

ACADEMIC TUTORING AS A NEW TREND AND APPROACH IN INDIVIDUAL SUSTAINABILITY EDUCATION

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Abstract: *The natural environment is the foundation of the functioning of the economies and the societies, while, in turn, the society is the bedrock of the economies. "Growth" and "development", "information and knowledge" are now important categories of sustainable development. The goals of sustainable development of individuals must be considered in three dimensions: economic, ecological and social. All these dimensions are based on knowledge, which implies the decisions of individuals. Knowledge is transmitted from an early age, and education is created at different levels, by different teachers, educators, experts. The idea of academic tutoring is based on an individualized approach to the student, where the professor-tutor is both a teacher and a kind of academic guide, and the student is an active partner in the educational situation.*

*The purpose of this study is to assess the level of use of academic tutoring at Polish universities and to present the possibility of applying this method in the sustainable development of the individual. The research problem was defined in the form of research questions. The key **research questions** that were sought to be answered were formulated as follows:*

- 1. Do Polish public and private education use the modern method of education that is tutoring?*
- 2. From what sources should academic tutoring (tutor's salary) be funded?*
- 3. What tools can a tutor use to work with a student?*

*The following **research methods** were used: critical analysis of the literature, case study, survey method, induction and synthesis method, graphical data presentation technique.*

Key words:

JEL Classification Codes:

1. INTRODUCTION

Education for the sustainable development of the individual is nowadays combined with ecological, environmental, social education, with psychology and sociology, with the introduction of expanded content into educational programs focused on the development of human consciousness. Reaching for a new tool for thinking about changes in education, which today are modern methods of education, including tutoring, makes it possible to "open up" the instructional system of teaching, introduce the most often overlooked values into the discourse and find new practical solutions for constructing the learning environment.



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Sustainable development of the individual is based on modern teaching methods in academic education. It's not just theoretical lectures, exercises, laboratories or practical workshops. It's tutoring, mentoring and coaching with all modern educational tools.

The main purpose of the study is to assess the level of use of academic tutoring at Polish universities and to present the possibility of applying this method in the sustainable development of the individual. The research problem was defined in the formula of research questions. The key research questions that were sought to be answered were formulated as follows:

1. Do Polish public and private teaching use a modern method of education such as tutoring?
2. From what sources should academic tutoring (tutor's salary) be funded?
3. What tools can a tutor use to work with a student?

The following research methods were used: critical analysis of the literature, case study, survey method, induction and synthesis method, graphical data presentation technique.

2. EDUCATION IN THE ERA OF SUSTAINABLE DEVELOPMENT

Education is a set of processes, activities and achievements aimed at changing people, primarily children, adolescents and adults, in accordance with the prevailing ideals and educational goals of a given society. Education consist of teaching activities and learning activities.

The concept of education for sustainable development accommodates the areas that are the subject of, in turn, nature education, environmental education, sociological education and environmental education, expanding the formula to include content related to social, economic, ethical, aesthetic and cultural education, aimed at promoting and implementing a holistic new paradigm, generating a new vision of integrated order (T. Borys, 2006, p. 19).

Education for sustainable development means such education that (D. Kielczewski, T. Poskrobko, 2010, pp.95-100; J. Godlewska, 2009, pp.15-19; Arjen E. J. Wals, G. Kieft, 2010, pp.10-11, R.McKeown 2002, pp.10-16):

- enables the learner to acquire skills, knowledge and qualities that ensure their sustainable development;
- is oriented toward criticism and problem-solving, that is, it means the ability to deal with the dilemmas and challenges of sustainable development;
- is equally available at all levels and in all social contexts (family, school, work, local community);
- Builds civic responsibility and promotes democracy by making individuals aware of their rights and responsibilities;
- It is based on the principle of lifelong learning;
- uses a variety of educational methods, seeking creative ways to express new concepts;
- concerns local issues, not just global ones.

Teaching methodology is important, including the predisposition of lecturers, their competence, skills and commitment in accordance with the principles of didactics and techniques of acquiring knowledge, adapted to the level of knowledge and perception of listeners, partners, targeted groups, students. Especially in interactions outside of structured forms of teaching, such as tutoring, mentoring or coaching, it is important to skillfully use ways to stimulate their activity and interest. Of key importance here is the attitude of the teacher, which entails a substantive authority that inspires trust, imparting reliable knowledge, based on scientific foundations and solutions proven in practice (A. Mikłaszewski, 2010; A. Lorek, 2013, pp. 23-31).

