

TEACHERS' SALARY IN THE YEARS 2020 - 2022 - CASE STUDY¹

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Abstract:

Aim of the work: The main purpose of the research presented in this work is to find an answer to how the remuneration of teachers in ZSP No. 2 in Gdańsk is shaped in relation to their professional promotion levels.

Main research hypothesis: Low pay in public educational institutions is one of the main reasons for teachers leaving their jobs.

Methodology: The following research methods were used in the study: literature study, analysis of source documentation of ZSP no. 2 in Gdansk, the research techniques were individual interviews, while the research tools were the documentation of ZSP No. 2 in Gdansk and the respondents' answers, the author's interview questionnaire.

Research Findings: Due to the constant pressure of fulfilling too many responsibilities, teachers feel pressure in many areas of their actions. It is not surprising, therefore, when looking at the portfolio of tasks that teachers must perform today, the depreciation of the teaching profession by the state bureaucratizing the didactic and educational process included in the

1 The role of research promoter Zygmunt Mietlewski and scientific supervisor Beata Browarczyk in the research of the author Łukasz Godawa: Developing the concept, scope and schedule for research, including: formulating the problem in the form of a research question, assumption, hypothesis and goal. Participation in the review of definitions of key words used in the subject of research by Polish and foreign authors from selected literature on the subject. Indication of research methods and techniques as well as sources of information. Participation in the analysis of the collected empirical material and the drawing of diagnostic conclusions and confronting them in a discussion with the literature on the subject. Emphasizing the practical value of research. Editing the text of the article.

mission of the teaching profession, low salaries that teachers leave for their profession. The salaries of Polish teachers differ significantly from those prevailing in the developed countries of the European Union.² Despite the above-mentioned facts resulting from the research on low salaries of teachers, including the impact of inflation, equalization with the national minimum salary and the increasingly lower employment rate in schools, their financial situation for the next year does not forecast positive changes.

Keywords: salary, salary, teacher, school.

Introduction

Remuneration for work, both in education and in any workplace, is a very important motivator for an employee to undertake work, it also affects the quality of work and commitment to additional tasks. One way for a teacher to obtain a higher salary is for him to initiate the procedure for the implementation of professional promotion. Hence, the research problem was formulated in the form of a question: how does professional promotion motivate a teacher to work with children and young people at school and affect his economic and social status?

The definition of wages that applies in Poland is the definition of wages adopted in Geneva on July 1, 1949 at the General Conference of the International Labor Organization, which reads as follows: *“The term ‘wages’ means, by whatever name or method of calculation, wages or earnings capable of being expressed in cash and fixed by contract or national legislation, which, by virtue of a written or oral contract for the hiring of services, are due from the employer to the employee either for work done or to be done, or for services rendered or to be rendered”*.³

The guidelines set forth therein dealt with employees who are owed wages.⁴ The Convention also stipulated the method of payment namely cash that has legal circulation. Designated bodies will be able to administer the payment in the form established in the agreement between the employer and the employee. The employer is also not allowed to manage the salary at his own discretion. Based on this Convention, a supplementary recommendation was issued to regulate

2 K. Kulikowski, Satysfakcja z wynagrodzenia i zaangażowanie w pracę wśród pracowników firm prywatnych i państwowych, „Zarządzanie Publiczne” 2016, nr 1 (35).

