of behaviours shall emerge. In this context it seems worthwhile to mention the resistance paradigm – and important for this vision of education - the paradigm of action subject. Proponents of this theory aim to explain conflicts between individuals (and individuals and society) employing categories of human actions: choices and decision-making⁴⁴. According to them, «an individual in his or her relations with the society is both «free» and «coerced» (...)»⁴⁵. Frequently, when faced with the growing internal resistance, the teachers assume the attitude of withdrawal «into their silent world of discord, dilemmas and doubts»⁴⁶. A situation like this is not conducive to the positive development of an individual's identity, since this individual in the process of building the structure of his or her «sense of self» is deprived of the possibility to satisfy the need for affiliation and acceptance – «the thought movement cannot exist without obstacles it may overcome». The research results indicate a negative influence of the accidental/out of necessity-type of choosing the work place on the degree of mutual relations in teaching teams since the evaluations of female teachers choosing their work place out of necessity were in this particular division.

It seems worthwhile to indicate that 11,4% of the respondents who have been working in a given school for numerous years positively assess the interpersonal relations during teachers' meetings. One might make the conclusion that a longer time of workers' affiliation with the same team and longer-lasting common working are all factors conducive to the development of positive relations in teaching teams.

From the conducted research another conclusion may be apparent: that for the members of these groups joint working with friends and colleagues is also of considerable importance. The bond between colleagues frequently provides the worker with necessary support and the knowledge that in unclear and difficult situations one might expect help and assistance from the colleagues. In this case, the very existence of this informal structure might indicate the creation of conditions enabling a more efficient functioning of the whole social system. The value of educational work is all the greater, the more the colleague bonds are conducive to the creation of good understanding among team members. Interpersonal relations reflected in such an informal group are an important mental factor within the group's structure. In such a structure one may differentiate businesslike, favourable and conflict relations. It is not without importance what kind of values are accepted not only by respective teachers, but also by these groups. If those values are parallel to the school goals then all of the team efforts are strengthened⁴⁷. Therefore, the appearance of positive informal structures leads to the creation of a good atmosphere for the shaping of coordinated actions on the part of a teaching group members.

The attitude to one's work place

Getting to know the attitude to one's work place appears important for the evaluation of the overall organisational conditioning of a given group of respondents and for defining their mutual relations. In the set of factors influencing individual's views concerning the consolidation of his or her team one may definitely differentiate opinions and reflections on the work place. The conviction that one's work place has the necessary foundations to deserve social acceptance and recognition might be conducive to the development of proper work atmosphere and positively influence the self-definition of one's social position.

From the collected empirical data it is apparent that the vast majority (67,3%) of respondents feel good at schools in which they function. Only 22,9% of the surveyed teachers claim it makes no

⁴³ A.S. Reber, *Słownik psychologii*, Warszawa 2000, s. 577-578.

⁴⁴ Zob. Z. Melosik, *Współczesne amerykańskie spory edukacyjne*, Poznań 1995, s. 18 i nast.

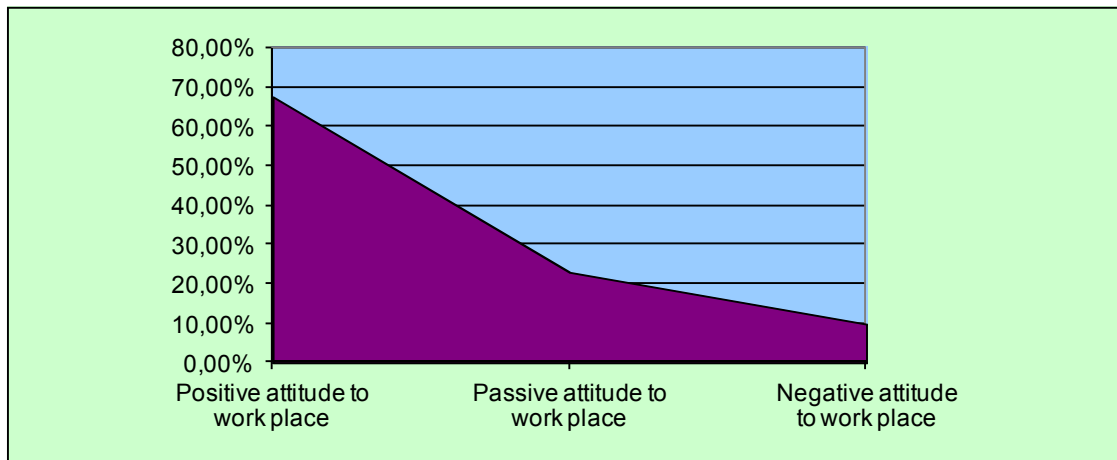
⁴⁵ *Ibidem*, s. 58-59.

