E-teaching as a Form of Creating Personal Dispositions that Increase Work Efficiency

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Abstract—**The article deals with E-teaching which is supposed to increase work efficiency. There are presented and illustrated various factors that affect the process. The importance of personal dispositions is believed to have a significant influence on the whole process.**

Index Terms—**E-learning, E-teaching, Personal dispositions, Workplace**

I. INTRODUCTION

The aim of this article is to present the importance of forming personality dispositions in the process of E-teaching, considering the work efficiency improvement. Objectives, conditions and curriculum provide the starting point for a discussion about the meaning of the just mentioned dispositions.

The purpose of professional education is to prepare a team of professionals who will be able to fulfil the expectations created not only by businessmen, but also by changing socio-economical conditions. The necessities to achieve this aim is cooperation of business representatives in the process of educational system planning. However, one should remember that the cooperation between specialists representing particular business entities and specialists dealing with E-teaching cannot be single or rare. Such cooperation should be based on feedback, which means that the analysis of current needs concerning the professional education must be reported by the businessmen. Then, teams of specialists representing both academic environment and businessmen assess the influence of contemporary E-teaching on the present level of work efficiency. The next step is to develop and apply new professional education.

To clearly indicate the meaning of E-teaching as a form of shaping the personality dispositions which improve work efficiency, one should precisely define what such a form of education means. It is assumed that "E-teaching (telelearning) is a method of conducting a didactic process when pupils or students and teachers are far away from one another. Instead of a direct contact between a pupil and a teacher (a student and a professor) an indirect (mediated) contact is introduced."[Goban-Klas 1999].

II. E-TEACHING AND WORK EFICIENCY

School (an educational institution) and workplace are not the only conditions which contemporarily shape a worker's personality profile, as far as personal and social life is concerned. Constant education indicates the necessity of activity undertaken by learners. The activity which is unlimited both in time and space, increases the learners' work competence and optimises their work and

personality competence. If the work competence is understood as the specialist knowledge essential to accomplish certain work tasks, the other one should be perceived as specified personality dispositions which make workers efficient while performing their tasks resulting from their work responsibilities. Such personality dispositions are constantly being formed which means that it takes place not only in professional education or at a workplace, but it is also the result of their own research and aspirations in a sense of constant self-education perceived in broadly understood out-of-school and work reality. This is why E-teaching is so meaningful because such a worker has a permanent contact with indirectly communicated essence (by the media), which allows them to constantly acquire specified personality dispositions on the level of knowledge and emotions, and which will make him more effective in improving work tasks accomplishment and colleague relations.

E-teaching in the sense of its importance for work optimalisation process, through creating worker's personality dispositions, which make such an optimalisation possible, is becoming an area of efforts made by workplaces which as mentioned above, have ambitions and feel the need to cooperate in planning the didactic process. It seems that such a relation between a workplace and E-teaching specialists in the reversible context can be compared to complete thinking process by J. Dewey. It is where thinking and practice are alternating and so we can observe constant movement from the effects of thinking to actions and from the results of the actions to the reflective analysis of the results. Similarly workplaces make efforts to get in touch with E-teaching specialists.

Their indirect educational work is each time evaluated in the terms of workers' work efficiency. Consequently, the conclusions are the tips for the further improvement of this form of education. Thus, after the workplace is exposed to the E-teaching project for the first time business entities reassess workers' efficiency and they report the remarks to the team of specialists responsible for the proper preparation of E-teaching process.

We can observe here (as it is in the complete thinking process) constant correspondence between E-teaching and work results which refer to it, which causes mutual relation between modification of this form of education and worker's activity. It is worth emphasising that planning the didactic process involving E-teaching should not include workers' skills, as it demands actions performed by instructors or teachers of a particular profession.

E-teaching helps pass on theoretical knowledge and form the personality dispositions which are among the factors influencing work efficiency. Efficient work means effective activity.

