"The age of teachers and selected aspects of individual differences as categories of diversity management in educational organizations"

The work entitled "The age of teachers and selected aspects of individual differences as categories of diversity management in educational organizations" is a doctoral dissertation that combines several fields of science, including psychology and management.

Purposes of Researches:

Main goal:

The aim of the research is to present the attitude represented by teachers from Generation BB, X, Y and Z, as well as its importance and way of adaptation in an educational organization, which are designed to educate and socialize young people. It is also important to define the central values and interpersonal traits of teachers from Generation X, Generation Y and Generation Z. Another aspect is the comparison of main attitudes of teachers representing different generations with their current situation and the adequacy of their behaviour in relation to the contemporary methodology of educating students in IV-VI of primary school and lower secondary school classes. It is also crucial to pay attention to stress factors and methods of coping with it, which are largely depend on the generation from which the teacher descend. Successive generations cope with stressors differently, which is reflected in the researches results.

Theoretical goal:

Creating a comprehensive model of the attitude of teachers from Generation X, Y and Z and comparing it with the current attitude of students, their needs and expectations.

Practical goal:

Determining the diversification of teachers by generation (including characteristics of particular groups)

Theoretical Background:

Diversity Management:

The starts with an analysis of the topic of diversity management and its growing role in contemporary organizations

Such, can be interpreted from three different perspectives: primary, secondary and organizational[1].

The first category - primary, consists such elements as: gender, age, physical fitness, sexual orientation, personality, race, origin, nationality and language. These are the elements that form a kind of basis of existence. Those are determined and occurs in every human being. By secondary context, it is described as example: place of residence, material status, income, education, family situation, religion, appearance, interests, culture, lifestyle, values, attitudes, marital status, fertility and religion. Those are the spheres on which a human being can influence, which are dependent on him. The last level of identity - organizational - includes, among others: the position held, the nature of the work performed, membership in the organization, position in the organizational structure, professional rights, remuneration rules, scope of professional duties and length of service.

The way of implementing properly functioning diversity management has many positive effects [2]. By recognizing the diversity and differences of individual employees, avoiding situations in which people may feel discriminated against because of their diversity, a person may feel respected and valued in their workplace[3].

This results in her being able to fully use her intellectual potential and, as a result, also to carry out tasks in the organization [4]. The benefits of managing diversity are as following: strengthening the value of the internal culture, strengthening the corporate reputation,

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[1] Billing Y.D., Sundin E. (2006), *Form Managing Equality to Managing Diversity: A Critical Scandinavian Perspective on Gender and Workplace Diversity* [w:] A.M. Konrad, P. Prasad, J.K. Pringle (eds.), *Handbook of Workplace Diversity*, SAGE Publications, London.

[2] Wrench J. (2007), *Diversity Management and Discrimination*, Ashgate Publishing Ltd., Aldershot

[3] Jamka B. (2011), *Czynnik ludzki we współczesnym przedsiębiorstwie: zasób czy kapitał? Od zarządzania kompetencjami do zarządzania różnorodnością*, Wolters Kluwer, Warszawa.

[4] Walczak W. (2011), *Zarządzanie różnorodnością jako podstawa budowania potencjału kapitału ludzkiego organizacji*, „E-mentor", nr 3(40).

supporting talent management, improving the motivation and efficiency of the existing staff and increasing employee innovation.

The diversity management model is influenced by macro-processes such as globalization, which is a multiplier of the pace of popularization of the theory.

Globalization as a sum of processes is a reference point, a determinant of the pace of blurring borders, and this is expressed in eliminating differences and ethnic purity of individual societies (through the above-mentioned capital migration), facilitating access to goods so far unavailable due to communication problems and a significant change in the economic sphere - a significant increase in the role of international competition and the clarification of the concept of "international corporations", ie. companies operating on many markets at the same time, using human resources with different citizenships.

