Mirosław Laskowski

PROFILES OF SOCIAL COMPETENCE OF ACADEMIC TEACHERS OF MILITARY UNIVERSITIES

INTRODUCTION

The term "competence" in today's understanding appeared in the second half of the last century as a useful tool for determining the employee's suitability for the company. Identified with the Latin *competentia*, it indicated a certain compatibility or adequacy to specific requirements. In contrast to the formal nature of the qualifications, competences rather inform us of having adequate preparation to take action. As suggested by Whiddett and Hollyforde (2003), competence consists mainly of three components: knowledge in a given field (I know what), skills (procedural knowledge – I know how and I know I can) and attitudes (I want and I am willing to use my knowledge). The latter seems to be an indispensable bond combining competences into one whole, without which neither a broad cognitive horizon nor a high level of skills will have the chance to occur. Thus, one can see an important role of the psychophysical factor, whose main determinant are innate and acquired personality traits shaped primarily in the process of education.

So what are social competences? According to Rostowski's concept (2002), this is understood as complex skills conditioning the effectiveness of coping in specific types of social situations. They have a direct impact on the quality and manner of

performing tasks delegated by the employer, and also decide on proper functioning in the social group, allowing for building relationships with the environment. It is these competences that allow people to fully use the acquired knowledge, skills and professional experience.

In the literature on the subject there are many interpretations of social competences, referred to as author's models. The most certainly recognized model is the social skills model of T. Cavell, the ASC model (Mazurek-Kucharska, 2006), the model of development and education of social competences of H. Haste (2007) or the social skills model of M. Argyle (1998). However, due to the nature of the researched considerations and the research tools used, particular attention should be paid to the model proposed by Anna Matczak (2001). According to the author, social competences are some complex skills acquired in the course of "social training," allowing you to deal with different social situations. It distinguishes four types of difficult social situations that require special participation of social competences. They are mainly:

- intimate situations – referring to close interpersonal contacts associated with far-reaching confiding of partners (e.g. confronting personal problems or hearing this kind of confession);

- social exposure situations – indicating being the object of attention and potential evaluation on the part of many people;

- formal situations – requiring adaptation to strictly defined rules;

- situations requiring assertiveness – enabling them to achieve their own goals by influencing others or resisting external influences.

Social competences are not congenital or acquired at one time, but they arise in the course of social training, and thus they are the result of experience acquired in the course of performing various social tasks in specific practical situations (Matczak, 2001).

Therefore, it can be assumed that proper identification of the social competence profile of the military university's didactic staff will allow to formulate accurate conclusions showing the key areas of deficit related to social functioning and to draw constructive conclusions.

METHODOLOGICAL ASSUMPTIONS

The main research goal was to diagnose the level of social competences of academic teachers of military universities, the case study of the War Studies University in Warsaw, and to collect empirical material a standardized tool "PROKOS" by Anna Matczak and Katarzyna Martowska (2013) was used to measure social competences and allow for assessment of their level in five specific categories:

- assertive competences;
- cooperative competences;

- social skills;
- social resourcefulness;
- social competence.

In addition, the use of separately developed sten norms allowed for a profile diagnosis of the teaching staff being studied. An attempt was also made to verify the relationship between the above categories and the type of position held, the nature of employment and seniority at the university.

The research was carried out at the beginning of 2019 by means of a diagnostic survey, using a survey technique among 80 academic teachers from the selected faculties of the War Studies University in Warsaw. The elements of descriptive and correlation statistics were used for verification and detailed analysis of the collected material.

In terms of the nature of employment, the research sample was divided into the exact halves. The first of them was military (50%) and the other was civil (50%) teaching staff. On the other hand, academic/teaching employees (75%) did over the only teaching ones (25%). The division due to seniority at the university is illustrated below (Figure 1).
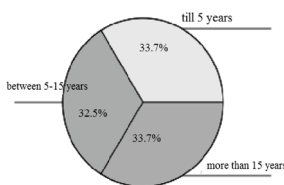

Figure 1. Occupational record (percentage distribution)
Source: author's study.

Over ⅓ of the respondents were teaching staff with the smallest and largest professional experience (33.7%), while a slightly smaller percentage of respondents (32.5%) belonged to lecturers with a medium seniority in higher education.

