

MA Maria Kuzin

Department of General Didactics and Educational Systems

Pedagogical Institute College of Social Sciences of Rzeszów University

Summary of the doctoral dissertation on:

Determinants of the authority of a today's teacher in the narrative perspective

Supervisor: dr hab. Wojciech Walat, prof. UR

The concept of authority, its state and meaning has a wide coverage in both scientific and media discussions in contemporary society. The conclusion can be drawn that there is a widespread decline in all values including the authorities. On the other hand, the society needs authorities and this need concerns not only children, but also teenagers and adults.

Contemporary society is resistant to all traditional values, axiological chaos is perceived (often supported by the media), but school girls and boys – seeking the authorities – find empty rhetoric and discover the lack of core values in their families, schools and peer relationships. It is worth asking the question why it is expressed so much reluctance towards tutors, why there is a clash between great dedication to the job they perform and at the same time the phenomenon of challenging their authority, the lack of respect expressed by the majority of the society, parents, school children, local society and even the teachers themselves. It is believed that this situation was caused by the period of “great changes” often of a revolutionary character. These changes enforced political transformation processes: the transition from “real socialism” to “liberal market economy and democratic society. This transformation greatly affected all aspects of human life and Polish education also experienced them over the last three decades. The significant changes in education have been observed since 1989, in 1991 structural and curricular reforms were introduced, as well as in 1999 and 2017. Together with the changes conspicuous axiological dichotomy was reflected in different fields of social life including education. It gave rise to review the role model of a contemporary teacher taking into account the changes mentioned above and seeking the new framework, at the same time indicating factors weakening and strengthening it.

The main aim of this dissertation was to present factors determining the contemporary teacher's authority as well as defining the degree of their impact based on surveys and the teachers' memoirs from competition entries. Surveys concerning factors either building or

weakening teachers' authority (young, middle-aged, elderly) were limited to the exact period of time- from 1991 to the second decade of the 21st century, precisely to 2017.

For the purposes of this thesis, diagnostic poll method and analysis of the memoirs were applied. The diagnostic poll method was conducted in two stages: a preliminary study – a structured interview and an extended study – a structured interview in the form of online survey. The second method used in the studies was the analysis of documents written purposefully by teachers as reminiscing narration (autobiographical documents). A reminiscing narration analysis sheet was used to analyse the material.

This dissertation is divided into three parts. The first part is theoretical, explaining the key issues related to the topic of teacher's authority. It characterizes the typologies of authority and factors determining the authority of the teacher: personality, socio-cultural and resulting from the pedagogical concept preferred by the teacher in didactic and educational work.

The second part contains the methodological basis of own research. It formulates the subject and objectives of the research, research problems, research variables and their indicators, and the selection of research methods and tools. It characterizes also material and the research sample. The third part is empirical. It presents the results of the survey research and analysis of memory narrations, indicating the similarities and differences in the statements about the factors determining the teachers' authority of the three age groups of teachers. This part also shows the research summary done by analyzing the relationship between the teacher's authority with personality and socio-cultural factors and the concepts of pedagogical work preferred by the teachers. At the end of this part, answers to the research questions were presented.

This doctoral dissertation contains an introduction, ending, bibliographic list, an annex with a list of raw score tables, graphs, title pages, and tables of contents of works related to teachers' competitions used in this work as research material.