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Summary of doctoral dissertation on the topic:

**Headmaster's personal qualities and the organizational culture of the kindergarten**

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The issue of the organizational culture of kindergarten and its importance in contemporary society is present in few scientific discussions. The vision of kindergarten from the perspective of organizational culture is little researched, there is even a lack of scientific research in this field of education. The observed manifestations of culture, carrying knowledge about the life of the kindergarten became a valuable source of information and research material. Giving the opportunity to build an organizational culture in the kindergarten, became a challenge to try to discover the relationship between the headmaster's personal characteristics and their importance in building the organizational culture of the kindergarten.

Cultural and social changes in the society of the 21st century have caused a change in the perception of kindergarten from only a care facility to recognition of a different, important role of this institution- it is an education that prepares a child for a good start in learning at school. The cultural transformation of kindergartens depends both on the socio-political situation of the state co-financing education, as well as, to a large extent, on educational reforms and teachers and principals who implement these reforms, and through relations build the organizational culture of kindergartens. The observed high competition among kindergartens and the services they provide in the era of the demographic decline requires more and more care for the quality of the educational offer represented by the institutions.

The aim of the research was to enrich knowledge about building the organizational culture of the kindergarten. The conducted research made it possible to discover the personality types of principals in kindergartens, having different personal characteristics. The conducted research was aimed at collecting opinions from teachers, parents in kindergartens, employees of the governing body and members of the local government. The research query focused on the importance of the cognitive, emotional-motivational and behavioral components characterizing the headmaster in relations with teachers, parents, the governing body and the local government. The interpretation of the research results was aimed at

showing the dependence of the principal's relationship with teachers, parents, the governing body and members of the local government, on his personal characteristics and the organizational culture of the kindergarten.

The presented doctoral dissertation consists of three parts. The first part is the theoretical context of the considerations. It analyzes issues related to the personal characteristics of the headmaster, management of the educational institution, and the definition and characterization of the organizational culture of the kindergarten.

The second part of this dissertation presents the methodological assumptions of own research and consists of seven points. They contain in turn: the subject and purpose of the research, research issues, research hypotheses, variables and indicators of research variables, research methods, techniques and tools, characteristics of the research environment, organization and course of research.

In the conducted research, a research strategy consisted of case analysis of kindergartens which sent a declaration of participation in the research on the organizational culture of the unit. The basic method used was a diagnostic survey, and the technique was questionnaires for teachers, parents in kindergartens and employees of the leading body and members of the local government, and the standardized ID16™ © personality typology test was intended for directors of the surveyed institutions to determine their personal profile.

The third part of the doctoral dissertation is empirical and includes the analysis of the obtained results and their interpretation. The third part consists of four points. The first point is an analysis of the importance of the headmaster's researched personal characteristics in relations with teachers in building the organizational culture of the kindergarten. It was found that the following features are of significant importance: creativity, inspiring attitude, forward-thinking, the ability to create a good atmosphere, appreciating good relations with others, supporting employees, being responsible, perceiving the meaning of one's own actions, being a role model for the staff in the managed institution, supporting employees. The second point is an analysis of the results of research on the importance of the headmaster's personal qualities in relations with parents in building the organizational culture of the kindergarten, namely: creative, inspiring, creative approach to management, openness to ideas, planning, forward-thinking, creating a good atmosphere and appreciating the importance of positive relationships in cooperation with parents, seeing good in another person, supporting parents, effective action, authority, taking responsibilities seriously, driving power, the ability to delegate tasks. The third point is an analysis of the results of research on the importance of the headmaster's personal characteristics in relations with the

governing body and local government in building the organizational culture of the kindergarten. In this respect, the following features should be emphasized: openness to ideas, creativity in action, inspiring attitude, planning at work, the ability to raise one's spirits and add self-confidence, perceiving good in other people, effectiveness in action, delegating tasks, the ability to establish correct relations with the government and local government officials. The fourth point contains generalized research results, closing remarks, conclusions and pedagogical postulates. This part focuses on showing positive personal characteristics in all types of principals participating in the study, namely: openness to ideas, creative attitude, planning, perceiving opportunities and threats in the work of kindergarten, visionary, willingness to sacrifice, openness, not imposing one's own will, using dialogue for efficient management of the institution, caring for the climate among the kindergarten staff, cultivating a good atmosphere and climate in subordinate units in cooperation with parents, appreciating the importance of good management relations, dutifulness, responsibility for the level in the managed institution, supporting employees, the power to influence others, being a model for others. This section also presents the positive features common to various types of directors identified in the course of the conducted research and distinguished positive personal features of directors in the field of cognitive, emotional-motivational and behavioral competences.

The work contains a list of tables, charts, a bibliography and an appendix, which includes: raw test results included in tables / graphs, surveys for teachers, parents, the leading body / members of the local government, the text of the standardized ID16TM © Personality Typology Test and a detailed description of individual directors personality types.