

Tutoring as an Experience that Strengthens the Sense of Coherence of Academics

Marzena Staszkievicz

AGH University of Krakow

e-mail: staszkievicz@agh.edu.pl

ORCID: [0000-0003-3249-9945](https://orcid.org/0000-0003-3249-9945)

Ewa Beck-Krala

AGH University of Krakow

e-mail: ebeck@agh.edu.pl

ORCID: [0000-0003-0264-5825](https://orcid.org/0000-0003-0264-5825)

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Abstract

Aim: The instability of the modern world and the challenges associated with the increasing demands on academics have become for them a burden with high stress potential. Thus, this paper seeks to understand whether a tutoring process can strengthen academics' sense of coherence.

Methodology: The authors used a desk-based content analysis of the tutoring process documentation and an open-ended survey of a group of tutors at a selected public university in Poland.

Results: The results of the study indicate that the academic tutoring process carried out in one of the public universities can strengthen the sense of coherence of academics, and can be influenced by three aspects: comprehensibility, resourcefulness and meaningfulness.

Implications and recommendations: Among the key factors influencing the construction of the sense of coherence of academic teachers in the selected university were the support of the university, the support of the community of tutors and also the support of the coordinator of the process.

Originality/value: Despite numerous publications on the stressful working environment of academic teachers, no reference could be found to the process of academic tutoring as a tool for enhancing academic teachers' sense of coherence.

Keywords: sense of coherence (SOC), salutogenesis, professional stress, academics, tutoring

1. Introduction

Academics are a professional group that has experienced increasing workload and stress pressures at work over the last two decades (du Plessis & Martin, 2019; McAlpine & Akerlind, 2010; Salimzadeh et al., 2021; Winefield & Jarrett, 2001). The high workload of both scientific and didactic work was noted in the literature even before the COVID-19 pandemic, which intensified the escalation of this problem (Ross et al., 2023). The pandemic period forced the need to conduct classes remotely and loosen social ties in the academic environment (Salimzadeh et al., 2021). In addition, the outbreak of war in Ukraine, which resulted in an influx of emigrants, including students with significant emotional baggage, has exacerbated this situation, especially in Poland. The assessment of the quality of teaching, the evaluation of students, the restrictive evaluation of publication achievements or the struggle to attract students make the working environment of academic teachers similar to the business environment (McAlpine & Akerlind, 2010).

The consequence of increasingly higher requirements could be a decrease in the sense of coherence among university employees, which in turn may contribute to a decrease in their well-being. In academia, its key stakeholders – employees – face many adversities, looking for resources to meet today's expectations and challenges.

One of the activities that can be undertaken at the university which supports academic teachers in building their well-being is tutoring, which implements important goals of the university, and can also be an activity that strongly supports both employees and students.

Therefore, the aim of this article was to find out whether tutoring can strengthen academic teachers' sense of coherence. Based on a critical analysis of the literature, the paper draws attention to the main stressors in the academic environment and, following Antonovsky's salutogenic concept of health, to the actions that can be taken by an organisation to strengthen the immune resources of employees and their sense of coherence. Based on the analysis of the documentation of the tutoring process, as well as on the qualitative analysis of the statements of a group of 57 tutors from one of the public universities in Poland, the process of tutoring and its reinforcing role in the currently stressful work of an academic teacher were identified.

2. Literature Review

2.1. Stressful Working Environment for Academic Teachers

The instability of the modern world and fear for the future impact on the mental condition of academic teachers. The challenges associated with teaching Generation Z and the frequent legislative changes in the requirements for academics have become a burden with high stress potential (Salimzadeh et al., 2021). The main stressors in the workplace of academic teachers include: teaching highly diverse groups of students, changing cultural patterns, reduced financial subsidies for education, limited opportunities to obtain grants, as well as the weakening of social ties (Ross et al., 2023; Chan et al., 2020).