W. Jarecki rightly emphasized (2011, p. 21) that the source of human capital formation is various forms of education. Education is treated in terms of productivity and acquired knowledge is the accumulated capital of an individual (person). The factors of the wealth of nations and their future destinies are the progress of knowledge and the development of education.

One should agree with A. Zimny (2017, p. 83) that the role of education in creating human capital is significant. In developing countries, education is often the ticket to a better life, while in developed countries with knowledge-based economies, a solid education is an essential attribute in a competitive labor market.

Education in the era of sustainable development is about the individual's lifelong learning, which is conditioned by, among other things:

- the existence of financial instruments to support the idea of learning, including using modern teaching methods, i.e. tutoring,
- The existence of flexible educational programs, highly personalized,
- The existence of mechanisms for recognizing education and skills acquired through formal, non-formal, informal means,
- The attractiveness of universities and educational institutions to "non-standard" groups of students.

Education in the era of sustainable development can be carried out within the prospective political, economic, ethical, legal, social, environmental. Each of these perspectives offer individual educational programs using a wide range of instrumentation. Modern educational tools include tutoring, mentoring and coaching.

3. TUTORING IN COMPARISON WITH OTHER METHODS IN MODERN EDUCATION

Analysis of the labor and education market indicates a dynamically changing environment and needs of the economy. This is forcing greater competition among universities due to the need to continuously improve the quality of education. One way is to change the way we approach students by introducing a form of academic and developmental tutoring.

The origins of tutoring date back to ancient times. The emphasis is on the meeting of people on the path of development (M. Kaczmarek, 2013, pp.73-82; N.R. Templeton, 2021, pp.1-5, Beverly J. Irby, 2012, pp.297-301).

Thinking about the learning process, education can be divided into:

- mass,
- individualized,
- personalized.

Tutoring, which is set in the context of personalized education, is a method of thinking about a person holistically, not only in terms of his professional or educational achievements. Tutoring is a method of individual care for the mentee, based on the master-student relationship, which, through an integral view of human development, strives for the full development of his potential [P. Czekerda et al. (eds.), 2018, pp. 22-24].

Tutoring is a response to the search for a teaching method guaranteeing the highest quality in education, and is incorporated by teachers from the bottom up. This method helps to build a teacher-student (student) relationship, which translates into improved efficiency and effectiveness of teaching, and also affects the personal development of the individual. Tutoring also responds to the expectations of the labor market by developing various skills and competencies. It is a specific method of pedagogical influence, assuming cooperation between a teacher-tutor and a mentee or a small group of mentees, which through planned, formal, as well as informal and spontaneous activities leads to the development of the participating individuals (A. Kowalkowska, 2021, pp.4-14; S. Wawrzyniak, 2020, pp.221-234; I. Dabrowska, M. Dabrowska, 2022, pp.1-19).

Today, modern methods in education include mentoring and coaching in addition to tutoring. Mentoring, coaching and tutoring are in the nature of supportive relationships and building a positive self-image. However, they differ in some respects. These methods have similar goals and

use similar or even identical instruments. However, one can clearly see the differences between these methods.

In coaching processes, the mentee themselves defines their goals, makes changes in their life, using the resources they have, the coach the better the "less" they are in the process of change. In tutoring, on the other hand, the tutor plays more of an expert role with respect to the mentee, who wants to acquire the knowledge, skills, competencies that the tutor has, which does not at all mean that the mentee wants to be like the tutor. The tutor inspires, sometimes advises. In the processes of mentoring, the biography of the mentor, his competence, but also his life experiences leading to success are important - in this case the mentee wants to become like the mentor. The mentor should be a successful person, a fulfilled person [P. Czekierda et al. (eds.), 2018, pp.22-24; S. Wawrzyniak, 2020, pp.221-234; M. Gallas, 2019, pp.253-271].

Tutoring is first and foremost a master-student relationship, it is a tradition of thinking about man in terms of virtues, it is a correlation with positive psychology. It includes human well-being, development of talents and human strengths.