Managing diversity as a business strategy aims to accomplish specific goals [5]:

1. Building a work environment free from discrimination.
2. Create appropriate working conditions respecting the needs of the individual.
3. Create appropriate conditions for development, regardless of the professed beliefs.
4. Improve the company's competitiveness by using diversity as an advantage factor.
5. Improving the quality of services provided by using diversity.
6. Improvement of employee satisfaction, loyalty and commitment by presenting an open attitude while respecting the individual's needs.
7. Building the image of a responsible, modern and adaptive company to the needs of a changing world.

Generational characteristics

The next chapter is related to the characteristics of the Baby Boomers Generation, Generation X, Generation Y and Generation Z. The characteristics of each generation significantly determine the approach of interpretation of the events, that impacts them directly or indirectly. It is a phenomenon that can be understood in many ways and can influence specific, specific behaviour of people. A summary of this content is presented in the table below.

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[5] Karta Różnorodności w Polsce. [dostęp 07.03.2020].

Generation	Features of generation	Citation
Baby Boomers	Need for life stabilization	McKay
	Need for work	Jagoda
	Reluctance to migration	Bonvalet
	Hierarchy and distance to authority	Frank
	They learn from the Television / Radio	Rosa
	Loyalty to the employer	Smolbik –Jęczmień
	Focus on relationships with family and friends	Brown
Generation X	Need for education	Szynal
	Work cult	Stosik
	Need for achievement and career	Weroniczak
	Personal development	Bresnal i Rao
	Self confidence	Smolbik –Jęczmień
	Individualism	Weroniczak
	Satisfaction with life	Szynal
Generation Y	Consumerism	Delloite
	Relying on technology	Delloite
	High flexibility in the labor market	Hart
	World citizens (globalists)	Males
	Creativity	Males
	High self-esteem	Espinoza
	Egocentrics	Fazlagić
	Balance in private and professional life	Mendryk
	Tolerance	Mendryk
Generation Z	Willing to change	PWC
	Digitization	Prensky
	Communicative on the Internet	Lenhart
	Technocentrism	Mike
	Mobile and market unaware	Robinson

Conceptualization of stress

The next part describes the following concepts: the theory of transactional stress, the theory of resource conservation, the theory of emotional tension, the salutogenic concept of stress and the theory of threat perception. Those provide the basis for understanding the different types of stressors that affect the group of teachers I studied.

Stress and its understanding is one of the basic characteristics that determine an individual in the context of management, seen through the prism of human resources. Describedd problem allows both to understand the predictors and to counteract contemporary organizational challenges - professional burnout, decline in morale, efficiency and commitment. Moreover, it

facilitates the holistic process of employee development - by integrating personal goals with the guidelines for the functioning of the organization. The topic of the work was undertaken based on the basis of the analysis of the definition of stress understood through the prism of three different fields of science.

	Social sciences	Biological sciences	Sciences on the human psyche
Research methodology	Define the stress through the prism of social relations and their influence on the behaviour of an individual.	Theories based on the knowledge of anatomy, biochemistry and sociobiology.	Defines stress through subjective interpretation by the individual.
Proposed source of stress	Focuses on feelings, actions, thoughts, reactions in the context of the group.	Focuses on analyzing the body's response to stimuli.	Analyzing human motivation, behaviour and well-being.
Analyzed Theories	1. Transactional stress concept	1. Theory of threat perception	1. Concept of resource conservation 2. The theory of emotional tension

Value concept

The paper presents values, highlighting various concepts based on different science fields, including philosophy, social sciences and organizational or management sciences. Comparison of ancient philosophers' concepts, concepts of "healthy and unhealthy values" with Porter's value chain used in management reveals different ways of understanding the same phenomenon. Taking into account such a wide spectrum of sciences allows for a holistic analysis of own research, which was described in the doctoral dissertation.