The literature indicates stressors related to the external environment of universities, including: the ubiquitous emphasis on high efficiency, the burden of increasing amounts of administrative work, and

the adaptation of educational programs to the rapidly changing needs of the labour market, and the necessity of a continuous publication process (Chan et al., 2020; Ross et al., 2023; Salimzadeh et al., 2021). In addition, the extra work associated with peer review, participation in key committees, and the asynchronous nature of teaching means that academics work more than the allocated hours for which they are paid (Winefield et al., 2008), and despite its importance, the profession has a low social status, which is reflected in the salaries of academics in Poland.

A significant source of stress stemming from the organisation is the difference in values and beliefs between employees and leaders at the university (Bone & Ross, 2021). Tensions between academics and administrative staff are also pointed out, as well as decreasing trust in the work environment at universities (Salimzadeh et al., 2021). These tensions are about power, authority and “showing who is more important” and are seen to be rooted in organisational culture and its structure (Bone & Ross, 2021). There is also a weakening of social bonds and support in terms of work relationships within teams (Marioni et al., 2020). In addition, there is a significant strain not only on teaching and research, but also on organisational and administrative work. At the same time, the intensification of the workload has also changed: in earlier years, the increased workload occurred periodically, while today it is more of a permanent state (Morrish, 2019; Salimzadeh et al., 2021). It is also worth mentioning that the bureaucracy and processes within universities, and the material work environment – social and technical facilities – can also be a source of stress. All these factors have a major impact on the well-being of academics and their performance (Chan et al., 2020; Lee et al., 2022).

2.2. Sense of Coherence

Stress generated in the face of so many challenges is one of the most important factors determining the health of employees, with chronic stressors integrated into the structure of work and having a permanent impact (Piorunek & Werner, 2018). Antonovsky's model of salutogenesis is widely explored in the literature, in which, departing exclusively from the pathogenetic model of disorders, emphasis is placed on health factors. The author refers to the transactional theory of stress by Lazarus (1966), identifying the normal state of functioning of an individual with a dynamic state of equilibrium. In the model of salutogenesis, the human being is an entity capable of self-regulation, and health is a process of constant response to requirements in order to maintain or restore the level of dynamic external and internal balance of the system (Sęk, 2007). The determinants of health include generalised immune resources, stress and a sense of coherence (Antonovsky, 2005).

Generalised immune resources are the characteristics of individuals that enable them to effectively cope with demands – preventing tension from turning into stress, helping to combat stressors, and promoting health protection. Then stressors, which cause a state of tension (Antonovsky, 1995, p. 42) and come from the external environment (exogenous), from the inside of the human (endogenous), or result from the environment-human relationship (Sęk, 2007). Antonovsky divided stressors into three types: chronic stressors, important life events, and troublesome everyday events (Eriksson & Lindström, 2005).

The third factor is the sense of coherence, defined as “(...) a person's global orientation, expressing the degree to which he or she has a poignant, persistent, yet dynamic sense of certainty that (1) the stimuli coming from the internal and external environment during life are structured, predictable, and explainable; (2) resources are available to meet the demands of these incentives; (3) these demands are a challenge worthy of effort and commitment” (Antonovsky, 2005, p. 34).

The components of the sense of coherence are (Sęk, 2007; Pasikowski, 2000):

1. Comprehensibility – as a cognitive component of the sense of coherence – expresses the degree to which an individual perceives incoming information as coherent and understandable and, consequently, expresses a sense that events can be predicted.

2. A sense of manageability is a cognitive-instrumental component of the sense of coherence, which refers to the degree to which a person perceives the available resources as sufficient to meet demands.
3. Meaningfulness – as a motivational and emotional component – expresses confidence that these situations are worth the commitment and effort. It is of particular importance for the global sense of coherence to a large extent, as it determines the quality of coping with hardships and motivates to act to overcome difficulties.