Like most methods used in education, tutoring uses specific methods of work of the tutor with the mentee [P. Czekierda et al. (eds.), 2018; A. Babiuk-Massalska, 2019, pp. 63-84]. A list of selected tools is shown in Figure 1.

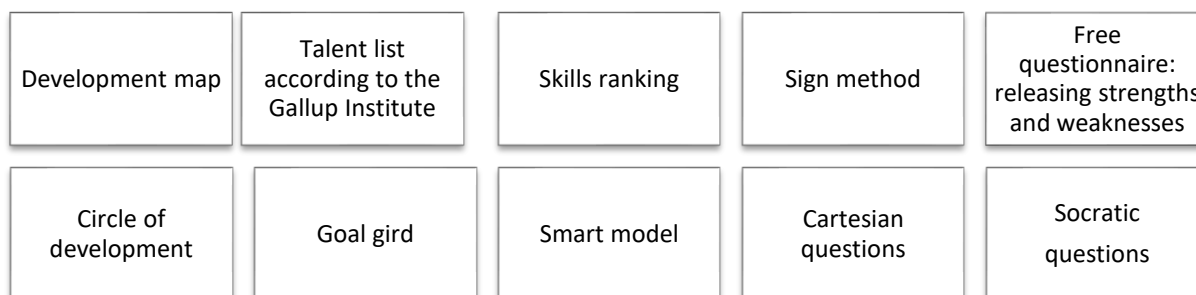


Figure 1 Tools used in tutoring

Source: own compilation based on: [P. Czekierda et al. (eds.), 2018; A. Babiuk-Massalska, 2019, pp. 63-84].

Tutoring emphasizes teaching through cooperation, in interaction with another person who is reachable for the student, with whom, as a consequence, he forms a bond not only for the purpose of completing the task, but interpersonal and intrapsychic, giving a sense of security, understanding. The literature lists various types of tutoring educational, and due to the purpose, academic, didactic, developmental tutoring is distinguished. Tutoring has many benefits, which have educational, developmental, preventive and educational dimensions (J.M. Chojecka, 2021, p.153-172).

Academic tutoring is nowadays regarded as a new trend and approach in the education of sustainable individual development. It should be implemented at universities in Poland. Is it being used? It is a future working method that will be implemented

4. STUDY MATERIAL AND METHODOLOGY

Taking into account the literature review conducted above, as well as our own research and the information obtained through observation, for the purpose of this article, our own research was conducted in October 2022. The research tool was a survey questionnaire, and the survey was conducted using the CAWI technique, the survey was prepared in MS Teams. The survey was anonymous. The survey was piecemeal, and the research sample was selected using the snowball method in order to reach people living in the area. A total of 243 people participated in the survey, including 196 students and 47 research and teaching staff. The largest number of respondents were

under the age of 30. 178 women and 65 men participated in the survey. The survey was conducted at the WSG Bydgoszcz University and the University of Szczecin.

The purpose of this study is to assess the level of use of academic tutoring at Polish universities and to present the possibility of applying this method in the sustainable development of the individual. The specific objectives of the study were to answer the research questions:

1. Do Polish public and private teaching use the modern method of education that is tutoring?
2. From what sources should academic tutoring (tutor's salary) be funded?
3. What tools can a tutor use to work with a student?

5. RESEARCH FINDINGS

The respondents were university students and employees. They were first asked whether tutoring is implemented at the university where they study/work? The answers are presented in Table 1.

Table 1. Is tutoring implemented at the university where the students study?

	Yes	Not	I don't know
Students	22	20	154
Lecturers	18	6	23

Source: own compilation based on n=243.

Both students and research and teaching staff have no knowledge of the use of tutoring at their university. Respondents were then asked about other modern teaching methods, such as mentoring and coaching. The responses are shown in Table 2.

Table 2 Is coaching, mentoring implemented at the university where you study?

	Coaching			Mentoring		
	Yes	Not	I don't know	Yes	Not	I don't know
Students	24	43	129	44	31	121
Lecturers	13	12	22	16	11	20

Source: own compilation based on n=243.

