

SUMMARY OF THE DOCTORAL DISSERTATION

Name and surname of the author of the dissertation:

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PhD dissertation subject:

„Internal conflicts in teaching teams which determine the professional functioning of teachers and the effectiveness of the school / institution”

The perception of a preschool institution in terms of an organizational system requires not only principals, but also teachers (and other employees) to take responsibility for creating favorable working, education and upbringing conditions. It is obvious that the headmaster's tasks include the proper organization of teachers' work, supervision over the proper course of the preschool tasks, and finally, taking care of appropriate interpersonal relations and managing resources (including human capital) in an optimal way. He is expected to take actions aimed at preventing conflicts, and in the event of their occurrence, optimal actions to resolve them. This requirement results from the fact that the influence of the conflict on the professional functioning of the teacher as well as the quality of the school's work is noticeable. Therefore, the dissertation deals with the problem of conflicts in teaching teams and their consequences for the professional tasks carried out by kindergarten teachers and the effectiveness of the kindergarten's work:

1. The main objective of the research was to identify the most common causes of conflicts in teaching teams and to diagnose their relationships with the quality of teachers' professional functioning and the efficiency of the kindergarten's work.
2. The subject of the research was internal conflicts in teaching teams which condition the professional functioning of teachers and the effectiveness of school / institution work.
3. The main problem took the form of questions:
 - What kind of internal conflicts occur in teaching teams?
 - To what extent are internal conflicts in teaching teams related to the professional functioning of preschool teachers?

- To what extent do internal conflicts in teaching teams affect the effectiveness of the school / preschool institution?

They were specified in detailed questions about:

- The causes of conflicts,
- types of conflicts,
- methods of managing internal conflicts,
- the effects of conflict on the quality of the teacher's professional functions,
- the existence of a relationship between teachers' professional and subjective characteristics and the emergence of conflicts,
- teacher's self-assessment of the consequences of conflict for the quality of professional functioning,
- the director's competences in managing the conflict,
- teachers' competences in the area of coping with a conflict situation,
- using an external mediator.

Due to the multithreaded nature of the topic, both quantitative and qualitative methods as well as statistical methods were used in the research. The quantitative methods were supplemented by qualitative methods - an interview with the principal, interviews with teachers (case studies), observation results and documentation analysis. Such a triangulation of methods allowed for a full diagnosis of the problem of conflicts occurring in teaching teams, determining not only the quality of professional tasks carried out by teachers, but also the quality of the work of the preschool institution.

305 teachers and 37 directors of preschool institutions located in the Rybnik commune (Śląskie Voivodeship) participated in the study.

The content of the theoretical considerations and the empirical material are presented in nine chapters of the work.

The first concerns the nature of the conflict, its etiology, course, effects, as well as the methods of its resolution / management.

The second chapter presents the characteristics of the Polish education system, with particular emphasis on the place and role of preschool institutions.

The third chapter presents the theoretical foundations of teachers' professional functioning.

The fourth chapter deals with the theoretical foundations of the institution's work efficiency.

The fifth chapter presents the methodological concept of own research, and in particular its aim and research problems, methods and techniques used in the empirical process, as well as its organization and course.

The next four chapters (chapters 6, 7, 8 and 9) present empirical data and cover the specifics of conflicts occurring in the teaching teams of kindergartens, their conditions and impact on the work of individual teachers and the entire preschool institution.

The research confirmed the occurrence of various conflicts in teaching teams and their impact on the professional functioning of the teacher and the quality of the institution's work. In addition, the relationship has been shown, inter alia, between: teachers' psychosocial competences and the causes of conflicts; the diversity of conflicts and the level of management of the institution and the style of conflict resolution and the level of psychosocial competences of the director.

The Conclusion highlights the hypotheses that have been confirmed in the author's own research, and based on them, the postulate of applying for the course of pedagogical studies of subjects and workshops shaping the psychosocial competences of adepts of the teaching profession was formulated.

The work ends with a bibliographic list, netography and an annex, which includes a list of legal acts, a list of tables, figures and charts, statistical results of the pilot study and tools used in the research.