Antonovsky's concept assumes that a high level of SOC guarantees balance despite hardships. There is a strong correlation between SOC and quality of life (Larsson & Kallenberg, 1996; Wiesmann & Hannich, 2013). People with high SOC in a stressful situation, experience emotions that drive them to action and trigger coping strategies because they clearly perceive the problem, whereas those with low SOC experience shame, discouragement and fear in similar situations. These emotions paralyse action and the problem is perceived inaccurately, so the effort required for effective coping is reduced. (Pasikowski, 2000). Thus, the SOC enables the neutralisation of negative assessments, where new and difficult situations are treated as a challenge not a threat (Kaczmarek, 2006, pp. 73-82). Studies of various professional groups indicate that low SOC is significantly related to perceived stress at work and the resulting psychological and health consequences (Ogińska-Bulik, 2006), including professional burnout among teachers (Sęk, 2000; Świętochowski, 2011). It also turns out to be important for strengthening motivation at work and building commitment (Nel et al., 2004).

2.3. Strengthening the Sense of Coherence in the Academic Environment

SOC is a relatively stable tendency to perceive the world, established in early adulthood but developing throughout life (Antonovsky, 2005). It is shaped by a repetitive pattern of life experiences characterised by coherence, balance between overload and underload, and participation in decision making (Piorunek, 2016).

The ability to anticipate, to plan actions, to develop strategies for solving problems, facilitated by job security and a clearly defined professional role, is a condition for creating coherence, i.e. a **sense of comprehensibility** in the workplace. An employee's **sense of resourcefulness** determines the availability of immune resources, both internal and environmental. The key to experiencing a sense of resourcefulness is the balance of workload. Antonovsky emphasised that the condition for a **sense of meaningfulness** is a sense of participation in decision making. What influences the development of this state is pride, satisfaction with the work done and a belief in one's value as an employee and in the work done. The ability to participate in decisions in collaborative situations and in the scope of the work performed is important here. In this area, it is worth highlighting organisational activities that reduce the sense of meaningfulness, such as a lack of appreciation of contribution and commitment, excessively extensive and rigid control and evaluation tools, excessive rigidity in their use, policies that limit employee initiative, bureaucratisation and, finally, an unfavourable organisational culture based on mistrust (Antonovsky, 2005; Piorunek, 2016; Piorunek & Garbacik, 2021). Research suggests that building coherence and resilience among academics is possible through mentoring, creating a supportive team of colleagues and a friendly organisational culture (Chan et al., 2020; Ross et al., 2023).

Tutoring seems to be an initiative that integrates the above activities. Based on the master-student relationship, which, thanks to an integral view of human development, aims at the full development of the student's potential (Czekierda, 2015, p. 20). The essence of tutoring is its individual character and meetings where the tutor works with the mentee in an atmosphere of dialogue, respect and mutual attention (Czyżewska et al., 2023). Planned and fruitful work for the benefit of the tutored persons, determined by the framework of tutoring, strengthens the satisfaction of teachers, and for many it is the discovery of a new form of fulfilling the teaching vocation and personal empowerment (Czekierda, 2019, pp. 17-18). It can also be a refreshing experience for teachers with extensive experience, as it widens the circle of responsibility for the final outcome and increases the

opportunities for reflection, discussion and stimulating dialogue (Ratajczak, 2016, p. 167). In this context, the question arises of whether tutoring can be an experience that fosters coherence among academic teachers.

3. Methodology

Looking for an answer to the above question, a study was conducted at one of the public universities where tutoring has been formally implemented and developed for several years. The aim of the study was to check whether the experience of tutoring by academic teachers could support the development of their SOC, in Antonovsky's concept, in the area of its three components: coherence, resourcefulness and meaningfulness.

The first stage of the research was a desk research analysis of the content of the documentation on the tutoring process, which included the principles of tutoring at a particular university, the procedures for granting tutor status, and the reporting of tutoring and its evaluation.

The second stage of the study was carried out in June and July 2023, after the end of the tutoring cycle, among a group of academic teachers tutoring in one of the Polish public universities.

The research tool was a questionnaire consisting of open-ended questions related to an in-depth evaluation of the tutoring process implemented at the university. The survey was addressed to accredited tutors of the selected public university. The selection of the sample was purposive and the selection criterion was certification of a 1st or 2nd degree tutoring accreditation and experience in tutoring (at least one process). The questionnaire was sent to the mailboxes of all tutors at the university who met the above selection criteria. Participation in the survey was voluntary and anonymous. Sixty-five respondents took part in the survey, representing 74.7% of all tutors at the university.