Both students and research and teaching staff have no knowledge of the use of coaching at their university. Only 24 students and 13 employees say that coaching is implemented at the university where they study/work. 62% of the students taking part in the survey do not know if mentoring is used at the university where they study. Also 43% of academic staff (lecturers) do not know.

According to 47% of the students participating in the survey, the future of education is individualized education (individual work methodology aimed at an individual's talent).

According to academics (lecturers), on the other hand, it is personalized education (individualized work methodology aimed at thinking about people holistically). This is the opinion of 45% of respondents.

Respondents were asked what kind of tutoring they would be more interested in: scientific (academic), i.e. developing academic passions, expanding knowledge, or developmental (potential, preferences, talents, interests)? Both groups of respondents indicated that they were more interested in developmental tutoring. This was indicated by 81% of students and 45% of research and teaching staff.

Another question asked to respondents was: how do you understand the concept of tutoring? The results of the survey are shown in Table 3.

Table 3 Answers to the question: how do you understand the concept of tutoring?

Specification	Student responses		Responses from university employees	
	number of responses	%	Number of responses	%
tutoring deals with pointing out problems, facilitates the student to acquire knowledge according to his preferences, allows to build author's patents	111	57	20	43
is to define the client's vision, strengthen the individual's strengths, equality between the mentee and the tutor	24	12	5	10
tutoring is based on advising, stimulating, and guiding	61	31	22	47

Source: own compilation based on n=243.

Responses to the question covering definitions of tutoring in the two groups are different. Students say that tutoring deals with pointing out problems, facilitates the student's acquisition of knowledge according to his preferences, and allows the student to build authorial patents. University staff define tutoring as a concept based on advising, stimulating and guiding.

Next, both groups of respondents were asked about the predispositions that a teacher should have in order to become a tutor in the future. The responses are shown in Figure 1.

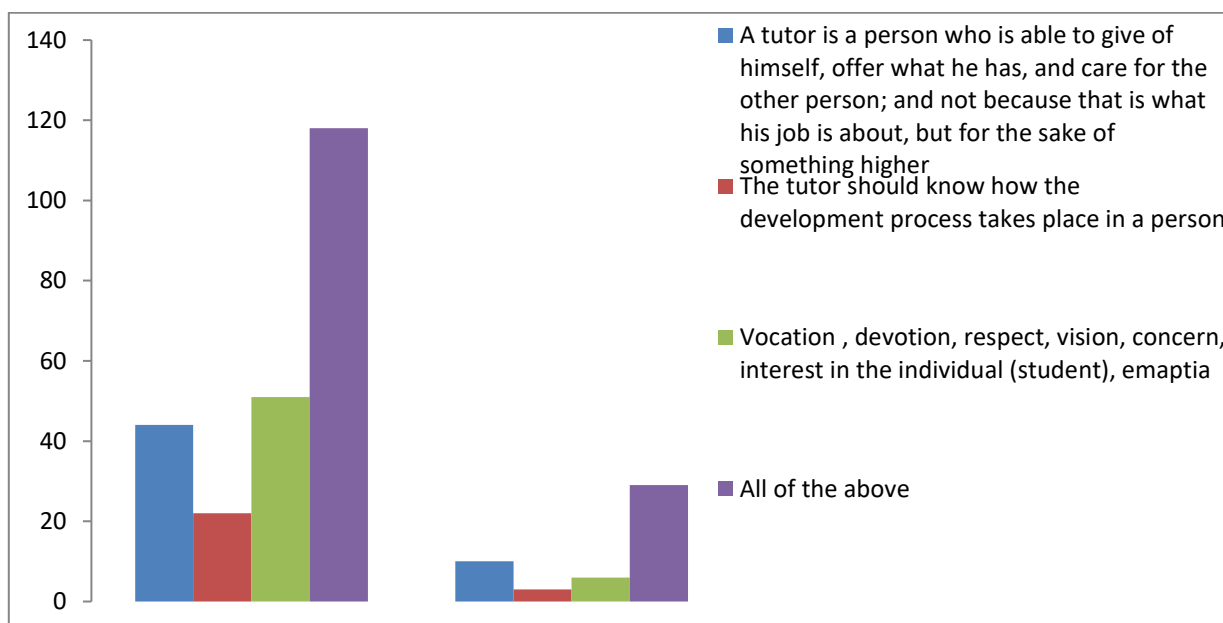


Chart 1. Predispositions that a teacher must have to become a tutor in the opinion of students and lecturers

Source: own compilation based on n=243.

