

MODERN REQUIREMENTS TO THE TEACHERS OF THE MANAGEMENT DEPARTMENTS OF HIGHER EDUCATIONAL INSTITUTIONS IN THE REPUBLIC OF POLAND



Iryna Androshchuk

Ph.D. in Education, Professor of the Department of Pedagogy, management and administration of the Education and Scientific Institute of Management and Psychology of the State Higher Educational Institution "University of Management Education" National academy of Educational Sciences of Ukraine, doctoral student at the State Higher Educational Institution "University of Management Education" of the National Academy of Educational Sciences of Ukraine, Kiev, Ukraine

UDC 378.126(438):371.14-057.212

Annotation. Modern requirements to professional growth are analyzed among teachers of Polish department of higher educational institutions management by the author in this article.

That is to say it is characterized as requirements containing in the Polish regulatory and legal framework: The Law On Higher Education, Higher Educational Institutions Development Strategies, Minister Regulations by the Ministry of Education and Higher Education of the Republic of Poland, and also as requirements investigated in researches by contemporary Polish academics. Requirements were analyzed and represented to Polish teachers for receiving scientific degrees and academic ranks and also to readership within departments of management.

Key words: *professional growth, scientists, scientific and didactic employees, didactic employees, doctor of research, habilitated doctor, professor.*

The urgency of the research consists in that currently there are no comprehensive studies in which the requirements for the professional development of teachers of the departments of management of Polish higher education institutions are described in accordance with the regulatory framework of the Republic of Poland.

Actual scientific researches and issues analysis show that Polish scholars carry out researches that relate to instructors in higher education institutions. In particular, Eva Crause characterizes the identity of teachers about civilizational challenges [4, c.83], Anna Saydak devoted her researches to the analysis of the place of general didactics in the pedagogical teacher training [6, p.47], Anna Seretska and Katarzyna Pindor analyze the professional competencies and qualifications of teachers [10, with. 263-271].

The object of this scientific research is to analyze the modern requirements for teachers of the departments of management of institutions of higher education of the Republic of Poland and their professional development.

The statement of basic materials. Fast changes in the social, political and economic processes of Polish society, which are in the European space, also apply to the fields of education and science. A modern young person who chooses one or the other institution of higher education in Poland has certain expectations regarding the conditions and level of education. He studies the ratings and specialties of the chosen institution. It should be noted that in the last decade, studying in the specialty "management" is quite prestigious in Poland, because after graduating from a prestigious institution of education and obtaining a manager's diploma, the graduate has a job-placement on the Polish and European labor markets.

Target setting. In view of the prestige of the specialty "management", there are new requirements for the heads of the aforementioned departments and scientists who provide the educational process. This requirements produce, particularly, competition between universities and researching and teaching staff, as well as students who nominate to the teacher their

demands and have their own vision of the educational process and those who provide it. Specialty management satisfies the aforementioned expectations of young people, so a large number of students obtains such a specialization as a postgraduate, having already qualification levels of a bachelor's or master's degree.

In its turn this also affects on the evaluation measures of the teacher of the department of management, because it often works with a personality who is aware of what is a process of studying in a higher education institution and has a formed world outlook. It should be noted that we took into account only the teaching staff of Polish state institutions of higher education. According to a survey of students and teachers, it was found that in all polling establishments, polls of students assessing the work of teachers are conducted annually. These questionnaires are analyzed by the heads of the departments of management and the assessment of the student has a significant impact on the decision to continue the contract with the lecturer of the department or not, stimulate according to results of the activity or motivate its improvement.

The regulatory framework, namely the "Law on Higher Education" of July 27, 2005, with later additions and changes [9] also put the requirements to a modern teacher of the Department of Management of the institution of higher education of Poland. In Part III, Section 1, Art. 107 - 111 indicates who is the teacher of a higher education institution, which is its rights and responsibilities. The sections relating to the requirements to the teachers in the departments of management are in the documents of certain higher education establishments of Poland, which regulate their activities: the Statute, Strategies, Regulations, etc. The Strategy for the Development of Higher Education in Poland until 2020 states that "the staff of higher education institutions are highly skilled, mobile and open to the world" [7, p. 42].

Zdislav Ratayek refers to Florian Zninetsky in his work. Florian Zninetsky is a well-known Polish sociologist, who sees the role of a teacher in a combination of three equivalent functions: a scientist - a master-teacher. In this case, in his opinion, a scientist is a researcher, a seeker of the truth, the discoverer, the creator of the concepts, a competent connoisseur and a critic; master -

is the inspirator and conductor of the territory of science, moral authority, impressive benevolent personality; a teacher is a partner, "open" in relations with students and collaborators, who has a good command of various techniques and methods of academic didactics [5, p. 22].