A total of 57 completed questionnaires were used for the analysis (response rate 87.6%). Of the sample of tutors surveyed, 52.6% were women and 47.4% were men. The respondents had between 2 and 42 years of teaching experience, of which 6% had no more than 2 years of experience, 19% of the respondents had between 3 and 10 years of experience, 45% of the respondents had between 11 and 20 years of experience, and 40% had more than 20 years of experience.

A thematic analysis of the respondents' statements was used to analyse the data carried out without the use of tools to support the coding process and consisted of extracting from the respondents' statements descriptions of the tutoring experience in terms of three components of the SOC, or their possible absence, which formed the categorisation key: (1) sense of coherence – repeatability, possibility of order, predictability, sense of comprehensibility; (2) sense of resourcefulness – a balance between overload and underload, having personal and environmental resources; (3) sense of meaningfulness – participation in decision-making, sense of influence, sense of importance of tutoring, sense of value as an employee. Table 1 presents and defines the categories used in the analysis of the empirical material, together with codes assigned to them and examples of statements made by the respondents.

Table 1. Sense of coherence according to the respondents

Category	Code	Definition	Examples
1	2	3	4
Sense of coherence: consistency of process	K1_SP	The cognitive component of the sense of coherence expresses the extent to which the respondent perceives the tutoring process and the incoming information in relation to it as coherent and understandable, predictable and orderly	<i>Coordination – tutoring is well organised, meetings are frequent enough, rules are clear; I like how slowly and systematically the tutoring system is built up, and how consistently problems that arise are dealt with</i>

1	2	3	4
Sense of coherence: sense of resourcefulness	K2_Z: K2_Z_1 K2_Z_2 K2_Z_3	Cognitive-instrumental component of sense of coherence – refers to the extent to which the respondent perceives the available resources as sufficient to cope with the demands of tutoring	
	K2_Z_1	The balance between overload and underload	<i>I appreciate the freedom to schedule meetings</i>
	K2_Z_2	Possession of internal resources (knowledge, competences)	<i>I highly rate good quality training in preparation for tutoring</i>
	K2_Z_3	Possession of environmental resources (support – formal and non-formal)	<i>Support from a group of tutors (possibility to talk, exchange experiences); A coordinator who puts a lot of work and heart into making it somehow 'work'; Access to materials; Availability of people who are involved in organising the tutoring process at the university</i>
	K2_Z_3	Resource development	<i>Development of the tutor workshop - great certification training</i>
Sense of coherence: Sense of meaningfulness	K3_SEN: K3_SEN_1 K3_SEN_2 K3_SEN_3	The motivational-emotional component expresses the respondents' attitude towards tutoring. It is expressed in a sense of participation in decision-making and in feelings of pride, satisfaction with the work and a belief in its value	
	K3_SEN_1	Participation in decision making	<i>The essence of tutoring, in my opinion, is meeting, talking and discussing. I believe that the value in this form of education is freedom, as well as the opportunity to make decisions, responsibility, joint formulation of questions and the search for real answers</i>
	K3_SEN_2	Sense of value as an employee, sense of importance and value of the work performed	<i>One of the best teaching experiences of my career. In particular, the sense of 'flow' comes in here – i.e. working with a student at their pace, adapting the level of difficulty to them and seeing them develop; Upskilling, personal development of students, working with talented students</i>

Source: based on research results.

4. Results

In the analysis of the data presented, the information resulting from the analysis of the documentation on the tutoring process was used, enriched with the results of a survey carried out among the tutors of the studied university.

1. Process consistency

Tutoring sessions with a tutor have a clearly defined schedule, last 16 hours and take place throughout the semester, usually on a weekly basis, depending on the arrangements between the parties. Tutoring begins with a tutoring contract between the tutor and the tutee, in which the goals and rules of the process are defined. Each new tutoring cycle is preceded by information to the whole tutoring community regarding formal issues, possible changes in the organisation or reporting of tutoring. It can therefore be seen that although the tutoring process is spontaneous and cannot be forced into any scheme, it is at the same time to some extent structured and planned at a given university.