Both groups of respondents agreed that all of the indicated aptitudes were equally important. The next question asked in the survey was: what competencies should a tutor have (choose the three most important in your opinion). Respondents' answers to this question are shown in Table 4.

Table 4: What competencies should a tutor have?

Specification	Student responses	Responses from university employees
	Number of responses	Number of responses
Must stimulate the development and understanding of knowledge in the group,	93	18
Must be able to ask the right questions,	46	17
Offers assistance if needed, provides feedback,	136	22
must build a safe and friendly learning environment. To do this, he needs the ability to listen, communicate verbally and non-verbally	126	34
A university teacher must know how to encourage students to participate in the learning process,	117	21
Must manage classroom interactions and student collaboration process,	66	18
must have time management skills	28	6

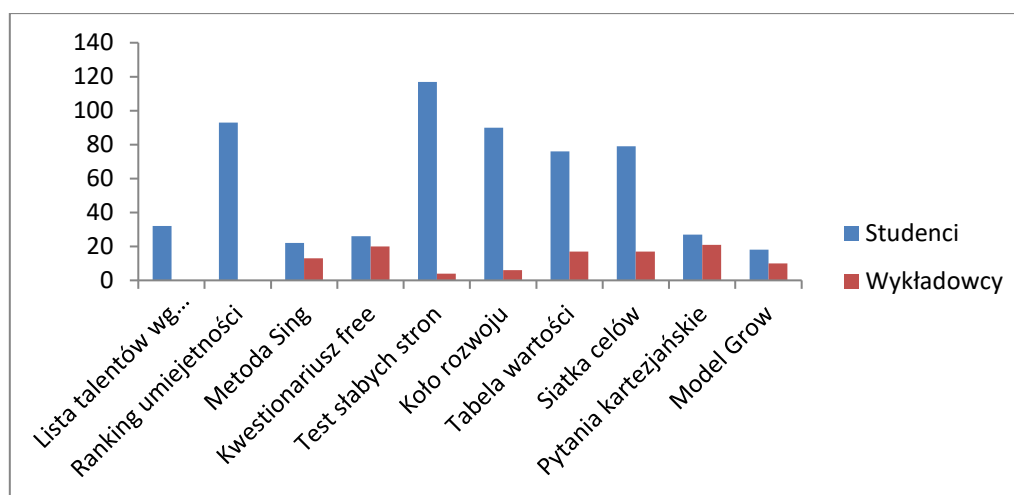
Source: own compilation based on n=243.

Respondents considered the most important competencies of a tutor to be:

- the ability to build a safe and friendly learning environment, for this he needs the ability to listen, verbal and non-verbal communication,
- to use incentives for students to participate in the learning process,
- Competence in providing feedback.

Time management skills were considered the least useful competency.

The next question in the survey asked about familiarity with tutoring tools, and more specifically, which of these tools are the most interesting and would allow respondents to develop themselves. Respondents could indicate more than one answer. The results are presented in Figure 2.


Chart 2. Tutoring tools

Source: own compilation based on n=243.

According to students, the most useful tutoring tools include:

- test of weaknesses,
- skill ranking,
- development wheel.

According to research and teaching staff, the most useful tutoring tools include:

- table of values,
- skill ranking,
- target grid.

Both students and research and teaching staff agree that the least useful tutoring tools are:

- Grow model,
- questionnaire Free,
- Sing method.

To the question: *which characteristics of modern scientists are barriers to the implementation of tutoring?* the following answers were obtained (Figure 3).