According to J. E. Karney "a person must meet the demands of the surrounding which they often actively create themselves. To do so, he needs mental and physical abilities." [1] Karney perceives mental ability as a system of mutually combined human possibilities, knowledge, skills , attitudes and motivations. She points that physical ability allows a person to perform in his or her environment. A model of a person's adjustment to his environment is presented in picture 1.
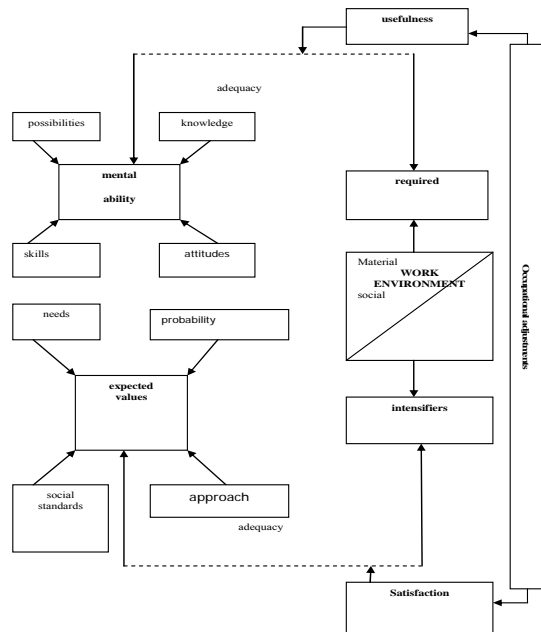

Figure 1.   A model of a person's adjustment to his environment [2]

In literature, work environment, in most cases, refers to material aspects of the place, where the work is done. For instance – "work environment is the material environment conditions, in which work is being done. Work environment involves factors occurring at a work place and these are the following: physical factors (e.g. lighting, microclimate, noise), chemical factors (e.g. toxic substances) and biological ones (e.g. bacteria)." [3]

This is how people who deal with technical aspects of work perceive the work environment. Obviously, material conditions of the work environment affect work efficiency although it is not the only and decisive factor. There are divisions and subdivisions of these factors. The first group involves external factors, such as: political authorities, economical situation, supply market, sales market, labour market, techniques and technology, capital, social assets, culture and ecology.

The other group consists of three subgroups. These are: the way an enterprise functions and is organised (the method and effectiveness of management: the system of passing information and making decisions, the quality of management team, participation of workers in the management, organization, production framework and relation of production, organisation of production and work, work conditions, techniques and technology, system of motivation, changes an development of organisation), internal organisation of the team (targets and tasks, size,

members and structure, autonomy, cohesion and stability, relations, task assignment, ways of managing, system of motivation, ability to adapt) [4], qualities of particular members of the team (abilities: skills, personality and perception, the level of motivation, needs and expectations, system of values, attitudes towards work and colleagues, behaviours) [5].

Work environment may be also perceived as psychological environment of a particular individual, which gives us a fresh look at the issue of work efficiency. In this aspect one should refer to *Theory of Personality formulated in categories of the Field Theory by Kurt Lewin*. According to the Field Theory by K. Lewin, a person's life takes place in a field resembling a football pitch. Lewin claims that a person acts in a particular living sphere of existence, which is the sum of all the powers having an effect on a person at a specific time and the space can be divided into various areas [6]. According to psychologists, movement does not mean that a person must move from one place to another.

However, we should know where the person is located from psychological perspective to understand the particular psychological context. For example, a person can physically be in a classroom but mentally he or she may be playing a football match at a football pitch [7].

Relating such a situation to a work environment we could assume that a particular worker physically is at his work place and mentally at his sick wife at hospital, or at his daughter who is just taking her final exam. With no doubts, such – defined by Lewin – movement of a worker in psychological environment influences his efficiency at work. Having such complex and various conditionings of worker's effectiveness it is advisable to apply a broader definition of work environment proposed by M. Czapka.

The definition states: "work environment is a set of mutually connected psychosocial, organisational and material factors affecting a worker while working". To make E-teaching more effective and at the same time to increase the level of work effectiveness it is possible to use Czapka's *method which is about verifying the availability of the key managers* [8].