Table 2. Sense of coherence according to the respondents

Characteristics of the tutoring process that build a sense of coherence	Respondents' statements
Repetitiveness, orderability, predictability, sense of comprehensibility (clearly defined role)	<ul style="list-style-type: none"> • <i>Coordination – tutoring is well organised, meetings are frequent enough, the rules are clear.</i> • <i>I like how slowly and systematically the tutoring system is being built up, and how consistently the problems that arise are solved.</i> • <i>Ease of documentation.</i>

Source: based on research results.

The respondents pointed to the clarity and good organisation of the entire process (including tutor community meetings) as well as simplified procedures that help to organise, understand and anticipate the necessary actions.

2. Sense of resourcefulness

The tutoring procedure gives tutors the opportunity to apply for tutoring a few weeks before the start of the semester. This gives the tutor autonomy to decide on the type of tutoring, and the number of tutors he/she can work with and the schedule of meetings. The assumption that the objectives of tutoring should be realistic, acceptable and achievable within the time limit set for the duration of tutoring is a safeguard against excessive overload (including emotional overload). Moreover, if the expectations of the tutor exceed the tutoring formula, the tutoring can be interrupted, the goal redefined – without taking on burdens that cannot be met with the available resources.

What is also important in the context of building the resourcefulness component are the personal and environmental resources of the tutors. The tutoring programme not only offers tutors in-depth training, which provides reliable knowledge about the programme, develops tutoring competences and equips tutors with working tools, but also offers community support. The analysis of the documentation and materials available on the tutoring platform shows that the community of tutors supports, discusses and shares experiences not only through individual contacts, but also through meetings of the whole tutoring community and group supervision. The Tutor's Day, organised periodically, creates a space for sharing experiences and inspiration in tutoring. An added value can be found in the statements of the tutors, namely the bonding activities that are created on the basis of the existing and constantly growing community of tutors.

Table 3. Sense of resourcefulness according to the respondents

Characteristics of the tutoring process building a sense of resourcefulness	The respondents' statements
Balance between overload and underload	<i>I appreciate the freedom to schedule meetings</i>
Internal resources (knowledge, competences)	<ul style="list-style-type: none"> • <i>I rate well: High-quality tutoring training</i>
Possession of environmental resources (support: formal, non-formal)	<ul style="list-style-type: none"> • <i>Support from a group of tutors (opportunity to talk, exchange experiences)</i> • <i>Group on teams and communication</i> • <i>Support from colleagues in the form of tutoring meetings (which we had last year)</i> • <i>A coordinator who puts a lot of work and heart into making it somehow 'work'</i> • <i>Friendly atmosphere between tutors and willingness to help each other</i> • <i>Exchange of experiences, a high degree of freedom, a 'team of enthusiasts'</i> • <i>Access to materials</i> • <i>Availability of tutors</i>
Resource development	<ul style="list-style-type: none"> • <i>Development of tutoring skills, ability to properly use the tools and methods learnt</i> • <i>Great certification training</i>

Source: based on research results.

3. Sense of meaning

Tutoring is a process with a framework and rules, and the community of academic tutors is also concerned about compliance with the Code of Ethics for Tutors. Despite certain rules, the process itself is not only personalised teaching, but also leaves the tutor with a great sense of influence on how this process is carried out, considering the principles of tutoring and using the resources available for this purpose. There is the creation of reality, as Antonovsky (2005) wrote, in giving consent to the implementation and taking responsibility for the fulfilment of tasks. As a consequence of the tutoring process, there is the acceptance of part of the responsibility for the outcome of the sessions. The autonomy of a decision, which is important for building a sense of meaningfulness at work, is maintained, which in this case concerns the choice of the pace of work, the methods and tools, and the order in which they are applied.

The second important element of the tutor's work that creates a sense of meaningfulness is pride and satisfaction with the work, as well as a belief in the great value of tutoring for the development of students' competences. The teachers themselves see the value of tutoring and receive feedback from the tutee, which is inscribed in the tutoring process (evaluation at the last meeting), as well as regularly collected by the coordinator at the end of each tutoring cycle, which has a positive impact on the self-esteem of the academics.