3 Konwencja nr 95 dotycząca ochrony płacy, Genewa, 1.07.1949

4 An interesting claim is the understanding of wages presented in the dictionary of economics. Here we are acquainted with the definition of self-employment earnings as opposite to the concept of wages, since it is understood as *“payment for self-employment is not wages”*. [in:] J. Black Słownik ekonomii PWN, W-wa 2008

provisions related to wage protection, which is the first legal tool of international scope.⁵

Wage is a fundamental concept used in the conclusion of an employment contract between an employer and an employee. It is worth looking at and expanding the vocabulary associated with this definition and looking at the various meanings of the word considered. The content of the definition of salary is mainly related to the economic basis, that is, the money that the person employed receives for the performance of a particular job. The Polish dictionary states that the word salary *"comes from the noun wynagrodzić, reward for something, reward, pay, pay, pay back, repay with something reward someone for work-give a reward, payment or compensation, is payment for work, salary, compensation for loss. High, low pay. To collect a salary. To work without pay. Tax on wages."*⁶ In the dictionary edited by Z. Doroszewski, we read that *"salary defined in terms of the tax system as gross and net. The former refers to remuneration without deduction of taxes and the latter after collection"*.⁷

Salary, according to the dictionary of related words, is defined as *"monthly and annual received for work"*⁸, and in the dictionary of human resource management, *"remuneration is the total income from work having the character of a benefit from the employer to the employee as a form of financial reimbursement for undertaking certain work and time spent or time at disposal, quantitative and qualitative effects and conditions of its performance"*.⁹ In turn, the economic dictionary defines remuneration as *"payment for work performed by an employee"*.¹⁰

The term wages can also be considered in a broader sense, for example: in terms of price, the value of labor, its productivity, which are one of the elements of production. R.W. Griffin defines remuneration as *"the payment that an*

5 Earlier measures had already been taken by the International Labor Organization (ILO), which led to the introduction of the demand in the Declaration of Philadelphia of May 10, 1944 and whose expression we find in the established Convention. It specifies that various forms and components should be included in the wages paid. This allows for greater coverage of the Convention and, above all, effective protection of workers' finances. The protection of wages is very important, since wages have a maintenance function. This means that it is the main source of income for the employee and his family. The Convention should be applied to the conclusion of civil law contracts in Poland, which define the concept of remuneration as cash expenses and benefits in kind, paid to employees for employment in an economic entity and calculated according to the principles of employment and wage statistics. [in:] Konwencja nr 95 dotycząca ochrony płacy, Genewa 1949 (Dz.U. z 1955 r. Nr 38, poz. 234).

6 Słownik języka polskiego Tom 3, red. H. Szkiłdź, S. Bik, B. Pakosz, C. Szkiłdź, W-wa 1981.

7 Słownik języka polskiego red. W. Doroszewski, W-wa 1997.

8 Słownik wyrazów bliskoznacznych red S. Skorupka, Wiedza powszechna, W-wa 1984.

9 Red. T. Listwan, C.H. Beck, Słownik zarządzania kadrami, 2005.

10 Black, J. Słownik ekonomii PWN, W-wa 2008.

organization gives to an employee in exchange for work”.¹¹ Similarly, Z. Jacukowicz, “remuneration is the equivalent of the work done by the employee”.¹²

H. Steinmann and G. Schreygogg define pay as “payment for work done and the employee’s share of collective value creation. Wage is the legal price for work, an exponent of the status of the position and the worker, the rarity of workers in the labor market”.¹³ L. Martan refines the definition of wages “(...) to the amount payable by virtue of employment, which includes remuneration for work performed within the framework of the employment relationship, that is, wages and other components by virtue of employment”.¹⁴ The Entrepreneur’s lexicon states that “labor remuneration is an obligatory payment for work performed by an employee. It should be determined so that it corresponds to the type of work performed, the qualifications required for its performance, and also takes into account the quantity, quality of work performed”.¹⁵ M. Armstrong and O’Neill and other researchers introduce the concepts of total compensation, in which “(...) all elements and means of remuneration-both financial and non-financial-are integrated to attract, motivate and retain employees and bring them satisfaction”.¹⁶ A. Melich points out “(...) the blurring of the line between pay, salary and labor income”.¹⁷ Another term for remuneration is salary, which in the dictionary of human resource management is defined as “the cash form of remuneration, colloquially salary”¹⁸ and in the dictionary of related words is given as pay for work and is also found about the pay scale and its spread.¹⁹ The dictionary of the Polish language states that salary is “remuneration for work paid in money”.²⁰ The editors of this dictionary also list different types of wages such as minimum, nominal, basic, real, supplementary, basic-dominant:

