

School culture as a factor of integration of Polish and German youth

mgr Joanna Kuźmicz

The PhD thesis is an attempt to answer the questions related to the integration factors that school culture can play in both Polish and German schools.

The introduction gives brief motivation of the work and author's previous studies and experiences.

The second chapter describes the concept of organizational culture and school culture as its variants, where the conditions, functions and manifestations of school cultures are discussed. Also the issue related to the impact of national culture on the organizational culture of the school is presented. The work touches on the influence of school culture on its functioning, and the impact of values and norms in the school and local environment on the behavior of students and teachers is also analyzed.

In the third part of the dissertation, the educational strategies of the integrating Europe are discussed. The theories of educational development that occurred in Europe are presented and European ideas and multiculturalism as factors of changes in the school culture were pointed out. Due to the fact that the world of values is clearly reflected in the sphere of goals, educational functions, the fourth part discusses the school systems of Poland and Germany in the cultural aspect. In schools, there are goals that are implemented through, inter alia, school educational programs, school missions and visions. In order to understand these goals, the work identifies what value systems exist in the studied environment that can be derived from national, local or religious values, around which the ceremonial and school customs are focused. In Polish and German schools. The third part also contains an analysis of educational systems in Poland and Germany, analyzing the aspect of similarities and differences between the two educational solutions.

In the fifth part of the work the issues related to social roles in schools and personalities interactions in the cultural aspect and cultural conditions were discussed. The school management system and the relations in it were discussed, as well as communication and information transfer, proper school climate / didactic culture and the influence of the teacher's authority on creating a school culture in the aspect of the Polish and also German systems.

The sixth part contains a methodological discussion of research, purposefulness of the dissertation and the legitimacy of using such research tools instead of other ones.

The seventh part of the study contains an analysis of Polish and German schools' research and a comparative analysis of the results of both school cultures.

The summary includes recommendations that, in the author's opinion, may contribute to an even greater understanding of the subject under study and the formulation of the topic from various research perspectives.