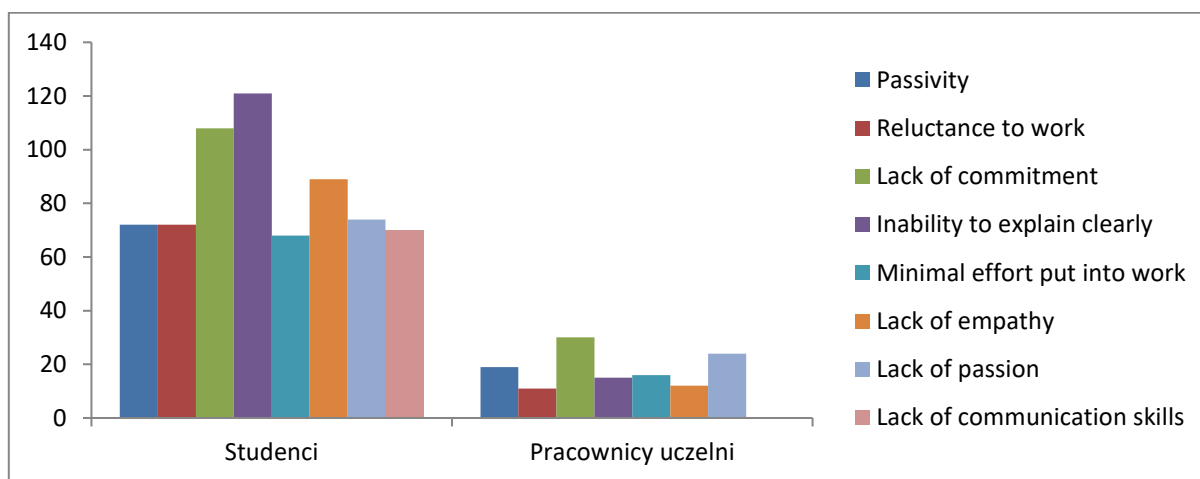


Chart 3. Respondents' answers to the question: which characteristics of modern scientists are barriers to the implementation of tutoring? (number of responses)

Source: own compilation based on n=243.

The main barriers to implementing tutoring, according to respondents, are:

- Lack of involvement of university staff,
- Inability to explain clearly,
- lack of empathy,
- Lack of passion, passivity of employees.

The final question in the survey asked about the primary barriers to implementing tutoring at universities. Respondents' answers are presented in Figure 4.

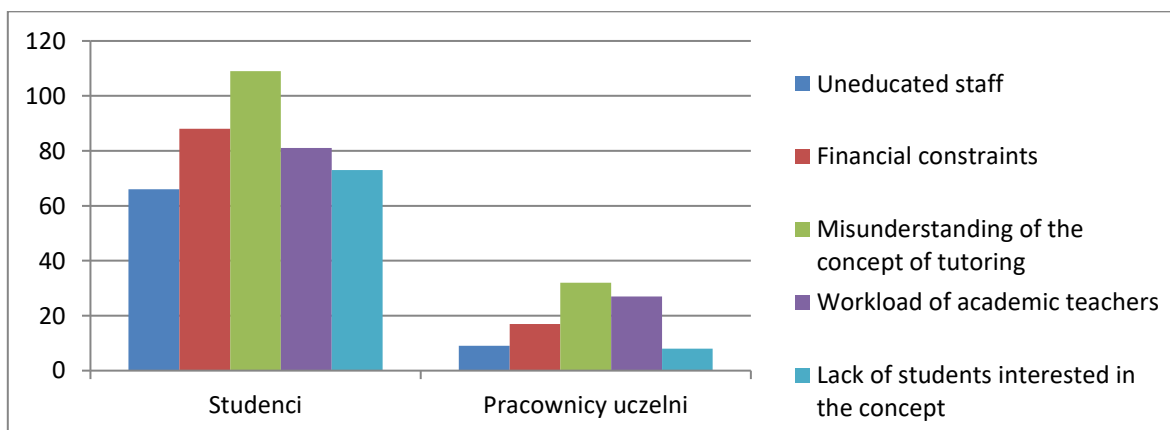


Chart 4 Barriers to implementing tutoring

Source: own compilation based on n=243.

The primary barriers to implementing tutoring at universities include:

- Misunderstanding of the concept of tutoring,
- financial constraints,
- The workload of academic teachers.

6. CONCLUSIONS

The results of the literature study and our own empirical research have led to the following conclusions:

- 1) Tutoring, which is set in the context of personalized education, is a method of thinking about people holistically, not just in terms of their professional or educational achievements,
- 2) both students and research and teaching staff lack knowledge about the use of tutoring, coaching and mentoring at their university;
- 3) tutoring is defined differently by respondents, the concept is not understood;
- 4) misunderstanding of the concept of tutoring was a manifestation of wrong answers to questions about aptitudes and competencies important in the work of a tutor;
- 5) familiarity with tutor tools is also poor among respondents;
- 6) Respondents identified a number of features that could become barriers to the implementation of tutoring in universities;
- 7) The participating students and research and teaching staff employed at the university agree that the future of education will be individualized and personalized education rather than mass education, as is the case today.

