

Summary of the Ph.D. Thesis

Name of the author of the thesis: **Joanna Jaworska**

Academic title of the doctoral supervisor of the thesis: **prof. dr hab. Stefan Michał Kwiatkowski**

Name of the auxiliary promoter: **dr Marta Kulesza**

The title of the thesis: **Game for teacher's authority in the theatre of school life**

Key words phrases: authority, teacher's authority, authority building process, determinants of teacher's authority

Abstract:

Teacher's authority is one of the most important aspects of the teacher's job. Considered as a key factor conditioning educational and forming successes, it is a phenomenon which is desirable both in learning and upbringing.

In the face of changes in the contemporary world, we can observe a crisis of authority. In Poland, it is connected with political transformation, which lead to deterioration of several areas of education. Technological progress, information chaos, changes related to social relations, culture, economy or politics had influence on the transition of the part of society to the drive for career and aversion to traditional values. Achieving adequate economic status is the key determinant of the quality of life, students and parents are considered the clients of the school, and the teacher is seen as an expert, responsible for the pupils pursuit of success. In the conditions described above, a sense of insecurity and lack of stability is born, as well as the need for understanding of the ongoing changes. The reality creates extraordinary chances for development, but also leads to threats and uncertainty.

It is worth to emphasize that teachers in contemporary schools face a challenge of preparing the students to play the roles of responsible citizens in the world of knowledge, where possessing various competences is the crucial factor. Equally important are educative influences and shaping appropriate attitudes of young people. Educational activities becomes effective when the teacher is a trustworthy person for the students; the one with whom they want to cooperate and stay under his or her influence. Undoubtedly, the phenomenon of authority needs to be considered as an indispensable factor in teaching, since it is the determinant of educational success

The main goal of this thesis is the analysis of the teacher's authority building process in contemporary schools. The profiles of eleven teachers who have built their authority recognized by students have been presented in the thesis. The conducted analysis made it possible to describe the authority building process on the basis of the narration of the two key subjects of the educational process – the student and teacher, taking into account the conditions of the process and elaborations of practical postulates for the academic institutions educating teachers-to-be, headmasters and teachers.

The design of the research for the thesis was based on qualitative strategies. Case studies were used in the research conducted on the teacher's authority building. Narrative interviews and teachers' documents analysis were used as methods for data collection.

The thesis consists of six chapters. The first two chapters are theoretical, with the main aspects of the issues connected with the teacher's profession and authority described. The third chapter is dedicated to the methodology of the research, with the goal and subject of the research formulated and research questions and research sample described. Furthermore, the research statement and selecting case study as the research method have been justified. The fourth chapter includes detailed descriptions of the profiles of teachers who are considered authorities for the students in the research group. Information regarding incidents in the educational process which had influence over the students' perception of teachers, their characters, acceptance and recognition. The descriptions also include the factors mentioned by teachers and considered as vital in the teacher's authority building. The fifth chapter includes cross-sectional analyses, which allowed the attempt to describe the process of authority-building in school reality with consideration of the conditions for the process to occur. In this part, answers to research questions have been formulated. In the sixth chapter, practical postulates, formulated on the basis of the research findings.

The thesis includes the introduction, table of contents, conclusion, bibliography and list of tables.