Table 4. Sense of meaningfulness according to the respondents

Characteristics of the tutoring process building a sense of meaning	The respondents' statements
Participation in decision-making	<ul style="list-style-type: none"> • <i>Finding the right pace for each student</i> • <i>Freedom to schedule meetings.</i> • <i>Reduced bureaucracy</i> • <i>In my opinion, the essence of tutoring is a meeting, conversation and discussion. I believe that the value in this form of education is freedom, as well as the ability to make decisions, responsibility, formulating questions together and searching for true answers</i>
A sense of value as an employee, a sense of importance and value of the work performed	<ul style="list-style-type: none"> • <i>One of the best teaching experiences of my career. In particular, there is a sense of 'flow', i.e. working with the student at their pace, adjusting the level of difficulty to them and seeing how they develop.</i> • <i>I'm happy when I see students starting to get involved, even though it's still a puzzling process for them.</i> • <i>When they start to give feedback and I see that they build on their experiences and start to think ahead.</i> • <i>From situations in which I see a change in the student. I notice that the student uses what we talk about in practice and is satisfied with the results, he starts to implement changes in everyday matters.</i> • <i>Getting to know and better understand the perspective of the youngest generation of students, developing the ability to listen and ask appropriate questions.</i> • <i>Tutored persons' satisfaction, joy of meetings, self-development.</i> • <i>Improving qualifications, personal development of students, working with talented students.</i> • <i>Appreciation by the tutored and the opportunity to work in a master-teacher relationship, not only with the group.</i> • <i>From the message received by the tutee a month after the end of the tutorial, with thanks and that this tutoring was one of the things he needed very much. It is worth preparing and tutoring for such messages.</i>

Source: based on research results.

5. Discussion and Conclusions

In the process of building a staff experience that would strengthen the SOC in all its components: coherence, rationality and resourcefulness, three groups of organisational factors seem to be important and to have a visible impact on tutors' perceptions: organisation of the process, organisational support and managerial support.

The first factor, both direct and indirect, is the organisation of the tutoring process. It is organised in an orderly, predictable way (cyclicity), based on clearly communicated, known rules and principles of tutoring. It is possible to identify five pillars of the tutoring process and to relate them to the area of research carried out. The first is the clearly defined role of the participants in the process – tutors, tutored persons and the people who support the organisation of tutoring. The roles are already defined at the stage of tutor training, where they are clearly and precisely specified (role, powers, responsibilities, working rules) and, if necessary, updated through formal communication channels. This is in line with previous studies that highlighted the important role of process organisation (Ñañez-Silva & Meneses-Claudio, 2023).

The second key element is information resources, for which the formal training that all tutors receive and the information about tutoring that they receive through the channel created for tutors (MsTeams) are fundamental, which was also been emphasised in previous studies (Augustus et al., 2023). Regular information meetings and supervision sessions are organised in this area. An important part of the process is the materials and tools for tutoring work that are received both during training and during tutoring practice or the Tutors' Day supporting the exchange of experiences. Information resources are also those of an evaluative nature, which are important for building a sense of purpose.

The fourth element is the material resources built into the tutoring process, defining the principles of its funding and reward. The whole process is described from the beginning of the tutoring cycle, the recruitment of tutors, to reporting and evaluation. It is worth emphasising this structuring of the tutoring process, while at the same time leaving tutors a high degree of autonomy, important for building coherence among staff.

An important element in the formation of a sense of coherence among academic tutors is the system of community support, which can be described as the effect of spontaneous, bonding actions of academic tutors. Support activities take the form of both material and psychological support, manifested in the exchange of practices, experiences, tools used, and peer supervision. It should be stressed that the possibility of receiving support from other tutors each time, and thus the feeling of having resources in the working environment, is strengthened by the knowledge and skills that tutors acquire as part of a comprehensive and thorough tutor training. The importance of training as well as social support was also indicated as crucial to tutor wellbeing in previous studies (Augustus et al., 2023; Manshango, 2024).

