

WHAT IS IMPORTANT FOR ME? ANALYSIS OF UNIVERSITY STUDENTS' ANSWERS AS TOOL OF WELL-BEING RESEARCH

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Abstract

The analysis of subjective perception of well-being is very important part of current inclusive education. For this reason, the main aim of presented content is the analysis of surveyed university students answers. Answers of university students were acquired by own empirical research. Empirical research of mentioned issue was realized by the content analysis of the methodical concept one page profile. The methodical concept one page profile has three question and the answer of one question (What is important for me) is one of the important ways of subjective well-being perception in the inclusive education. In the empirical research there were 194 surveyed university students. Surveyed university students were studying at the Slovakian university. 98 surveyed university students were full time students and 96 university students were students of external form of study. Presented context submits created categories by results of research. These categories are defined by subjective answers of surveyed university students. Subjective answers of surveyed university students' emphasis what is important in respondent life and it is the way of better understanding of university students' well-being. The main aim of the presented results is the comparison of created categories of both forms of university study. Presented conclusions will improve well-being of university students. Presented study is a part of scientific project solving KEGA 004-UCM-4/2022 with the name "Promoting Health and Well Being through inclusive education in Higher Education" and project BIN SGS02_2021_002 with the name "University enhancing active smart aging".

Keywords: *Inclusive education, one page profile, university students, well-being.*

1. Introduction

Inclusive education is a consequential area of contemporary pedagogy. It has become a key topic in educational theory mainly in recent years. The constant development of society results in continuing progress also in the field of education. In this context, we can note that current pedagogical theories and concepts defining the educational process focus mainly on highlighting the emergent specifics that characterise education in contemporary society. If we concentrate on emphasising the specifics, it is necessary to focus on a more detailed examination of the specificity and uniqueness of the participants of the educational process, among whom we must, without doubt, include the persons being educated at different levels of the existing educational system in different countries of the world.

The presented study deals with the application of the inclusive approach in the field of higher education pedagogy. The theoretical part defines the key concepts associated with the field of inclusive education. In this context, the detailed analysis focuses on defining and emphasising the promotion of a subjective sense of well-being and satisfaction in higher education. The empirical part of the study analyses the methodological concept - One Page Profile as a tool for investigating the aforementioned well-being among the interviewed university students studying at the University of St. Cyril and Methodius. Drawing conclusions from our investigation is possible based on a content analysis of the recorded responses. The empirical part of the study aims to answer the following question - What is important in the life of a university student.? Having answered the above question, we then analyse the possibilities of creating a subjective sense of well-being through university education.

2. Inclusive education

In relation to the focus of our investigation, the theoretical part aims to define inclusive education. "Inclusive education is not essentially concerned only with some specific groups of pupils, but with all pupils who are part of the process of education. Thus, we are talking about the school

environment as such, because every pupil is an individuality, every pupil is unique in some way." (Bagalová, Bizíková, & Fatulová, 2015) The essence of inclusive education is to focus on a pupil as a unique personality. Every pupil who is part of the educational process implemented in the school environment should be perceived as a unique and at the same time, a specific personality. In addition, the inclusive approach should be applied to all levels of the existing education system. Not only a pupil in primary or secondary school but also a student participating in the higher education process is a unique and specific human personality. If we want to apply the inclusive approach to university students, it is necessary to define mental health in more detail.

3. Research design

Based on the focus of our research on promoting the inclusive approach in higher education, we used the One Page Profile tool to survey the attitudes and opinions of the interviewed university students. Through the One Page Profile, the approached university students answered three questions profiling their individual preferences and needs ("What is important to me?", "What do people like about me?", "How can others support me (in what I want to achieve)")

Compact answers to the three questions above form a prerequisite for understanding a person's individual needs. The recommended length of answers in the One Page Profile is, expectedly, one page. Recording the answers to the above questions in the stated scope is based on the assumption that listening to and understanding an individual is essential for his/her better and more effective participation in tasks and activities (onepageprofiles.wordpress.com).

A more detailed exploration of subjective perceptions of well-being was carried out based on a qualitative research design implemented through content analysis of recorded responses to the question - What is important to me? We started from the assumption that if we identify what university students consider important, we can subsequently analyse the subjective sense of well-being in that population group. In the content analysis of the recorded responses, we adopted an inductive approach, which means that during the analysis of students' responses (in the form of text), we created codes and subsequently, analytical categories, allowing us to establish the conclusions of the investigation and to answer the stated question - What is currently important for the addressed first-year university students studying at the University of St. Cyril and Methodius in Trnava (Hendl, 2016).