THE ANALYSIS OF OWN RESEARCH RESULTS

According to the adopted research concept, in order to make an objective assessment of the social competences of academic teachers of military universities, a categorized self-report questionnaire "PROKOS" was used to determine the social competence profile of people with higher or secondary education. The content of the questionnaire includes social functioning in three areas of life: professional, family and peer support as well as in social welfare and implementation of everyday activities. A scale was used to determine how well the surveyed people would handle specific activities and tasks. It referred to the category of constituent social competencies reflecting the

following dimensions: assertive, cooperative, peer support, social welfare and social resourcefulness. Each of the four levels of this scale was assigned the following points: 4 – definitely good, 3 – not bad, 2 – rather good and 1 – definitely bad. The sum of the results from all five categories results in a general result.

As the results of empirical research show, academic teachers do quite well in different social situations. Comparing the obtained data into the appropriate categories, it turned out that they obtained the highest average in the category of cooperative competences (3.08). Subsequently, the social resourcefulness (2.92) and peer support competences (2.91) were almost the same. On the other hand, assertive competences (2.70) and social welfare competences (2.50) were clearly lower, indicating the most deficit areas of the analyzed social competences (Table 1).

Table. 1. Division of social competences into detailed categories (average values)

Categories of social competences	M	SD	Hierarchy of values
Assertive competences	37.81	8.69	2.70
Cooperative competences	49.23	7.96	3.08
Peer support competences	31.98	6.61	2.91
Social resourcefulness	37.92	7.66	2.92
Social welfare competence	15.00	3.93	2.50

Source: author's study.

When comparing the obtained results with the stenic standards for the PROKOS questionnaire, it should be stated that they do not go beyond the accepted ranges for individual categories, clearly indicating the average results between fourth and seventh sten with a strong central tendency (fifth sten).

ASSERTIVE COMPETENCES

According to the obtained statistical results, assertive competences as a component category of social competences are characterized by an average M = 37.81; median 38; standard deviation SD = 8.69 and minimum 18 and maximum 56.

The level of the above category was calculated using the standard deviation method. The average value is: average – M = 37.81 plus/minus one standard deviation – SD = 8.69; very high value: average plus more than one and more standard deviations; low value: average minus below one and more standard deviations. Hence the high level of assertive competences is above 46 points; the average level is in the range from 29 to 46 points, and low – below 29 points.

According to the calculations (Table 2), almost ⅔ of the surveyed teachers (65%)

represent the average level of assertive competences. Almost every fifth (19%) rates them very highly, while fewer (16%) are of the opposite opinion, considering this category of social competences as their deficit area.

Table 2. General level of assertive competences of the examined teachers

| The general level of assertive competence	N	%
Low (below 29 points)	13	16
Average (29-46 points)	52	65
High (over 46 points)	15	19
Total	80	100

Source: author's study.

Analyzing the impact of the type of position held the nature of employment and seniority on assertive competences, no statistically significant level of correlation was found. The closest margin of a five percent error was the nature of employment (χ^2 = 39.83, df = 31, p = 0.13, V = 0.71). Other factors showed much higher statistical error values, clearly indicating the lack of any relationship between the analyzed variables.

By making a detailed analysis of assertive competencies, a high result comes to the fore in terms of the task division between the coworkers. It turned out that the vast majority of respondents (96.2%) would handle this task without much problem. Only 3.8% of them declared unequivocally that they would not be able to cope with such a situation. The same applies to the need to pay attention to notorious delays to your employee. Over nine out of ten respondents (93.7%) would rather do well, quite well or definitely well. Only 6.3% of respondents expressed the opposite view.

Slightly bigger problems are indicated in the situation in which you should draw your boss's attention to unfavorable working conditions, despite the same average result. 87.5% of respondents see themselves relatively or definitely well in this role, which means that already 12.5% of them would not undertake this task.