Recommendations: the implementation of tutoring at universities should be pursued. This process must be implemented in stages. The first stage is the preparation of the staff, i.e. the training of research and development staff. The second stage is promotion and then recruitment of students. Throughout the process, the aspect of financing this process is important, which is most often done by raising funds from external sources. This is followed by the ongoing process of conducting tutorials, i.e. meetings between tutors and students, and the final element of the process is evaluation.

*

In conclusion, the main objective of the study was to assess the level of use of academic tutoring at Polish universities and to present the possibility of applying this method in the sustainable development of the individual. The research problem was defined in the formula of research questions. By conducting the research process, answers to the key research questions were obtained:

- 1) Polish public and private teaching do not use modern methods of education, neither tutoring nor coaching or mentoring;
- 2) A critical analysis of the literature and our own observation leads us to conclude that universities do not have free funds to finance tutoring, so an alternative here may be external funds obtained through projects, such as from the National Science Center or the National Center for Research and Development;
- 3) The tutor to work with the student can use many different methods and tools; freedom of choice of tutor.

Given that the article only presents the results of a pilot study, and these results are not representative, further extended research in this area should be conducted in Polish universities, both public and private.

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Research survey questions:

- 1) Is tutoring implemented at the university where you study?
 - Yes
 - Not
 - I don't know
- 2) Is coaching implemented at the university where you study?
 - Yes
 - Not
 - I don't know
- 3) Is mentoring implemented at the university where you study?
 - Yes
 - Not
 - I don't know
- 4) In your opinion, is the future of education:
 - Still massive (as it is now)
 - Individualized (individual work methodology focused on the talent of the individual)
 - Personalized (individual work methodology focused on thinking about a person holistically)
- 5) What kind of tutoring would you be more interested in:
 - Scientific (academic); developing scientific passions, expanding knowledge
 - Developmental (potential, preferences, talents, interests)
- 6) How do you understand the concept of tutoring:
 - Tutoring deals with pointing out problems, facilitates the student to acquire knowledge according to his preferences, allows to build author's patents
 - It's about defining the client's vision, enhancing the individual's strengths, equality between the mentee and the tutor
 - Tutoring is based on advising, stimulating, and guiding
- 7) What predispositions must a teacher have to become a tutor?
 - A tutor is a person who is able to give of himself, offer what he has, and care for the other person; and not because that is what his job is about, but for the sake of something higher
 - The tutor should know how the development process takes place in a person
 - Vocation , devotion, respect, vision, concern, interest in the individual (student), emaptia
 - All of the above
- 8) What competencies a tutor should have (choose the three most important in your opinion)
 - must stimulate the development and understanding of knowledge in the group,
 - Must be able to ask the right questions,
 - Offers assistance if needed, provides feedback,
 - must build a safe and friendly learning environment. To do this, he needs the ability to listen, communicate verbally and non-verbally
 - A university teacher must know how to encourage students to participate in the learning process,
 - Must manage classroom interactions and student collaboration process,
 - must have time management skills

- 9) What tutoring tools are most interesting and could allow you to develop (choose three):
- Talent list according to the Gallup Institute
 - Skill ranking
 - Sing method
 - Free questionnaire
 - Test of weaknesses
 - Circle of development
 - Table of values
 - Target grid
 - Cartesian questions
 - Model Grow
- 10) Which characteristics of modern scientists are barriers to implementing tutoring?
- Passivity
 - Reluctance to work in general
 - Lack of commitment
 - Inability to explain clearly
 - Minimal effort put into work
 - Lack of empathy
 - Lack of passion
 - Lack of communication skills
- 11) What, in your opinion, is the main barrier to the implementation of turnaround at universities (choose two answers)
- Uneducated staff
 - Financial constraints
 - Misunderstanding of the concept of tutoring
 - Workload of academic teachers
 - Lack of students willing to use the concept