- “minimum - a wage with a statutorily fixed amount, below which earnings cannot develop with normal working hours.
- nominal - is the amount of money received, as remuneration for work. Basic is the remuneration for time worked or work performed, consisting of the basic wage and additional remuneration depending on the type of work performed

11 Griffin, R.W. Podstawy zarządzania organizacjami, PWN, W-wa 1996.

12 Jacukowicz, Z. Systemy wynagrodzeń, Poltext., W-wa 1996.

13 Steinmann, H., Schreygogg, G. Zarządzanie, Oficyna wydawnictwa Politechnicznego, Wrocław 1998.

14 Martan, L. Praca i wynagrodzenie w przedsiębiorstwie Oficyna wydawnictwa Politechnicznego, Wrocław 1997.

15 Leksykon przedsiębiorcy Info, W-wa 2002.

16 Armstrong, M. Zarządzanie zasobami ludzkimi Wolters Kluwer, Kraków, 2007.

17 Melich, A. Rola płacy w pobudzaniu efektywności pracy IPISS, W-wa 1998.

18 Listwan, T., Beck, C. H. Słownik zarządzania kadrami, 2005

19 Słownik wyrazów bliskoznacznych red S. Skorupka, Wiedza powszechna, W-wa 1984.

20 Słownik języka polskiego tom II red. H. Szkiładź, S. Bik, B. Pakosz, C. Szkiładź, W-wa, 1979.

or special rights.

- real is the sum of goods and services that can be purchased for a given monetary remuneration,
- supplementary remuneration for time not worked and wages and benefits that the employee receives in accordance with the provisions of the collective bargaining agreement, e.g. vacation pay, deputation, free uniforms.
- The essentially-dominant part of the basic wage attributable to actual working time and normal performance of tasks”.²¹

The dictionary also defines what the wage fund is “*the sum of wages intended to be paid in a specific organizational unit (enterprise, institution, national economy)*”.²²

The term wage in the dictionary of economics is an alternative term for salary. Synonymous with wages is also with the concept of work pay and here the dictionary states that “*it is a fixed remuneration for work paid to an employee, usually for a monthly period, salary, emolument in some professions especially actor, military, the so-called officer's pay*”.²³

Another term for wages is the term emoluments, which an employee receives systematically by virtue of his employment. The Polish language dictionary states that it is “*a fixed salary especially applied to teachers*”.²⁴

Wage in the literature

The definition of wage is most often defined as the financial payment we receive for work performed. In Polish law, that is, in the Labor Code, which was created by law, it is referred to as the concept of salary. Wanting to have a good understanding of what factors and mechanisms affect the determination of wages, it is worth reading the considerations of scholars who have been influential in creating its concept over the centuries. The definition of wages is an integral part of economic theory and is linked to the development of the economy, which has a huge impact on it. Not only economists, but philosophers and psychologists have dealt with this topic and their views have changed over time and also political, social and economic conditions. It is difficult to present in a simplistic way all the approaches and thoughts dealing with this topic, but some of them deserve

²¹ Ibidem

²² Ibidem

²³ Słownik języka polskiego Tom I, red. H. Szkiładź, S. Bik, C. Szkiładź, W-wa, 1978.

²⁴ Słownik języka polskiego tom II red. H. Szkiładź, S. Bik, B. Pakosz, C. Szkiładź, W-wa 1979.

attention as some foundations for the emerging definition of wages at that time.