In the course of the study it was found that it is the professional activity of the teacher of the department considered as the basis of their professional development, which is an integral part of the professional career of a higher education institution employee. In Polish educational institutions a formal requirement is committed to the presence of a scientific degree and an academic rank of a candidate for a higher education institution manager or its structural department. Therefore, in the analyzed institutions the head of the Department of Management were doctors habilitated, professors. The appointment to a leading position doctors habilitated who does not have a professor's academic rank but has extensive scientific work, has prepared many post-graduate students to defend their doctoral dissertations is also practiced, in which case the professor's academic rank of emergency or visiting is given by the council of the institution. This will be discussed further.

Describing the teacher of the Department of Management of the institution of higher education in Poland, it should be noted that, on the one side, these are teachers with scientific degrees of doctors of research and doctors habilitated, and on the other side, they are employees which have a master's degree and work on a doctoral dissertation. Also one of the difficult factors is the division of Polish teachers into two age groups. The first is the graduates of higher education institutions of the 80's of the twentieth century, and the second one is the graduates of higher education institutions of the XXI century, which is the result of the demographic decline and emigration of Polish specialists abroad, as well as the transition from teaching to work in firms, organizations in the period of transformation [8, p. 13].

Among the teachers of the Department of Management are the didactic employees: an instructor and lecturer, teacher and senior teacher; scientific and didactic employees: assistant, adjunct, visiting professor, associate professor and full professor.

Table 1

The positions occupied by the teachers of the departments of management of institutions of higher education of the Republic of Poland

Teacher Groups	The positions occupied by the teachers
Didactic employees	Instructor and lecturer Teacher Senior Lecturer
Scientific and didactic employees	Assistant Adjunct Visiting Professor Associate professor Full professor

Source: self-elaboration on the basis of the Law on Higher Education of the Republic of Poland dated July 27, 2005, Dz.U.2005, Nr164, poz.1365 with later amendments, st.110.

The academic rank of the professor is usually provided by the President of Poland at the request of the Central Commission to deal with academic degrees and ranks. This rank is awarded in Poland for life [11]. The doctor habilitated, which has considerable scientific achievements and significant scientific merits, may be able to receive it.

The position of the professor is usually provided by a higher education institution, in which this teacher works on a full-time basis. This position is given by a teacher who has a scientific degree of a doctor habilitated and works on a full-time basis in a higher education institution [11].

Associate professor – is a position in a higher education institution, which is given to a scientific or scientific and didactic employees by the decision of the academic council of the institution. Doctors habilitated can get this position, less often doctors of research, who have significant achievements and students' science and education. It can be either an employee who works on a full-time or a part-time basis [11].

Visiting professor is a position provided for scientific or scientific and didactic employees having scientific degree of a doctor habilitated or an academic rank of a professor and are a permanent employees of another institution of higher education. The appointment of the doctor of research who has significant scientific work, but only on the basis of a labor agreement on this position is also considered by the legislation of Poland. This does not apply to foreigners who can be admitted to the position of visiting professor with a candidate degree [11].

Table 2 analyzes the scientific degrees and academic ranks of teachers of higher education institutions, which also apply to the teaching staff of the department of management and the requirements for awarding the corresponding degrees and ranks.

Table 2

Requirements to scientific degrees and academic ranks of teachers of higher education institutions of the Republic of Poland

Scientific degree and academic rank	Requirements to scientific degree and academic rank
Doctor of research	- a scientific degree of a master, a master's engineer degree, a doctor or other equivalent; -completion of doctoral examinations in basic discipline, which corresponds to the topic of doctoral research, additional discipline (economics, sociology, psychology, philosophy – if the candidate has graduated from the master's degree in economics, if the candidate graduated from a specialty other than economics, then additional discipline is an economy) and exam on a modern foreign language (a person who has a certificate of knowledge of a foreign language recognized by the Ministry of Science and the Higher School of the Republic of Poland as of 26.09 is exempted from the exam. 2016);

	-preparation and defense of doctoral dissertation, in which the scientific problem is investigated.
Doctor habilitated	- the presence of a doctor's degree, as well as the availability of a scientific or art contribution; -publishing a habilitation research or a collection of works that make a significant contribution to the development of a specified scientific or art specialty.
Professor	-the presence of doctor habilitated degree; - the presence of scientific or art achievements that far exceed the requirements of protecting the habilitation dissertation, as well as the presence of serious didactic achievements; -protection at least of one doctor of sciences in the specialty of scientific consultant.

Source: self-elaboration on the basis of the Law of 18.03.2011 on the amendment of the Law on scientific degrees and academic ranks, as well as degrees in the field of art, changes to certain laws.

According to the Law on Higher Education of the Republic of Poland, employees of institutions of higher education may hold positions of scientific and didactic, didactic, scientific, diplomated librarians and certified employees of documentation and scientific information, although there is no unequivocal connection between the degree or rank and position. In the view of that we are interested in teachers only, we describe the requirements for each of the aforementioned groups.