Characteristics of the concept	Examples of theory	Citation
Philosophical Concepts	Values According to the Ancient Philosophers Axiology and phenomenology	Plato [translation] Witkwicki, Machura, Banicki, Tatarkiewicz Kubalica, Kazimierczak
Social concepts	Objective Value Model The circular model of value Healthy versus unhealthy values	Brzozowski, Scheler Schwartz, Cieciuch Mudyn
Organizational concepts	Porter's value chain	Porter, Kazimierczak, Ensign, Van Vliet

The topic of value was taken into account in the work due to the concept of an involving model of human resource management. The basis is the accuracy in selecting the strategy of shaping employee development and integrating sets of goals of individual units with the organization's strategies and concepts. This assumption can only be met by understanding the determinants of the behaviour of employees, which often, apart from cultural and social aspects, have their basis in the psychological and moral sphere, emphasizing the role of values in management.

Currently, dualism has been adopted in understanding the term *value*, where one of the translations refers directly to logic - value is a state (true / untrue), but also a value in itself (based on logic, e.g. axiology - truth is the highest of values, the basis of cognition) and the second to a philosophical and moral approach, where value can be an objective or subjective, but always non-material being, constituting the object of an individual's desire. The paper presents a cross-sectional overview of: Scheller's phenomenology with its objective model of values, Schwartz's Circular Value Model, the concept of Mudyn's healthy and unhealthy values, and a review of both classical philosophy (including Plato, Aristotle, Epicureans and Stoics) and elements of modern philosophy (e.g. axiology or phenomenology)

Assesment of life satisfaction

Another aspect that was included in the theoretical chapter concerns the assessment of life satisfaction, taking into account the generation from which the respondents come. Concepts of understanding the satisfaction were reviewed. Authors such as Tadeusz Tomaszewski, Janusz Czapiński and others were quoted.

The assessment itself is defined multidimensionally, most often as a resultant of individual variables most often affecting the objective quality of life. Theories take it from the continuous and holistic side (not satisfaction - which is a standalone term, not constant, longterm valuation). As a holistic aspect, it remains in constant relation with the work performance in the organization (including the effectiveness of the individual, its commitment) and the potential maintenance of high satisfaction of the individual and the integration of his internal needs with the axis of the organizational culture and the company's mission.
Examples of the analyzed concepts are presented in the table below.

	Indicator theories	Psychosocial theories
Characteristic features of the classification	Focuses on defined aspects identified with the so-called With the quality of life, they calculate component sums based on statistics and calculations	Defines satisfaction through the prism (and quality) of a number of factors and the interaction of an individual with fragments of social life
References to researchers	Kowalik, OECD	Czapiński, Wnuk i Zielonka

Self-evaluation and evaluation of one's own life

Another dimension explains the topic related to self-esteem and evaluation of one's own life. The sociological and psychological models are presented, which highlights the factors which are influencing the change in the level of assessment of one's own life and self-esteem in various ways.

It involves self-evaluation based only on the individual's opinion about himself. Self-esteem has an impact on strengthening faith in one's own abilities, skills - and motivation to take action or self-improvement, as well as the issue of the role of self-esteem as a factor responsible for happiness, self-confidence and respect for oneself.

The table below illustrates the different approaches to self-evaluation undertaken at work.

	Sociological Theories and Models	Psychological Theories and Models
Characteristic features of the classification	Individual approach with an indication of the aspects of socialization, cultural typology (individual, collective culture), definition of satisfaction through the prism of the environment	Psychological determinants that affect the overall effectiveness and well-being of an individual, their motivation and self-esteem
References to researchers	Marcus, Kitayama Cai, Brown, Deng, Oakes	Rosenberg, Branden, Reasoner, Gilovich, Tesser, Kozielecki, Reykowski, Góralewska-Słońska

Transactional Analysis

Next approach, which was included in the theoretical part of the work, describes transactional analysis. On its basis, the states of the Ego, which are presented by individual teachers, were determined, taking into account the seniority and the generation they come from. The attitudes of the Adult Ego, Child (Spontaneous Child, Adapted Child, Rebel Child, Subordinate Child) and Parent (Caring Parent, Rescuer Parent, Normative Parent, Stalker Parent) have been characterized.