The topic of wages was already of interest to the Egyptians in the XXVII century BC. At that time, their focus was on motivating workers to work more efficiently. During the reign of King Nebuchadnezzar, wage incentive divisions were established to increase worker productivity.²⁵ In the ancient period, Xenophon was the first to gather the material of scholars from previous eras related to the issue of wages. He was the one who proposed differentiating wages based on a worker's place in the hierarchy, as well as allowances to motivate workers to work more efficiently.²⁶ The subject of pay was also the subject of Aristotle's inquiries, according to whom wages for workers should not be too high, as they could cause workers to become conceited. Plato, on the other hand, preached the principles of labor specialization, an idea we find almost two millennia later in the works of the father of economics Adam Smith. In the Scriptures, wages were understood in the context of principles of justice and ethics.²⁷ In the Old Testament, we find a guideline for the conduct of an employer toward an employee regarding the payment due to an employee for work done by him for the employer: *"You shall not cause harm to a poor and wretched hireling from among your brothers or strangers who are in your land, within your gates. On the same day you shall give him his wages, before sunset. For he is poor, and from this he feeds; lest he cry out to the LORD against you, and it burden you with sin."* (Deuteronomy 24:14-15).²⁸ Also in the New Testament, we find an example relating to payment for work done, in which employers were shown to be wicked toward the workers they hired: *"Behold, the wages of the laborers who have reaped your fields, withheld by you, cry out, and the cry of the reapers has reached the ears of the Lord of hosts."* (James 5:4).²⁹ The theme of wages is also present in medieval times. Thomas Aquinas, a philosopher of that era in the 13th century, treated labor as a commodity for which one should also be fairly paid. He believed that a worker should be entitled to the equivalent of his labor expressed in terms of such an amount of payment for labor that the wage would be sufficient to support him and his family according to the requirements of the working condition.³⁰ However, the most carrying ideas about wages were developed later by classical and neoclassical economics. In early classicism, the theory of wages was viewed by economists as part of the general theory of the free market. The practical research that J. Graunt, E. Halley

25 Ewa Beck-Krala Wynagrodzenia pracowników w organizacji, Kraków 2013.

26 Dziechciarz, P. Kto pracuje, a kto je, czyli krótka historia płacy, „Wynagradzanie – Przegląd Personalny”. Supplement to the monthly magazine „Personel”, december 1999.

27 Chuck Bentley, Największe błędy finansowe opisane w Biblii, 2015.

28 Współczesna Biblia Gdańska, Fundacja Wrota Nadziei, Toruń 2022.

29 Ibidem

30 Kazimierz Zajac, Św. Tomasz z Akwinu – Jego zapatrywania socjalne i ekonomiczne in: Annales. Etyka w życiu gospodarczym, Vol. 8, Number 1, p. 111-118, 2005.

and W. Petty carried out raised the problem of too much population growth, by which they concluded that an excess supply of labor leads to wages that meet only basic human needs. Noteworthy are the views of R. Cantillon, A.R.J. Turgot and A. Smith. The classical theory of wages and prices that they formulated was based on the cost of production of a commodity. In their theory, wages are equal to the cost of living, i.e., the expenses associated with maintaining a worker with his family. They believed that the worker should be paid for his labor, while entrepreneurs keep the profit from accumulated wealth.³¹

Salary in the opinion of surveyed teachers

Teachers' salaries are increasingly aligned with the national minimum wage. It demotivates teachers to work effectively and forces them to make extra money at other schools. This affects their fatigue and lowers their mental resilience. In the course of interviewing the teachers, a novice teacher (NT), an appointed teacher (AT) and a certified teacher (CT) were asked four questions. These are. Question One: Did your professional qualifications affect your salary? And here are the answers.

- Novice teacher (NT): My salary is influenced only by the degree of professional promotion and the number of overtime hours worked as part of assigned substitutes. Despite completing a master's degree with full pedagogical preparation and authorization to teach 2 subjects (2 foreign languages), the salary is not higher than other beginning teachers, which is currently 3597zł.