Often in state higher educational institutions teachers with a degree of doctor of research are admitted to the adjunct position, they are scientific and didactic employees and have contracts, which are signed at the 8 - 9 years prior to the receipt of (or not) the degree of doctor habilitated. After this period, doctors of research who did not defend 9 years of habilitation dissertation research offer senior lecturer positions with considerably more hours per year. Modern teachers of the management department of the Polish institution of higher education have a lot of didactic responsibility, and often work part-time in the terms of economic problems. Therefore, the time interval between the defense of the doctoral dissertation and habilitation is increasing. For the period from 2006 to 2010, such interval is 12,7 years [3, c.97]

The teacher's time is defined by his didactic, scientific and organizational activities. The principles of the definition of the scope of these duties, the types of didactic exercises that are included in these duties, including the didactic tasks for individual positions, and the principles of calculation of the didactic hours are determined by the Senate of the institution of higher education. A yearly calculation of the number of classes associated with the requirements of the Law on Higher Education determines the outlined annual measurement of the didactic hours, that is:

1. From 120 to 240 didactic hours - for scientific and didactic staff;
2. From 240 to 360 didactic hours - for didactic staff;
3. From 300 to 540 didactic hours - for didactic staff who work as lecturers, instructors or equivalent positions.

According to the Law on Higher Education of the Republic of Poland, the main part of the working time teacher should devote to scientific work, and spend the rest of the time on educational and organizational activities. However, in practice, the relation of scientific, educational and organizational types of teacher's work is determined by the internal documents of the institution of higher education. The teachers have the relation of 65%, 25%, 10%, in another - 60%, 20%, 20%, in another 60%, 25%, 15% in one among the investigated institutions. Also, the head of the department can submit a petition to the rector to approve the redistribution of hours of an employee performing an important task for the image of an educational institution. It can be the project management, grant participation, and competition. Then more hours for the teacher are allocated for organizational work, and less for scientific and educational work. Often, such redistribution occurs in the case of a combination of positions, when the head of the institution or structural unit (institute or department) in a part-time perform the responsibilities of a teacher. A reduction is suggested for such a category of higher education institutions in the amount of working hours as a whole according to the law[9].

As for the professional development of a teacher, its content depends on the strategy of the institution of higher education, in which this employee works. The individual strategy of professional growth of the teacher of the department of management is often presented and coordinated with the head of the department [1, p. 127]. The analysis illustrated that not every department of management is still practicing individual strategies for the teacher professional growth. However, it should be noticed that this issue is becoming more and more urgent, hence progressive teachers develop such individual strategies for the professional growth on their own initiative, claiming that it structures their path to professional growth, makes it clear, specific, promotes self-actualization, self-expression and self-realization. The analysis of the questionnaires of the heads of the departments of management makes it possible to conclude that the individual strategies of professional growth of the teacher facilitate their activities, in view of the fact that it is possible to clearly analyze the efforts of the teacher in all types of activities, to note the creativity of the employee, his personal leadership and the desire to achieve the strategic goal.

Conclusions.

Thus, the requirements for a modern teacher of the Department of Management of the institution of higher education of the Republic of Poland are analyzed in this article. It was determined that such development is established in the Law on Education and Higher Education of the Republic of Poland and in the Strategies for the Development of Educational Institutions. The professional activity of each teacher includes scientific, educational and organizational work. Moreover, the highest percentage should belong to the scientific work. Each educational institution determines the relation in percentage. They vary in the analyzed institutions. The exception is a small number of teachers operating certain instructions which concern administration or writing of projects, participate in contests or grants. In this case, the head of the department approves a different division of hours than indicated in the Strategy in favor of organizational work, reducing the number of hours for scientific and educational activities.

It is analyzed that the teacher of the department of management of the Polish higher educational institution, in accordance with the law, can be a scientific, scientific and didactic and didactic worker of the department. In such a case, their professional growth depends on the scientific degree and academic rank. The highest scientific degree is a doctor habilitated and the highest academic rank is a professor. For each degree of scientific growth, the teacher has to spend 8 years on the average. During 2006-2010, this period is 12.7 years.

It is revealed that more and more teachers of the departments of management of higher educational institutions of the Republic of Poland develop individual strategies for professional growth, pointing that this contributes to their self-actualization, self-expression and self-realization. The heads of departments are able to assess the level of professionalism of the teacher in more detail, to notice his creativity and consistency in achieving the strategic goal thanks to such individual strategies.

Prospects for further development in this direction appear in the researching of the requirements for the didactic employees, which are contained in the regulatory framework of higher education in the Republic of Poland and in the description of the individual didactic ways of professional growth of this group of teachers of the departments of management.

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