This method indicates that in order to increase the work efficiency of managers it is necessary not only to teach them adequate knowledge and proper skills but also to create the right personal dispositions. One should understand *skills* as "a verified ability to deal with particular and adequate tasks for a given specialisation, while *qualifications* should be understood as combinations of knowledge and skills required to perform such tasks"[9]. It is vital to know that job qualifications are one of three components of workers' qualifications. See picture 2.

In literature dispositions have several meanings. For instance, in personality psychology dispositions mean "the hypothetical organisation of mental and physical conditions characteristic for a human whose behavioural patterns vary depending on circumstances"[11].

As presented in specialist literature, Allport differentiated features (dispositions) into domineering, central (main) and so called secondary. In his opinion the domineering feature expresses disposition which is so strong and so distinguishing in a person's life that affects almost all his actions. The domineering features (e.g.

honesty, kindness, assertiveness) express dispositions which refer to more limited range of situations. Whereas, the secondary dispositions, in Allport's view, are the least visible and the least internally coherent. [12].
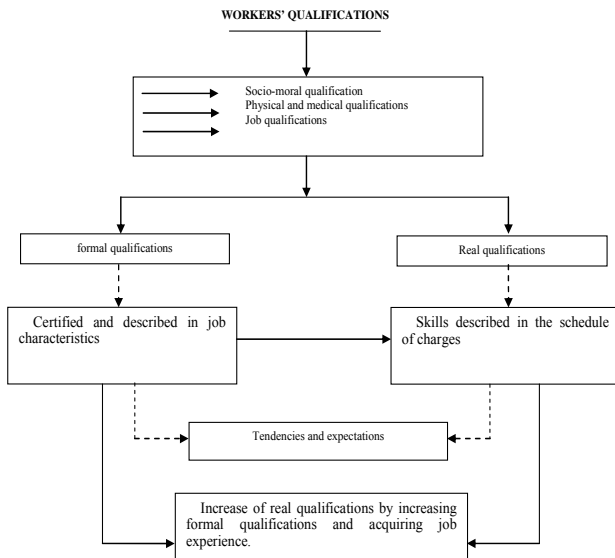

Figure 2.   . Job qualifications [10]

This method applies the notion of key dispositions which are a set of specific personality features characteristic of specific professional group. For the purpose of the research the author of this method defined the following key dispositions of managers: communicative (C), organisational (O), identifying with an organisation (I), auto creativity (A), representative (R) and ethical attitude (E). The research was conducted on 1000 people and the results show that specific dependence occurs between particular dispositions, which are presented on graphs below.

The author assumed that the basic disposition to start building the graph is the disposition of auto creation. This assumption results from the fact that workers' attitude towards the development and self-realisation is the basics for creating the key dispositions. A person with a low level of the isposition of auto creation is less "valuable" for the needs of E-teaching than a person with a high level of such a disposition. Therefore, it is necessary to select the prospective candidates, who will be E-taught. Otherwise the process will not bring the expected results as they will be not satisfying.
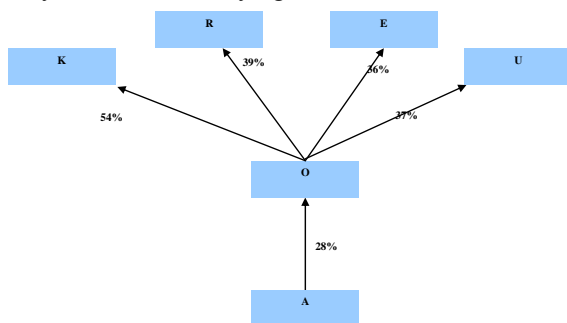