- Appointed teacher (AT): Yes influence. I first completed my bachelor's degree in management and marketing at the University of Gdansk and also completed my master's degree in the same field there. I worked for four years in a corporation in a company, but I decided that this is not the place on earth for me. I believe that I have only one life and it would be a shame for me to continue to agonize there. While I was working, I took a postgraduate course in general pedagogy, because I wanted to work with children. Unfortunately, it wasn't a qualification that would get me into school, because the full-time positions were already filled. It was a difficult time for me, because I didn't know what I should do next, but I had the opportunity to take another postgraduate course in early childhood and preschool pedagogy, and thanks to this I got a job as a school day-care center teacher at school, and in the company where I worked I gave my notice. Thus, I began my internship and received the rank of contract teacher promotion. After one year, I was offered a job at the school's kindergarten, and the following year

31 Blaug, Teoria ekonomii. Ujęcie retrospektywne, przeł. I. Budzyńska i in., Warszawa 2000.

I received an offer to become an early childhood teacher for grades 1-3. During this period I also did my internship as an appointed teacher. While working 1-3, I started studying oligophrenopedagogy, because like most I thought it would give me the qualifications to work in an inclusive classroom. And in fact, after three years, it turned out that I was only qualified to work with the intellectually disabled. Anyway, most of the teachers also graduated from this course, because that was the requirement at the time. Forced to get the right credentials a year ago, I started another study in special education and now I am fully qualified to work with all children with special educational needs. In addition, at the same time I did postgraduate studies in career counseling. Thanks to all these qualifications mentioned above, I can work as a teacher in kindergarten, school in grades 1-3, as a revalidator, support teacher, and vocational counseling teacher in grades 7-8. In addition to these qualifications, completed earlier studies in management helped me to create my own business focused on the development of social and educational skills. My business was created because the salary of a school teacher was so called starvation and seeing the need of the market especially after the pandemic there was a demand for TUS classes - Social Skills Training and a huge number of opinions and judgments coming to the school. I am very happy with my venture, because after six months of my involvement in the company I can see how it is growing and how I am getting more clients.

- Certified Teacher (CT): Of course I did, just graduating from college gave me the opportunity to work as a school teacher. I graduated in social pedagogy 25 years ago and have been training continuously since then. At that time there was no demand for school work in this profession so I decided to broaden my competence and enrolled in a qualification course in pedagogical therapy. After some time I was offered a job at school. Unfortunately, it was a one-year replacement job at a sociotherapy day care center as a therapeutic day care teacher. Completed studies and a course did not give me practical preparation for sociotherapeutic work with children, from educationally inefficient families. In order to do my job well, I decided to study this subject in more depth and began postgraduate studies in sociotherapy. After a year, the management offered me a job as a support teacher in an integration class, obliging me to complete another postgraduate course in special pedagogy. I agreed and for 4 years I supported children in the class with intellectual disabilities (mild and moderate), as well as hearing impairment and at risk of social maladjustment. Thanks to my previous qualifications, I also had the opportunity to earn additional income in a preventive day care center with funds obtained from the Gdansk Center for Prevention and Addiction in Gdansk. Starting work at the school, I simultaneously pursued professional advancement at the school to improve my financial situation. Due to the great needs of my family - two small children and getting a low salary, I was thinking about raising

money for additional activities at school, which I could carry out regardless of the school's financial capabilities. In accordance with the demand on the job market, I expanded my qualifications and completed a training course giving authorizations in the series Schools for Parents for Professionals and Siblings without Rivalry, W. Sherborne's Developmental Movement classes and a course in choreotherapy and hand therapy. For this purpose, together with a friend of mine also working at the school, we founded an association called the Baltic Activity Association, for which we wrote programs to the office and received additional money. At some point, the city of Gdansk began to implement EU programs that went into schools at 3 times the hourly rate proposed at the school, and in addition, I was still carrying out these activities as part of these projects. I also completed a course to qualify as an aggression replacement trainer and as part of an additional Uni project implemented in schools, I participated in the training of ART Aggression Replacement Training. Obtaining an additional qualification and thus I was able to conduct my declared with selected children displaying disturbed behavior at school. Since 2017, with the entry of the regulation on psychological and pedagogical assistance in schools, the school was obliged to organize classes in pedagogical therapy, revalidation or classes developing emotional and social skills, as well as an additional teacher to work with a student at risk of social maladjustment. Due to the broad qualifications I had and the lack of specialists, I was offered additional hours of work in the amount of hours I could not process. Since then, it is not me who has to solicit for a job only thanks to the qualifications I possessed and acquired before, I receive job offers from various schools, counseling centers or educational support institutions. I am not worried about my job, because today's job market is open to specialists with experience and with qualifications like I have.