3.1. Data analysis and interpretation

Based on the content analysis of students' responses to one of the questions that formed the One Page Profile, we can state the following findings arising from our investigation. The recorded responses of full-time undergraduate students helped us to identify three analytical units. The first analytical unit that indicates the area of importance for the addressed undergraduate students is university study. We created the same analytical category for the recorded responses of part-time students. Therefore, we can conclude that studying at a university is ranked as important by the addressed university students of both full-time and part-time forms of study. Therefore, by applying the approach of inclusive pedagogy to the higher education process, the participation of university students in the process of education must not lag behind the expectations of students. The persistence of university students' perception of the importance of studying at university indicates their interest in education at the university level. By completing their chosen study programme, university students want to apply themselves in practice, develop their attitudes and opinions, and acquire the necessary knowledge, skills and experience.

Another analytical category we identified for full-time students is leisure time. Full-time undergraduate students perceive leisure time as an important part of their lives. As they are generally young people who are not yet employed and have no family responsibilities, they are able to pursue their interests and hobbies to a greater extent in their leisure time than students in part-time study programmes, for whom the space for pursuing leisure activities is largely reduced. On the contrary, for students studying part-time, we recorded statements indicating the importance of forming interpersonal relationships. For this reason, we believe that university teachers need to treat students fairly and equitably. We assume that university teachers' pattern of behaviour is to some extent transferred into students' conduct and thus, it influences the formation of students' attitudes and opinions in the context of interpersonal relationships.

Last but not least, based on the responses of both full-time and part-time students, we have created another analytical category - family. The sense of satisfaction and well-being resulting from a happy family life is also considered important by the interviewed university students. Orderly life and functioning family relationships participate in the formation of well-being and satisfaction among the respondents.

4. Conclusion

In the presented study of theoretical-empirical nature, we have focused on analysing the possibilities of promoting well-being among university students. Promoting well-being among the addressed population is part of the inclusive approach to education in current pedagogical theories and concepts. The inclusive approach in the educational process means the consideration of the individual and specific needs of the persons being educated. University students also reflect on their needs, which cannot go unnoticed in the application of the inclusive approach. In addition, we need to stress the fact that if we apply the inclusive approach to educating university students, it is necessary to find out what promotes a subjective sense of well-being. We used the methodological concept of the One Page Profile to investigate well-being and its promotion among university students. Through the One Page Profile, the approached university students answered three simple questions profiling the subjective perception of current priorities in their lives. We focused on a content analysis of students' responses to the question: What is important to me? We compared the analysed answers of two groups of interviewed university students studying at the University of St. Cyril and Methodius in Trnava.

By recording what university students consider important, it is possible to influence, at least to some extent, the direction of the higher education process. If the university study itself is important to the addressed university students, then university teachers must conduct lectures, seminars, exercises as well as other organisational forms of university education in a professional way. The level of professionalism in a university education will determine not only students' increased interest in studying but also their subjective awareness of the need to be a university-educated person. In addition, leisure time or time spent with family is also important for students studying at university. Therefore, it is necessary to create conditions in which university students are not overburdened. In many cases, however, this is not a problem on the part of university teachers but students themselves as they often leave their duties to the last minute. As a result, it may seem, at a first glance, that there is too much work. The minor differences observed between full-time and part-time undergraduate students can be explained by the personal characteristics of undergraduate students. For students in the part-time form of university education, we assume a higher age and more work responsibilities, which influences the identification of what is important for a given university student.

As we consider analysing the promotion of well-being among university students to be a topical issue in the area of an inclusive approach to education, we also propose further research in the stated area. The promotion of the individual approach to university students could be strengthened mainly based on a comprehensive analysis of all responses recorded through the One Page Profile. For this reason, we plan to work out a comprehensive interpretation of the One Page Profile for the addressed students studying at the University of St. Cyril and Methodius in Trnava. We can assume that the recorded findings will contribute to the promotion of the inclusive approach in more universities not only in Slovakia but also in neighbouring countries.

Acknowledgement

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