The research showed that the role of managerial support is essential in combining the two factors discussed above, namely the organisation of the tutoring process and the community support, and thus in building a coherent working environment. At the university this role is played by a tutoring coordinator. In the perception of the tutors surveyed, this role seems to meet such expectations of employees as: fair, ethical treatment and respect for their dignity, perceiving them as stakeholders and not just subordinates, appreciating and rewarding the contribution made to the organisation, supporting the process of development and improvement of competences by the organisation (Pocztowski, 2007, p. 35). Fulfilling these expectations allows to strengthen the sense of resourcefulness, coherence and meaningfulness of the work done by academic teachers. The role of the coordinator indicated by the respondents shows that, in addition to administrative and material support, he/she is also a facilitator of good communication and atmosphere in the community of tutors. What is important for building staff coherence is the space created by the coordinator to agree on common meanings, where there is room for participation, inspiration and support.

Focusing on the role of organisations in building SOC, the results of the research on the organisation of the academic tutoring process cited in the article appear to meet the criteria of the environment that builds employees' SOC. This is evident not only in the analysis of the organisation of academic tutoring, but also in the experiences of the tutors themselves.

The research had certain limitations, among which one should mention the selection of the research sample from one university, and conducting research in the initial period of the functioning of tutoring in a given university. Therefore, further research it would be worthwhile to focus on studies of tutors from different universities in Poland, and also advisable to conduct longitudinal research at the analysed university. Naturally, the assumptions formulated by the authors are a voice in the discussion on building the resilience of academics and certainly require deeper exploration with the SOC-29 scale.

In view of the many challenges and the constant pressure that accompanies the work of academic teachers, it is necessary to build up a SOC and to strengthen the immune resources of this professional group. These are protective characteristics for maintaining health and a determinant of effective behaviour in new situations.

The research carried out made it possible to achieve the objective of the article and to show that a properly designed and implemented tutoring process can increase the sense of coherence of academic teachers. The analysis of the documentation of the tutoring process as well as the thematic analysis of the statements showed that all the components of the SOC were integrated into the tutoring process. The tutors' positive experiences with the tutoring processes and their perceptions of coherence, predictability and meaningfulness, as well as their strong identification with the tutoring community at the university, confirmed that a properly implemented tutoring process can contribute to building the SOC of academic teachers.

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Tutoring akademicki jako doświadczenie wzmacniające poczucie koherencji nauczycieli akademickich

Streszczenie

Cel: Niestabilność współczesnego świata i wyzwania związane z rosnącymi wymaganiami wobec nauczycieli akademickich stały się dla nich obciążeniem o dużym potencjale stresogennym. W związku z tym niniejszy artykuł ma na celu zrozumienie, czy proces tutoringów może wzmocnić poczucie koherencji nauczycieli akademickich.

Metodyka: Autorzy wykorzystali analizę treści dokumentacji procesu tutoringu oraz otwartą ankietę przeprowadzoną wśród grupy tutorów na wybranej uczelni publicznej w Polsce.

Wyniki: Wyniki badania wskazują, że proces tutoringu akademickiego realizowany w jednej z uczelni publicznych może wzmacniać poczucie koherencji nauczycieli akademickich. Na jego konstytuowanie mogą wpływać trzy aspekty doświadczeń nauczycieli akademickich, którzy pełnią rolę tutorów akademickich: zrozumiałość, zaradność i sensowność.

Implikacje i rekomendacje: Do kluczowych czynników wpływających na budowę poczucia spójności nauczycieli akademickich w wybranej uczelni należały wsparcie uczelni, wsparcie środowiska tutorów, a także wsparcie koordynatora procesu.

Oryginalność/wartość: Pomimo wielu publikacji na temat stresującego środowiska pracy nauczycieli akademickich, nie można znaleźć odniesień do procesu tutoringu akademickiego jako narzędzia wzmacniania poczucia koherencji nauczycieli akademickich.

Słowa kluczowe: poczucie koherencji (SOC), salutogeneza, stres zawodowy, nauczyciel akademicki, tutoring