To the second question, "How has the salary evolved over the past 3 years?" the interviewees answered:

- NT: In recent years, I have worked exclusively on a contract basis during the summer months (at minimum wage per hour) in a position unrelated to education. I was hired at the school for the first time on an employment contract only as of September 2022. I have no additional sources of income, nor any seniority or incentive pay.

- AP: I have been an appointed teacher since 2020, and I currently have a base at the school as does everyone with that rank. I receive an incentive bonus of 6%, and I have a seniority bonus of 8%, and I have recently received two principal's awards. I have permanently assigned remedial hours with students with special education evaluations due to aphasia, and I do career counseling for 10 hours each for seventh and eighth grades, and I additionally earn income from my

business. As part of my additional business, I also work in a school kindergarten teaching TUS classes.

- CT: I have been a certified teacher since 2009. Every year I was covered by educational increases set by the Ministry of Education and they had an impact on my salary. In 2020 I had 3817zl gross basic salary, the following year 4046zl gross and in 2022 4222zl gross. My incentive allowance was about 15% over the last 3 years. I have worked at the school for more than 25 years so I also have earned a fixed seniority bonus - 20%. I also received the School Director's Award in the years stated. In 2019/2020, I had an additional half-time position in pedagogical therapy, i.e. 11 hours to the full-time position of school teacher. On the other hand, in the last 2 years, due to the very low proposed hourly rates, the occurrence of the need for more relaxation and unwinding of various emotional tensions created in working with students and their parents, I resigned from the additional work proposed by the school. I undertake work that is in line with my qualifications on a freelance contract by myself determining the rate, hours and days of implementation.

To the question: Is the time spent preparing for classes adequate to the salary you receive? we heard:

- NT: In my opinion, the salary is not adequate for the time needed to prepare classes. Since every class (and student) is different, you should adapt the content to specific students, which is extremely difficult and requires a lot of creativity and a lot of time. So the salary should be at least a little bit higher to be some kind of reward for the efforts and energy put in.

- AT: Time is not commensurate with salary, because the level of diversity of students in the classroom is very high. I prepare worksheets for students in the class for different educational levels, including students with disabilities, and it takes me a huge amount of time. It is difficult for me to list how much because it depends on the subject matter of the classes and the comprehension of the children. In addition, I prepare for career counseling classes and also with eighth graders I have additional meetings in terms of logging into the secondary school recruitment system. I sometimes stay individually after classes to help students especially from Ukraine to choose a school. It is difficult for me to reconcile temporary preparation for classes with taking care of my family. I do not have one area of activity but several different ones, but the work brings me satisfaction because I can develop in it and implement my own ideas in it. I forgot to add that I participate in various teams at school, which takes up a lot of unnecessary hours and related paperwork.

