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Managing of school: decision taking in administration of school and recognition of pupils' life strategies

ANDRZEJ MIRSKI. **Managing of school: decision taking in administration of school and recognition of pupils' life strategies.**

The goal of this paper is to investigate: whether polish school enhance tolerance and stimulate cultural openness; decision taking in administration of school; and – recognition of pupils' life strategies. The basis of this investigation is: 1) the evaluation of programme of teaching; 2) the measurement of the level of cultural openness of teachers; 3) the measurement of the level of cultural openness of pupils.

I have also tried to find interrelations between the cultural openness of pupils and their intelligence, locus of control, their level of neurotism and stress, and, finely, their empathy and a type of intellectual activity.

Keywords: *administration of school, managing, decision taking, pupils' life strategies, cultural openness, programme of teaching.*

1. Introduction

School, one of the oldest institutions of human civilization, is a highly complex organism, and managing it is particularly difficult and complicated. If we compare it to other institutions to be managed (eg, industrial, commercial, administrative, etc.) That we see here a number of specific features of school:

1 – multiplicity and diversity goals of the school. These are the goals of communicating information, goals, skills training, development of special aptitudes, goals, education, welfare, and many others. What's more, the goals of the school are generated by a variety of entities such as the state, local community, parents, teachers and students. Doing so often wewnętrznymi contradictions purposes and thus hinders the process of governance.

2 – The school is an institution with a strong predominance of the human factor on the material factor. With all the pros of this fact that make school work so interesting is, however, another difficulty in the management and decision making. This is due because of the limited predictability of human behavior and appearance strong emotional factors at all possible actions.

3 – Originality and uniqueness of “plastic”, which shapes the school, and that is a unique individual, having their own goals, motivations and attitudes. For leadership is necessary to find individualized methods. It happens, that the student is opposed to school initiatives and largely destroys them.

4 – These unique individuals with their own goals and motivations come by themselves in a very strong and important relationships. The emotional life of an older child and adolescent również play a particularly strong role, often much stronger than adults. Students form a very important sub- schools, often producing their own standards, contrary to the standards of the school. The result is even more unpredictable behavior of the students, even stronger saturation of school life with emotions, even more contradictory objectives and difficult to predict the consequences of each decision.

5 – Customers schools are not only students, but also parents. Leaves have complete trust in the past parents to the school. A parent becomes increasingly fierce critic of the school, and in the event of a conflict between the school and the student assumes more and more towards the student. Students and their parents make a strong subsystem niejednokrotnie suspicious and even hostile to the goals of the school.

6 – It is impossible to accurately quantify the impact of the school on its effects. For a long time there is no longer a monopoly of the school on the content and format of the information provided about the world of role models and value systems. Therefore, school curricula, and how its actions must always be set taking into account the very important (in a good and bad sense) external factors.

7 – From the team of employees managed the school is also very specific institution. The school principal has are dealing in fact with the same managers. Each teacher is in fact the manager class. For the sake of the school, the director for any reason can not admit to any violation of the authority of his employee, because in this way podetnie entirely his managerial competence with respect to students. School management therefore requires enormous tact, the right strategy and management style.

To meet all these needs to be modernized structures that work in the school. All school governing bodies must be open and ready to make changes, which in turn is a consequence of the changes taking place in the environment.

Empirical research I conducted, designed to show how the teachers see the need and type of continuing to carry out changes in the management and organization of school life. The study included only public schools, and therefore dealt with rather realistic changes in the types of schools, without uzględniania these experiments, which as of now, is only possible in private and public schools.

The research was covered by 50 people: 25 teachers of one of the technicians in Krakow and 25 teachers of one of the high schools. Among the respondents, there were people occupying various positions in the school: directors and deputy directors, teachers, novice (up to 3 years of work), teachers Intermediate (4 to 10 years) and teachers with extensive experience (over 10 years). The study was conducted using a questionnaire developed by the Department of Education at the University of Oxford, which was used to similar studies in other European countries. Not only does the Polish school is facing major changes, the same is also in many other European countries, including England.

The questions asked were in three areas: organization and management of the school, changes in the organization and management and development and professional development.

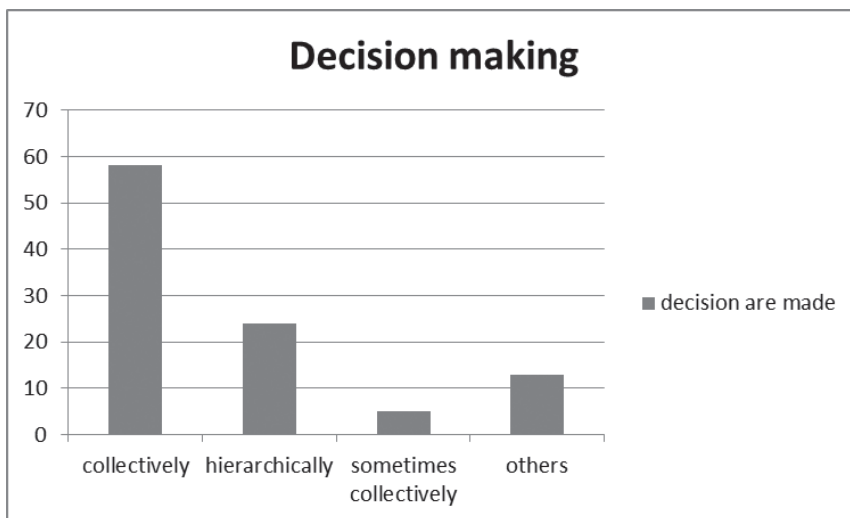
In each of these obszrów selected was 14-15 questions. Currently characterize provided answers to each of them in individual subjects.

