

## **Summary in English**

### **Effectiveness and organizational commitment in school and pre-school complexes**

Doctoral thesis in the discipline of management and quality sciences in a practical trend at the functional management level in the subdiscipline of human resource management in the type of public management written under the supervision of: assistant profesor Eng. Justyna Bugaj, prof. Of the Jagiellonian University

The main aim of the work was to define organizational effectiveness and levels of organizational involvement in pre-school and school complexes. To be realized, the formulated goal was served by partial goals, including theoretical and cognitive, methodical, empirical and utilitarian goals.

Management as an information and decision-making process in pre-school and school complexes has become a standard in their operation, giving not only a new dimension of efficiency, but also guaranteeing a good atmosphere at work, openness, tolerance and mutual cooperation at various levels of education. New in the Polish science of management and quality, and at the same time poorly recognized in the global science of exploration management, was the relationship between organizational effectiveness and organizational commitment in pre-school and school teams, which was the subject of this doctoral dissertation.

The first chapter focused on the subject of organizational effectiveness in public institutions and was related to the review and systematization of concepts related to organizational effectiveness. The multidimensionality of the concept of organizational effectiveness with reference to public institutions was indicated. Factors influencing organizational effectiveness have been identified, from which the organizational effectiveness criteria have been separated. A review and selection of the methodology of research on organizational effectiveness was made.

The second chapter was related to the review and systematization of the concepts of organizational involvement. The multidimensionality of the concept of organizational commitment was defined and its levels were determined. Criteria for organizational involvement in the public sector were indicated. These activities allowed for the review and selection of the methodology of organizational commitment research.

The third chapter was a description of school and pre-school complexes, where the terms related to the functioning of the school and pre-school complexes were clarified and the genesis of their formation was described. The school and pre-school complexes were indicated in the education system, where the principles and legal bases for their creation and functioning as public institutions were described. The internal and external conditions of the school and pre-school complexes' activities were determined, along with the legal basis in terms of the financial structure of a public institution. The teaching council has been described in more detail as an internal body of the school and pre-school complexes, which is the basis for its functioning. Aspects of managing school and pre-school complexes as public institutions have been distinguished.

The fourth chapter was focused on the development of a research tool allowing for the identification, analysis and assessment of organizational effectiveness and levels of organizational involvement in the school and pre-school complexes. Conceptualization of organizational effectiveness and levels of organizational commitment in school and pre-school teams allowed for the development of criteria for assessing organizational effectiveness and levels of organizational commitment in pre-school and school

teams. These activities determined the work on research tools in the form of questionnaires for individual groups of respondents allowing for the assessment of the level of organizational commitment and organizational effectiveness. In the work, mixed methods were used with the shifting of the quantitative and qualitative approaches. For qualitative research, an interview questionnaire tool was used in the group of headteachers of school and pre-school complexes and an interview questionnaire for an industry expert.

The prepared research tools contributed to the implementation of the works on the fifth chapter, in which the barriers to determining organizational effectiveness and levels of organizational involvement in pre-school and school teams were identified. This was possible through the analysis of data from quantitative studies and refinement through qualitative studies. The research allowed for the interpretation of data that indicated the way of shaping organizational effectiveness and levels of organizational commitment.

The sixth chapter consists of dissertations identifying the relationships between organizational effectiveness and the level of organizational commitment in the pre-school and school teams under study. Recommendations for headteachers of school and pre-school complexes in the field of organizational effectiveness management and organizational commitment to increase organizational effectiveness and change the levels of organizational commitment of school and preschool teams have been formulated. Determinants and limitations of the recommendations presented were discussed.

This paper presents the results of the research carried out with the use of triangulation methods. It has been shown that the knowledge, experience and management of school and pre-school teams is possible through the implementation of activities appropriate to public institutions. Public institutions, to which school and pre-school complexes belong, managed by directors should draw on experience and knowledge applied in business. The possibility of developing school and pre-school complexes by increasing the flexibility of employees' behaviour, but also increasing their decision-making powers is an important direction of activities in public institutions. It results in an increase in the independence of employees and their responsibility as well as their interest in and commitment to work.

**Keywords:** organizational effectiveness, organizational commitment, education system, public institutions