⁴⁶ E. Bilińska-Suchanek, *Przestrzenie oporu w edukacji*, W: *Przestrzenie oporu w edukacji*, red. E. Bilińska-Suchanek, Toruń 2006, s. 12.

⁴⁷ J. Poplucz, *Organizacja zespołów nauczycielskich w szkole. Wpływ integracji zespołów na postawy nauczycieli wobec pracy pedagogicznej*, Warszawa 1975, p. 49-50.

difference where they work and 9,8% experience alienation in their work place. The acquired results are presented in the chart 1.

Chart 1. View of the size of the surveyed population of female teachers in the context of their attitude towards their work place (%)



Source: own research

It appears beyond any doubt that good mood of female teachers in their work environment conditions the course of their professional activity. Identification with the work place not only influences the increased activity in the process of shaping proper interpersonal relations, but also the quality of executive actions in relation to the undertaken tasks.

It seems interesting to present dependencies resulting from the research which concern the mutual contacts between members of teaching teams in relation to their attitude to their work place. This data is presented in table 4.

Table 4. Attitude to the work place in the context of defining mutual relations in teaching teams

| Mutual relations in teams \ Attitude to the work place | Good, without disturbances | | Despite minor misunderstandings, generally good | | I limit my contact to the necessary minimum | | In total | |
|--|----------------------------|--------------|---|--------------|---|--------------|------------|--------------|
| | N | % | N | % | N | % | N | % |
| I feel well here | 102 | 82,9 | 44 | 55,0 | 18 | 43,9 | 164 | 67,3 |
| It makes no difference where I work | 15 | 12,2 | 26 | 32,5 | 15 | 36,6 | 56 | 22,9 |
| I feel bad and alien here | 6 | 4,9 | 10 | 12,5 | 8 | 19,5 | 24 | 9,8 |
| In total | 123 | 100,0 | 80 | 100,0 | 41 | 100,0 | 244 | 100,0 |

Chi-square=29,862; df=4; p=0,001; V-Cramer=0,247

Source: own research

The calculated value of χ^2 test amounts to 29,862. The value of $\chi_{0,05}^{20}$ read from the statistical tables (with four degrees of margin) averages 9,488, which indicates an important correlation between the attitude of the surveyed teachers and mutual relations in teaching teams. Cramer's contingency coefficient (V) amounts to the value of 0,247 which indicates that there is a considerable convergence between the studied traits.

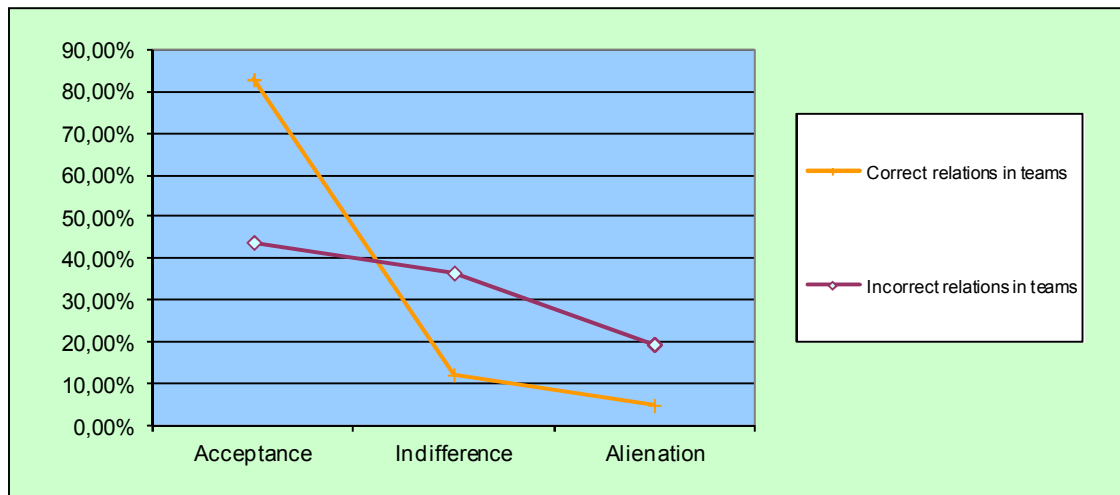
The analysis of data included in the table indicates that teachers with a positive attitude to work place («I feel well here») in 82,9% belong to the group of persons which defined their relations as «good, without disturbances». Respondents manifesting the passive and negative attitude towards their work place in the majority of cases (56,1%) work in teams in which there are minor misunderstandings or any contacts are limited to the necessary minimum. It is worthwhile to pay attention to the fact that only 4,9% of respondents with this kind of attitude function in integrated teams. Hence the conclusion that the positive attitude towards one's work place conditions proper interpersonal relations in teaching teams.