- CT: I believe that it is not. I have a great deal of experience and knowledge

of the complex problems of students in different areas. In spite of the skills I have acquired and my daily work with students, I take a very long time to prepare for each class without using entirely the ready-made scenarios I have developed beforehand. I first diagnose the problem by conducting numerous conversations with students, teachers and parents, and only on this basis do I build a lesson outline, which I discuss in a team making its adjustments. To the scenario prepared in this way, I prepare original teaching aids. My preparation for a 45-minute class, to be conducted professionally, in my case takes about 5-6 hours. The price per lesson unit is about 30zł net. My full-time position is 22 clock hours. Translating this into actual remuneration, conducting specialized classes at school is not adequate for the proposed salary. There is another issue of injustice and unequal treatment of specialists. A teacher on a full-time position of 18 hours, with additional qualifications to conduct, for example, classes in pedagogical therapy or classes developing emotional and social skills, receives a higher rate per hour than I do. Any overtime is counted against the teacher's full-time position. The more hours a full-time position contains, the lower the hourly rate.

The other duties I perform as a school educator should also be paid twice as much per hour, due to the severity of children and adolescents' psychological problems (depression, suicidal thoughts, low psychological resilience, self-aggression-self-harm, panic attacks, gender identity problems). The difficulty of getting help from a psychiatrist at the National Health Service leads parents to expect professional help from the school. Checks on psychological and pedagogical assistance from the Board of Trustees and the lack of support from them causes additional strain.

I worked additionally as a support teacher, and if one helps a student with intellectual norms in the classroom then the proposed hourly rate is adequate for the work done (the teacher does not prepare for classes, as it is the teacher who organizes the education in the classroom).

I am at such a stage that I am currently ready to take on additional work only at a decent hourly rate, because I will not work for half-pay doing specialized activities. At this point, I'd rather live on a lower standard than work for minimum wage devoting an incredible amount of time to competently conduct classes using attractive, modern methods. Dividing the money I receive by the amount of time spent, it turns out that I realistically receive a rate lower than the national minimum wage, plus it is an extremely mentally and emotionally taxing job as I said earlier.

Another question asked to respondents was: What convinces you to pursue the

profession of teaching / school work? to which they answered:

- NT: It is a profession that can bring great satisfaction. I like to see people learn new things, and I also really enjoy being with children. When teaching, you can use many different forms of work: it's not just lecturing and writing, you can do artwork, discuss, jump around, use and play with different cultural texts, etc. So it's a lively, varied job that requires creativity and a lot of activity, and I've always liked having a lot on my plate, getting organized and looking for new solutions. This is not a profession where boredom blows, on the contrary - there is still something going on.

- AT: I don't regret leaving the corporation. At the beginning it was hard for me, because I earned less money, but working with children gives me tremendous positive feelings and, above all, the joy of helping. I prefer to work with younger children, i.e. grades 1-3, rather than grades 4-8. This year I'm giving back to the third grade and I wouldn't like to move to an older grade with them. I prefer to stay from the beginning in the first one. Seeing the children's progress and the daily work I put into them is what makes me eager to take on more educational tasks. The results that are visible in their functioning provide me with incentives to do this profession although the work of a teacher is less and less respected. What I see the most is the children's daily development during one-on-one meetings in additional activities conducted with them, which show me how much they have learned.

- CT: I've been working at the school for more than 20 years and I have 30 years of seniority, and I'm hoping for a change in the law, and the possibility of early retirement. I like my job, in which I engage 100% of my abilities. At my school, I have freedom of action and can implement my ideas. I enjoy a lot of trust and support from the entire school management. This year I received a distinguished work evaluation. I have the opportunity to work flexible hours according to the needs of the school, but also my own. Due to my personality traits, I don't like doing the same activity all the time. I like to perform different tasks working in teams with teachers as well as with parents, as well as with students and institutions working for children (court, police, MOPR, GPCiU, GOPP, PPP, Municipal Police and others). Due to the long period of seniority, I have a good relationship built up with the teaching staff, thanks to which I am surrounded by an atmosphere of kindness and even friendship. By nature I am the type of giver and not taker, which in the work of a school educator is very desirable, because helping children and parents brings me satisfaction and joy.

However, if I am not covered by the regulations allowing me to leave school early, I am still thinking about continuing to work at the school, however, on a

support teacher position assigned to one child in the class.

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