On the other hand, the lowest average score was recorded for the obligation to inform your employee that the promotion expected is received by another person. In this case ¼ of respondents (25.0%) would not definitely cope with the task, and over ⅓ of them expresses moderate optimism while undertaking such a task (36.2%). Only 38.7% of respondents have already put in good or very good performance of this task.
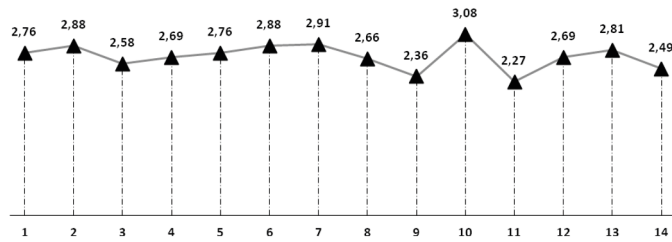
1 – Calm down a troubled customer of your company; **2** – Conduct a disciplinary conversation with an unsympathetic employee; **3** – Publicly object to organizational changes which you find unfavourable in the company; **4** – Draw the boss's attention to unfavorable working conditions; **5** – Draw the boss's attention to unfavorable working conditions; **6** – Draw the boss's attention to unfavorable working conditions; **7** – Reprimand your employee about notorious delays; **8** – Tell someone that you are dissatisfied with the services they provide and you back out; **9** – Inform your employees that they will not receive a bonus in the next quarter; **10** – Distribute tasks among your colleagues; **11** – Inform your employee that another person will get the promotion they are expecting; **12** – Reprimand the hotel's staff on unsatisfactory standard of service; **13** – Negotiate favorable loan terms in the bank; **14** – Refuse to perform a job that goes beyond your responsibilities

Figure 2. Components of assertive competences (average values)
Source: author's study.

Slightly better results are visible when respondents are to inform subordinate employees that they will not receive a bonus in the next quarter. Over every fifth respondent (21.2%) would clearly fail in such a role, and uncertainty in this regard was declared by as much as 38.8% of teachers. The remaining 40% of respondents said that it would fulfill this obligation well or at least well.

Thus, it can be seen that the diagnosed academic teachers show an average level of assertive competences, most often undertaking managerial tasks in situations involving mainly setting requirements and enforcing them from subordinates. They are much less likely to be active in problem-based matters, where difficult conversations have to be undertaken and take full responsibility for their decisions.

COOPERATIVE COMPETENCES

As in the previous category, the level of cooperative competences was calculated using the standard deviation method, assuming: M = 49.23; median 49.5; SD = 7.96 and a minimum of 31 and a maximum of 64.

As illustrated by the results (Table 3), over ⅔ of the surveyed teachers (69%) assess their cooperative competences on an average level, and nearly every fifth (17%) rate them highly. The low level is the share of the remaining 14% of respondents.

Table 3. General level of cooperative competences of the surveyed teachers

General level of cooperative competences	N – number of data	%
Low (less than 42 points)	11	14
Average (42-57 points)	55	69
High (more than 57 points)	14	17
Total	80	100

Source: author's study.

The partial results of cooperative competences indicate the highest percentage of respondents (82.5%) who would very well or at least manage well to congratulate the colleague on the success achieved at work. Almost every fifth of the respondents would do rather well (17.5%), but there was no one who would not undertake this task at all (0%). Also, most of the respondents would be happy to help their friend or colleague. Exactly half would do it without batting an eyelid (50%), and another 35% would not have the slightest problem with it. Only almost eighth respondents (15%) would see moderate uncertainty in their actions. It also turned out that the surveyed academic teachers would quite well manage the team that is going to work together. Almost half would feel comfortable in this role (48.7%), while the next 47.5% of respondents – definitely comfortable. Only over every twentieth of them declared serious difficulties in completing this task (3.8%).

On the other hand, the problem of reconciling conflicted employees generates much more problems. Only more than every fifth respondent would see himself as an effective arbitrator (18.7%). With a greater or lesser degree of uncertainty, this would be accepted by the challenge of ¾ of respondents (75%), while almost one in fifteen would not definitely handle this task (6.3%). Similar difficulties were reported by the surveyed teachers while trying to encourage people sitting close to eat at the party. Only ⅓ of the respondents (32.5%) would definitely do well in this role, while slightly less would consider that they would manage this task (31.2%). On the other hand, one in four respondents (26.3%) could have some difficulties, and one in ten (10%) would not even try.

Despite some deficit areas, it was in this category of social competences that the surveyed teachers managed to get the highest score. It can therefore be assumed that it is the cooperation and the management of joint activities that is a sure bond for the teaching staff of a military university, regardless of the length or the nature of employment.

PEER SUPPORT COMPETENCES

In order to calculate the level of peer support competences using the standard deviation method, the following values were determined: M = 31.98; median 32; SD = 6.61 and a minimum of 16 and a maximum of 44.