The Theory of Transactional Analysis, characterized as a set of tools, definitions or interpretations in an extremely accurate way, defining the attitudes adopted in this way by the participants of the discussion, who - according to the theory, can focus on basing the message on emotions, feelings (child), rational thinking (adult) and authority, norms, habits and habits (parent). Each of the attitudes is characterized by a unique set of features, motives and reactions related both to the role of the sender and the recipient. In addition, each of the ego states we are talking about here has its own variances, defining whether it is positive (based generally on strengthening the expected reactions) or its negative orientation.

The model is used primarily to interpret the intentions of interlocutors and shape the messages they prepare. By adopting different methods of creating a message, the sender also defines the type and course of the conversation suggested to the recipient. Recipient, on the other hand, depending on the intentions towards the counter-interlocutor, may accept the game as part of the proposed transaction, or respond with any of the cross-reactions, cutting off or shifting the conversation to other directions.

This model is used both in the case of definitions of single, unique relationships based on spontaneous, life situations (here, e.g. meetings in a store, conversations, comments on events from everyday life), as well as in more complex models interpreting a series of events or a system proper to functioning a specific ecosystem or social group (e.g. department at work and relationships between people working there).

Researches

The next section describes the research group, the research procedure and the tools that were used to conduct a reliable analysis. The research group included 268 teachers (only women) - 133 primary school teachers and 135 lower secondary school teachers.

The research described in the doctoral dissertation lasted two years. The first round of research took place in the 2016/2017 school year, and the second in the 2017/2018 school year. A teacher working in the Lesser Poland Voivodeship was examined. The respondents were divided into four categories, taking into account the representatives of Generation BB, Generation X, Generation Y and Generation Z. They were assigned to individual generations due to the previously established intervals of years in which teachers were born. Additionally, respondents were also categorized according to the seniority criterion, taking into account four groups (group 1 - under 3 years old, group 2 - from 4 to 10 years old, group 3 - from 11 to 18 years old, group 4 - from 19 to 24 years old, group 5 - over 25 years).

The research group was asked to complete a battery of tests which included the following questionnaires: Personal styles questionnaire (Transactional Analysis); Life Assessment Scale - SWLS E. Diener, R. A. Emmons, R. J. Larson and S. Griffin, adaptation of the test by Z. Jurczyński; Value and meta-values test; Ladder of Life; Questionnaire on stress in the teaching profession.

Researches results

The last chapter of the doctoral dissertation presents 10 research hypotheses, while each has been thoroughly described. Based on the verification of the hypothesis or its falsification, conclusions that can be later implemented in the education system were considered. The hypotheses that have been tested are as follows:

1. Teachers teaching in primary and lower secondary schools differ from each other in the manifest state of the ego according to Eric Bern's transactional analysis.
2. Presented states of the ego according to Eric Bern's transactional analysis differs depending on the generation to which the teachers belong.
3. Teachers teaching in primary and lower secondary schools differ from each other in the manifest state of the ego according to Eric Bern's transactional analysis depending on seniority.
4. The level of satisfaction among the studied group differs depending on the generation.
5. The level of satisfaction among teachers varies depending on the length of service.
6. The level of assessment of life among the surveyed teachers differs depending on the generation.
7. The sources of stress vary depending on the place of study.
8. The sources of stress vary from generation to generation.
9. The methods of coping with stress differ depending on the generation.
10. Methods of coping with stress differ depending on the place of education

The researches results are a broad analysis of teachers' attitudes and factors that are important to them and which are impacting them, taking into account their cultural and generational conditions, customs and beliefs. Among the results, we can find confirmations of the statements determining the different roles adopted by teachers depending on the generations, different reactions to stress and methods of coping with it. Among the main factors we can find responses to technological and ministerial changes and attitudes to work. In the institutional dimension (primary school and the old middle school) - the differences themselves are less exposed, but more clearly outlined in the area of the role of the teacher and the approach to work, depending on the role of the school institution in the lives of students.