The proper attitude of teachers towards their work place is a manifestation of their adjustment and adaptation. Such persons can solve conflicts in a more efficient and correct manner, more easily form relations with others, as well as create favourable working conditions. A teacher who feels alien in his or her work environment has problems with creating relations with other team members which frequently generates aversion and conscious isolation. Alienation in the interpersonal relations is a symptom of a destructive development of relations which leads to the formation of a situation

threatening the partners, limiting their independence and rational decisions⁴⁸. The components of alienating situation are characterized by their ability to bring about strong negative emotions which make it impossible to implement the set goals. The consequence of such a situation is the growing feeling of helplessness, fear and endangerment⁴⁹. This, in turn, negatively influences the work effects and results in the disintegration of teachers' environment in the work place which becomes for an individual one of the essential centres of developing his or her personality and attitude towards the social environment.

The collected data concerning the studied variable which is dependent on the teachers' attitude towards their work place is presented in a graphic form in the chart 2.

Chart 2. Visual presentation of the evaluation of integration as well as mutual relations in teaching teams towards the attitude towards the attitude to their work place (%)



Source: own research

Based on the material collected in the course of research as well as the conducted analysis it might be concluded that, statistically, there is an essential correlation between the attitude of the surveyed teachers towards their work place and their evaluation of mutual relations in teaching teams.

Factors conditioning the satisfaction from the performed work

These considerations aim to analyse the causality of a specific evaluation of mutual relations within teaching teams in the context of work components conditioning teachers' satisfaction that were taken into consideration in the course of this study. The analysis of the above-mentioned correlations starts with indications of interesting – in this author's opinion – paradigms concerning the question of satisfaction resulting from the performed work.

The issue of factors behind reaching satisfaction in the professional sphere has been troubling the researchers of the social sciences for a long time. A popular concept in this respect was formulated by Frederick Herzberg⁵⁰. The author reached the conclusion that the factors leading to satisfaction are the so-called motivators among which one may differentiate: *recognition, responsibility, accomplishments, promotion* and they qualitatively differ from elements causing dissatisfaction, i.e. the hygiene-related factors: *salary, interpersonal relations, relations with one's superiors, work conditions*⁵¹. According to the traditional perception, work-related satisfaction and dissatisfaction are the opposite ends of the same dimension. It appears that satisfaction might be achieved through the process of elimination of the causes behind dissatisfaction. According to Frederick Herzberg, however, the very elimination of the sources of dissatisfaction does not lead to the expected state. It is therefore

⁴⁸ Z. Zaborowski, *Stosunki międzyludzkie a wychowanie*, Warszawa 1972, p. 21.

⁴⁹ Zob. H. Sęk, *Spoleczna psychologia kliniczna*, Warszawa 1993, p. 172-175.

⁵⁰ F. Herzberg, B. Mansner, B. Snyderman, *The Motivation to Work*, New York 1989, p. 34 and the following.

⁵¹ Motivators, factors stimulating the motivational process, are accepted, internalized and become Leeds, impulses (motives) for the selection of actions undertaken by a person – so that he or she may implement them. Definition after J.E. Karney, *Czlowiek i praca. Wybrane zagadnienia z psychologii i pedagogiki pracy*, Warszawa 1998, p. 155.

necessary to strive for such an organisation of work which maximizes motivators⁵², since those factors have a direct influence on the degree of implementation of organisational tasks.