Analyzing the obtained results (Table 4), the majority of the surveyed teachers (60%) assess their peer support competences on an average level, and almost every fourth of them represents the low level (23%). Almost every fifth respondent (17%) indicated high level in this field, considering this category of social competences as their domain.

Table 4. General level of peer support competences of the surveyed teachers

General level of peer support competences	N – number of data	%
Low (less than 26 points)	18	23
Average (26-38 points)	48	60
High (more than 38 points)	14	17
Total	80	100

Source: author's study.

Considering the detailed components of peer support competences, the phenomenon is confirmed that academic teachers, like representatives of other public professions, have no major problems with official speeches. Both in the case of taking the floor at the employees' meeting, as well as in the situation of giving public thanks to the departing boss or handing flowers from the team respectively, only 2.5%, 3.7% and 5% of respondents definitely would not be able to cope with this task. The remaining majority of respondents with greater or lesser involvement would perform the above tasks on at least a good level.

The major difficulties in this area of social competence include the acceptance of the role of an entertainer at a party and the need to entertain people there. It turned out that nearly ⅓ of the teaching staff surveyed would definitely fail in such a role (31.3%), and another 33.7% would undertake this task with moderate optimism. Less than every fifth respondent would have less doubts (21.3%), and only 13.8% of the respondents had a clear positive response to this task.

Peer support competences therefore show a certain duality. On the one hand, the teaching profession corresponds with public activity, which is expressed by occasional tasks, such as handing flowers or giving official thanks. However, in the situation of becoming a function associated with a certain responsibility, the level of activity of the studied group drops significantly, which indicates the fear of possible failure.

SOCIAL RESOURCEFULNESS

Aiming to calculate the social resourcefulness using the standard deviation method, the following data was used: M = 37.92; median: 38; SD = 7.66; minimum 16 and maximum 52.

Interpreting the results obtained (Table 5), it can be concluded that less than ¾ of the surveyed teachers (71%) assesses as average their own social resourcefulness. A very similar percentage, however, considers this area of social competence as their deficit (15%) or, on the contrary, as their domain (14%).

Table 5. General level of social resourcefulness of the surveyed teachers

General level of social resourcefulness	N – number of data	%
Low (less than 31 points)	12	15
Average (31-45 points)	57	71
High (more than 45 points)	11	14
Total	80	100

Source: author's study.

There was no statistically significant level of correlation with independent factors. The closest to the five percent error rate was the nature of employment (χ^2 = 36.40, df = 29, p = 0.16, V = 0.67).

In terms of social resourcefulness, the vast majority of surveyed teachers would not have a problem with such tasks as: asking to pass a dish being far away at the party (95%) or asking a friend about looking after their house during the holiday trip (96.3%). In the first situation, only one in twenty (5%) of the surveyed teachers would not cope well with the task, and in the other one almost every thirtieth (3.7%). The respondents would have much more difficulties with a chance to tell the doctor about their intimate ailments. This task would be definitely performed by almost every fifth respondent (22.5%), almost ⅔ would have some resistance (65%), and one in eight would not cope with this task (12.5%). The same applies if you reprimand someone about the need to clean up after the dog. About one in five would show courage (21.3%), more than two-thirds declared a greater reserve (68.7%), while exactly one in ten would not take up this challenge (10%).

Once again, it can be noticed that actions requiring demonstration of civil courage or taking a certain risk are clearly less popular than other, more courteous tasks.

SOCIAL WELFARE COMPETENCES

The last category of social competences was calculated analogically to the previous ones when using the determined numerical values: M = 15.00, median 15, SD = 3.93 and minimum 6 and maximum 24. The obtained results show that almost ⅔ of the surveyed teachers (65%) show the average level of social competences, while the remaining 35% are divided equally among those who represent high and low level of these competences (17.5% each).

Table 6. General level of social welfare competences of the surveyed teachers

General level of social welfare competences	N – number of data	%
Low (less than 12 points)	14	17.5
Average (12-18 points)	52	65
High (more than 18 points)	14	17.5
Total	80	100

Source: author's study.