Figure 3.   The graph of the disposition of auto creation and organisational dispositions
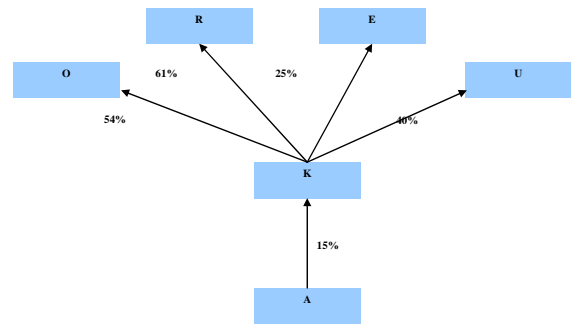

Figure 4.   The graph of the disposition of auto creation and communicative dispositions
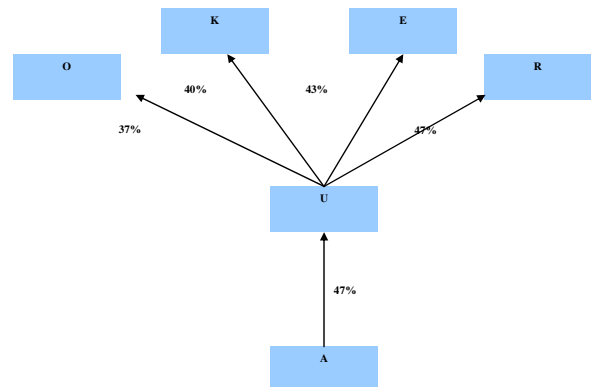

Figure 5.   The graph of the disposition of auto creation and identifying with an organisation dispositions
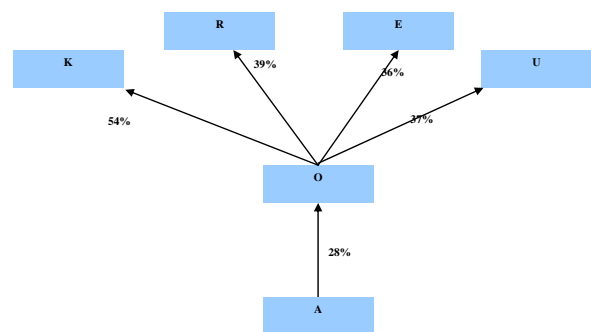

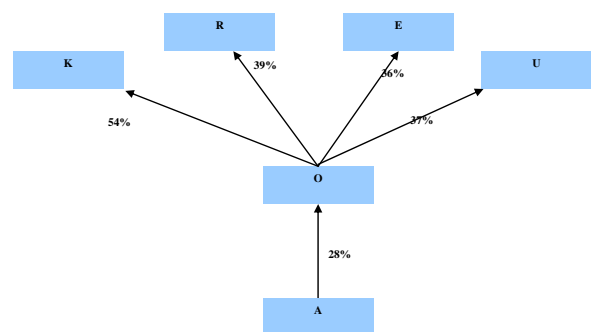Figure 6.   The graph of the disposition of auto creation and dispositions

Figure 7.   The graph of the disposition of auto creation and dispositions

Having studied the dependence between particular dispositions one can create graphs of dispositions intensifiers. The structure of such a graph is based on logical sequence of creating particular key dispositions, which intensifies them as there are some dependencies among them. The example graph is shown in picture 8.

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        ┌─────┐
        │  K  │
        └─────┘
           ↑ 61%
        ┌─────┐
        │  R  │
        └─────┘
           ↑ 47%
        ┌─────┐
        │  U  │
        └─────┘
           ↑ 47%
        ┌─────┐
        │  E  │
        └─────┘
           ↑ 43%
        ┌─────┐
        │  A  │
        └─────┘
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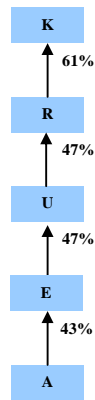
Figure 8.   The graph of the Key disposition

The preparation of the E-teaching process according to the needs of the given business entity requires, among other things, analysis of the role and competence of a worker at a particular post. As it is highlighted in the literature, one of the most important techniques of managing human resources is the analysis of the post and roles (including both the analysis of skills and competences). Such analysis provides important information to the description of posts, people and also the peculiarity concerning learning and training [13].