It seems an unquestionable accomplishment on Frederick Herzberg part that he questioned the correctness of uniform approach to all the elements of work situation from the perspective of person's satisfaction. According to him, certain factors influence the worker's satisfaction and their lack only to a slight extent will lead to the dissatisfaction (motivators). Remaining work components need to occur so that the worker does not feel dissatisfied, however, their presence does not guarantee any given individual's satisfaction (hygiene-related factors). As can be seen - the first group is related to the content and specific features of the work as well as the worker's capabilities, the second – with «work environment».

Among the theories which are focused on the issues of diverse work satisfaction conditioning is a concept developed by Daniel Katz and John van Maanen. The authors differentiate three categories of factors which they refer to as «placement of work satisfaction»:

1. The work itself – related to the factors of the real motivation according to Herzberga.
2. Interaction context – coworkers, superiors and others.
3. Organisation's policy – context components: salary, work conditions⁵³.

It is apparent that the factors which Herzberg («motivators» and «work environment») classified as separate categories – in this perception have the same force of creating the feeling of work satisfaction. It seems that discovering all the factors conditioning work satisfaction and studying their relation with the degree of mutual relations in teaching teams may possess a considerable pragmatic value.

In the conducted research of this author, respondents were asked to indicate no more than four factors – out of enumerated nine – which in their opinion influence the worker's satisfaction. Work components taken into consideration in this question («motivators» and «work environment») – similarly to the concept of Daniel Katz and John van Maanen – appear jointly – developing the feeling of satisfaction resulting from the performed work.

It is worthwhile to consider the existence of correlations between the satisfaction indicators taken into account by the respondents and their mutual relations. The results of this research are presented in table 5.

The calculated value of χ^2 test amounts to 137,815. The value of $\chi^2_{0,05}$ read from the statistical tables (with sixteen degrees of margin) amounts to 26,296, which indicates an important correlation between the factors conditioning the satisfaction from the performed work and mutual relations in teaching teams. Cramer's contingency coefficient (V) reached the value of 0,297. This fact signifies that there exists a considerable convergence between the studied traits.

The data collected in table 5 indicate that passion for the performed work is the principal factor bringing about satisfaction of teachers functioning in all of the criterion groups. However, one can notice that this component is more heavily emphasised in teams with correct interpersonal relations (92,7%). Owing to this fact, work occupies a special place in the system of values of surveyed teachers. It appears that it is perceived as an area of creative self-realization and the development of one's personality.

A considerable percentage of teachers functioning in teams with incorrect interpersonal relations indicate the interaction-related context as one which is crucial for their satisfaction resulting from the performed work. For those respondents to a larger extent it is more important to have good relations among school teachers (78,1%) and between the headmaster and teachers (56,3%) than in the case of teachers belonging to consolidated groups.

Table 5. Factors conditioning satisfaction resulting from the performed work in the context of defining mutual relations in teaching teams

| Spending free time together Factors conditioning the satisfaction resulting from performed work | Good, without disturbances | | Despite minor misunderstandings – generally good | | I limit my contact to the necessary minimum | | In total | |
|---|-------------------------------|------|--|------|---|------|----------|-------------|
| | N | % | N | % | N | % | N | % |
| Passion for the performed work | 114 | 92,7 | 70 | 87,5 | 20 | 48,8 | 204 | 83,6 |
| Work stability | 88 | 71,5 | 19 | 23,8 | 28 | 68,3 | 125 | 51,3 |
| Good relations with colleagues at | 16 | 13,1 | 51 | 63,8 | 32 | 78,1 | 99 | 40,6 |

⁵² Za J.J. Foster, Motywacja w miejscu pracy, W: Psychologia pracy i organizacji, red. N. Chmiel, Gdańsk 2003, p. 348-349.

⁵³ Za B. Kozuszniak, Zachowania człowieka w organizacji, Warszawa 2002, p. 54.

| | | | | | | | | |
|--|----|------|----|------|----|------|----|-------------|
| work place | | | | | | | | |
| Good relations with one's superiors | 19 | 15,4 | 45 | 56,3 | 18 | 43,9 | 82 | 33,6 |
| Correct evaluation of the worker's effort | 20 | 16,3 | 33 | 41,3 | 26 | 63,4 | 79 | 32,4 |
| High salary | 38 | 30,9 | 20 | 25,0 | 8 | 19,5 | 66 | 27,1 |
| Potential for promotion | 29 | 23,6 | 20 | 25,0 | 10 | 24,4 | 59 | 24,2 |
| Good work facilities | 11 | 8,9 | 16 | 20,0 | 12 | 29,3 | 39 | 15,9 |
| Lack of work overload | 2 | 1,6 | 7 | 8,7 | 11 | 26,8 | 20 | 8,2 |
| Chi-square=137,815; df=16; p=0,001; V-Cramer=0,297 | | | | | | | | |