On the basis of the conducted analyzes, no statistically significant correlations of social competence with independent variables were found. Noteworthy, however, is the high level of resourcefulness of the respondents in the case of the need to organize a social room from a spare room in their workplace. Over a quarter of the surveyed teachers would do this without hesitation (27.5%), and a further two-thirds of the respondents with more or less reserve would also undertake this challenge (66.3%). Only one in sixteen would not handle this task (6.2%). A high result was also noted for the willingness to organize an integration trip for a group of people. Nearly ⅓ of respondents claims that they would handle such a situation perfectly (32.5%). Over half of them, however, think that they would manage this task, but with slightly less conviction (55%). Every eighth respondent (12.5%) would definitely feel wrong in the role of the organizer of such a trip. A dramatically different picture in this category of social competences is illustrated by the example of the need to organize a protest of residents due to an unfavorable administrative decision. The lowest level of resourcefulness in this situation was declared by as much as 32.5% of respondents, which is almost ⅓ of people participating in the survey. The average level of competence would be demonstrated by 55.8% of respondents, and every eleventh definitely would do well (8.7%).

The analysis of social competences indicates, therefore, the organizational predispositions of the teaching staff being researched, which are particularly reflected in situations requiring some improvements or initiating a social event. In both cases,

the actions taken build a positive image of their author. However, when trying to organize a protest against the administrative authority, the enthusiasm for action drops dramatically. Despite organizational skills and good intentions, respondents clearly start to calculate whether such activity pays off. Similarly to the previously analyzed areas of social competence, a risk factor comes to the fore, suggesting that more can be lost than gained.

CONCLUSION

Summing up the conducted research on the social competences of academic teachers of military academies on the example of the Was Studies University in Warsaw, it should be stated that almost ⅔ of respondents represent the average level of social competences (66%). The remaining ⅓ are divided into almost equal catches determining their high (16.9%) and low level (17.1%). In the area of assertive competences, the profile of the manager and task enforcer prevails, but not necessarily an influential or resilient person. The highest result for cooperative competences would indicate interpersonal skills, allowing for harmonious cooperation with others and providing the necessary help and support. However, this will not always be accompanied by a belief in their abilities and effectiveness. The category of peer support competences, however, shows the profile of a person who is able to establish and maintain informal relationships with others and to arouse interest in their own person. Nevertheless, situations requiring social exposure may prove to be a problem. In terms of social resourcefulness, the surveyed teachers are characterized by the ability to obtain privileges and services from others, but also they can ask for help. Difficulties may in turn arise from the need to enforce their rights. The lowest results in the field of social welfare competences suggest that the personal profile of respondents in terms of perceiving social needs and goals and organizing pro-social activities, despite the desire to build their social image, still leaves much to be desired.

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PROFILES OF SOCIAL COMPETENCE OF ACADEMIC TEACHERS OF MILITARY UNIVERSITIES

Keywords: social competence, education, military university

Abstract: Among the many requirements posed today for the education system, the question of teacher competence deserves special attention. Previous explorations have demonstrated the unquestionable excellence of professional competences over formal qualifications, including in other professions. Psychological competences, increasingly appreciated by psychologists, are still searching for their place in pedagogy and other scientific disciplines. When I examined the social competence profiles of a particular group of teachers of academic military universities, I decided to show a new perspective on education in the army. I presented the subject matter with the help of a standardized measurement tool on the example of The War Studies University in Warsaw.

PROFILE KOMPETENCJI SPOŁECZNYCH NAUCZYCIELI AKADEMICKICH UCZELNI WOJSKOWEJ

Słowa kluczowe: kompetencje społeczne, edukacja, uczelnia wojskowa

Streszczenie: Spośród wielu wymagań stawianych dzisiaj przed systemem edukacji z pewnością na szczególną uwagę zasługuje kwestia kompetencji nauczyciela. Dotychczasowe eksploracje wykazały niewątpliwą przewagę kompetencji zawodowych nad formalnymi kwalifikacjami także w innych profesjach. Coraz bardziej doceniane przez psychologów kompetencje społeczne wciąż poszukują swojego miejsca w pedagogice i innych dyscyplinach naukowych. Badając profile kompetencji społecznych szczególnej grupy nauczycieli akademickich uczelni wojskowych, postanowiłem ukazać nowe spojrzenie na edukację w wojsku. Podjętą problematykę przedstawiłem za pomocą wystandaryzowanego narzędzia pomiarowego na przykładzie Akademii Sztuki Wojennej w Warszawie.