One of the tasks of a team of specialists who are responsible for developing and putting into practice the new process of E-teaching should be an indication of the key dispositions of the addressee of these actions. These dispositions serve to create a research tool which is used to establish the level of these dispositions at workers who are showing a high level of work efficiency. Next, analysing the results we can establish the level of dependencies between particular key dispositions. The results of these steps allow us to check the level of the key dispositions both at working people and applicants for a post.

This also lets us point the deficiencies at particular workers, when it comes to required personality dispositions. Therefore, corrective steps can be undertaken and the result of which should be the increase of the level of key dispositions and in consequence, the work efficiency. The tool makes us aware of the level of discussed dispositions at workers who are E-taught, before it starts. It also enables monitoring the students' progress during the whole process. Defining dependencies between particular dispositions makes it possible for specialists to compile the graphs of intensifying the level of the key dispositions. In order to construct such graphs it is necessary to establish the sequence of the realisation of educational units so as to fully use the dependency among the key dispositions.

If one takes into account creating personal dispositions in E-teaching, the level of work efficiency may be significantly increased. The constant cooperation between academic environment and business entities is necessary to achieve this goal. Proper specialists, who are the members of the team responsible for adequate preparation and application of the educational process and preparing proper tools needed to create the key dispositions, play the vital role in the discussed issue.

It is time to set up a conclusion which corresponds directly with the thesis in his subject that E-teaching is a form of creating personality dispositions increasing work efficiency. Recalling the kinds of key dispositions, which create worker's personality affecting the needs of the workplace, one should clearly indicate how E-teaching correlates with particular personality dispositions. As far as communicational dispositions are concerned, a learning worker acquires certain constant openness to communicate by the media, he becomes more open to such contacts and at the same time, does not arise mental barriers which often accompany direct communication.

Organisational dispositions allow a learning worker to agree on certain organisation of work in a relation with the media, arranging material available in the media and finally agrees on the frequency using the media as a source of information. Dispositions of identifying with an organisation mean a certain permanent tendency of workers' self-perception as an integrated unit with a specified working area. In this sense constant contact with the media and defined essence of work and workers' functioning enhances the just described process. Auto creation dispositions are undoubtedly associated with the phenomenon of building in a human defined personality, which is understood entirely (syncreticly).

This – when we deal with the media – results from the necessity of starting relations, systematising contacts and concluding. This causes that E-learning workers, in all variety of their needs have an opportunity to experience in themselves a kind of power in the scope of activity which gives him a new virtual quality. Then a man feels as if he was an integral part of cyberspace. When a worker uses the media to present himself to other people and subjects then we deal with representative dispositions.

This representation is understood as a certain readiness to expose oneself by the media, and it is assisted with dispositions of ethical attitudes. This is because getting into contact virtually is not free from certain restrictions that in E-teaching cannot be overstepped. What is meant here is respecting rights, freedom and identity of an interlocutor when one communicates by the media. Respecting such rights, where they can be easily abused because the media make the impression of being independent and in a sense anonymous, will work in the direct relations in social environment of a given workplace.

III. CONCLUSION

In our opinion, E-teaching beyond the area of knowledge is an important means of acquiring by learners qualities which enrich one's personality. Such qualities occur in the specific way when the learner wants to contact with other people by the media.

Recently, there have been some criticism claiming that the media make a person's personality shallow, reserved and technically disciplined in purely formal contacts. What I claim is such criticism in the time of IT society has no right to exist. Human intelligence in comparison with so called artificial intelligence (one of the finest human inventions) may evoke potential which has not been given to humans so far; neither on the level of knowledge nor, most of all, in the sphere of emotions. The potential seems to be ideal to bring workers' profile to perfection in labour, factory and production reality, in the 21st century. A methodological tool serving to recognise professional optimalisation area has been presented in this work. The

contents and statements included in this work contributed to the fact that the problem has arisen in a public discussion and possibly at work as well.

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