Source: own research

- Percentage does not add up to 100, because the respondents indicated more than one option

A natural conclusion to be drawn from these observations is that the members of teams with disturbed interpersonal relations base their feeling of satisfaction, above all, on the external factor which is the emotional engagement creating the foundations for the satisfaction directly resulting from the fact of functioning in a professional role which contributes to the deepening of identification with one's profession and work group. Hence such an importance of the social conditioning concerning the social climate of the work institution and leader patterns which influence the degree of the worker's satisfaction and simultaneously enable the improvement of personal relations. One might assume that one way of satisfying the strong need for affiliation among the teachers⁵⁴ is a recognition from the superior and work group. In addition, teachers functioning in such teams more frequently than those respondents defining their mutual relations as positive base their work satisfaction upon a correct evaluation of the worker's effort (63,4%). Numerous teachers complain at the lack of objective and just criteria of evaluating work input, at the fact that opinion of worker is expressed in a manner which is accidental, subjective and inadequate in relation to the long-term effort. Apart from that, it is most frequently the school's headmaster that makes the evaluation of teacher's work. Most likely, in such teams there are incorrect relations with the the superior as a result of which teachers loose their trust in the management, and, as a consequence, a feeling of harm and injustice emerges in view of the performed evaluation.

Respondents functioning in teams with correct interpersonal relations generally connect their satisfaction with those work components that enable stabilization and professional Carter as well as the feeling of personal safety (71,5%). From the collected empirical data one might assume that in those teaching teams where the mutual relations are good and without disturbances there is a tendency to treat work in an instrumental fashion – as a means to achieving various values. In this group of female teachers material (30,9%) and stabilization-related expectations were emphasised. In a situation where crucial aspects of everyday life are satisfied there is no need to engage in an additional professional activity which might negatively influence the degree of satisfaction and the quality of work at school.

Conclusion

The conducted empirical research has shown that female teachers of early school education functioning in teams with incorrect interpersonal relations – mostly indicate an accidental choice of school in which they currently work – or one which was made because of a lack of other options at that time. The conclusion from this fact seems to be that such an accidental choice of one's work place might constitute a hindrance on the course of creating a situation where the teaching team members cooperate in a correct and healthy fashion. In addition, the teachers with a positive attitude towards the work place are able to maintain good relations without disturbances. The surveyed teachers who had an indifferent or negative attitude towards their work place admit that in the mutual relations there are misunderstandings or that they limit their contacts to the necessary minimum. It might be assumed that a considerable diversification of members in teaching teams in relation to the attitude towards the work place is not conducive to the formation of proper social relations. Manifestations of two extreme attitudes towards the work place in one team might constitute a cause behind the limiting of possibilities of correct cooperation.

⁵⁴ D. Katz i R.L. Kahn wskazali na znaczne motywacyjne działanie w organizacji dwóch grup potrzeb: afiliacji i samorealizacji. W: Społeczna psychologia organizacji, Warszawa 1980, p. 524-534.

The acquired results indicate that members of teams with disturbed interpersonal relations are to a large extent interested in the quality of their relation with the superior as well as the level of communication between school teachers. It turned out that social phenomena transpiring in teaching groups not only considerably condition the consolidating processes but simultaneously influence the workers' satisfaction. On the other hand, teachers working in teams with proper relations to a larger extent pay attention to the work stability and high salary as elements crucial for their feeling of satisfaction. The research indicates that the most frequently picked by the respondents component conditioning the work satisfaction is passion – in other words, the personal context of work. As a result of that work occupies a special place in the system of values of the surveyed teachers of early school education. It seems that it is perceived as an area of creative self-realization and the development of one's personality.

Organisational conditioning factors might fulfill a fundamental role in the process of shaping relations among members of the surveyed teaching teams. A proper work organization guarantees conditions that are conducive to the creation of integrational processes, in other words – the development of teachers' emotional attitude towards their work, coworkers and superiors. An inappropriate work organization might lead to the process of team atomization as well as disorganization of teachers' attitudes.

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- Дата надходження статті: «3» вересня 2012 р.