2. School policy & organisation

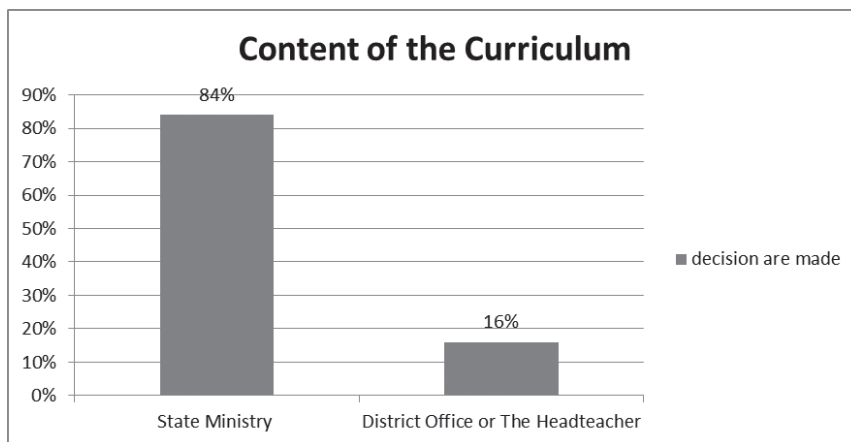
1. Teachers tend to see the ways in which decision are made in their school as:

58% – collectively, 24% – hierarchically, 5% sometimes collectively, sometimes hierarchically. Only 4% give other ways of decision making. Nobody describes the way in which decisions are made as intuitive. 64% of males describe the ways in which decisions are made as collective in comparison with only 54% of females ($p < 0.1255$). Only females claim, that decisions are made sometimes collectively, sometimes hierarchically. Teachers in Technical School more often describe the ways in which decisions are made as collective (68%) than teachers in Grammar School (48%) ($p < 0.1185$). Again only teachers in Grammar School claim, than decisions are made sometimes collectively, sometimes hierarchically.

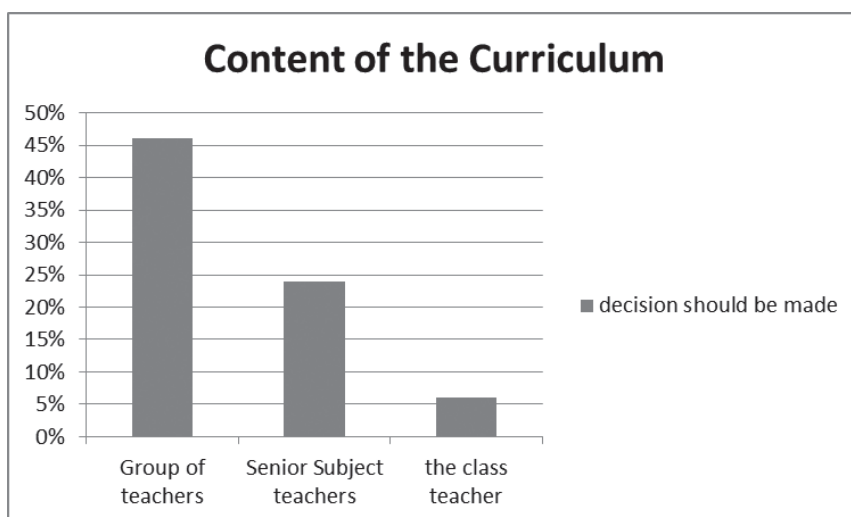
Figure 1.



2. The majority of respondents claims, than the State Ministry decides content of the Curriculum (84%). Only few teachers (16%) show the District Office or The Headteacher. The differences between males and females and between schools are very low.

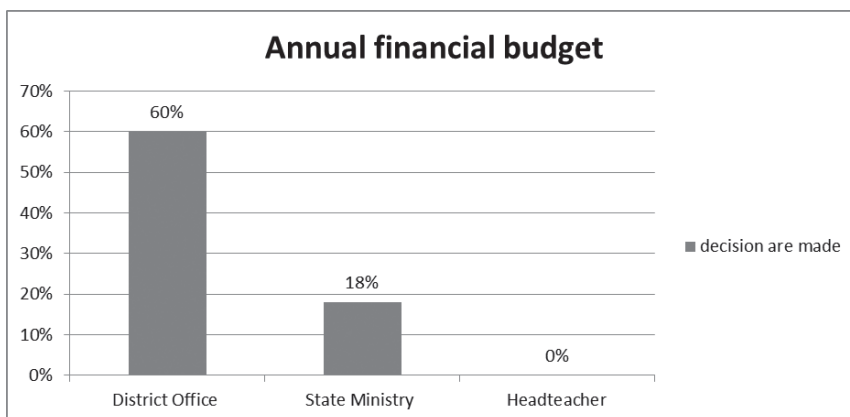
Figure 2.

3. The majority of teachers claim, that the Group of teachers who teach each subject (46%) and the most Senior Subject teachers (24%) should decide the Curriculum. Only 6% claim, that the class teacher should make his own decision. Females prefer the collective decision of the Group of teachers who teach each subject (60% for the Group, 11% for the most senior subject teachers), whereas males prefer the most senior subject teachers (41% for them, and only 27% for the Group) ($p < 0.0077$). The differences between schools are very low.

Figure 3.

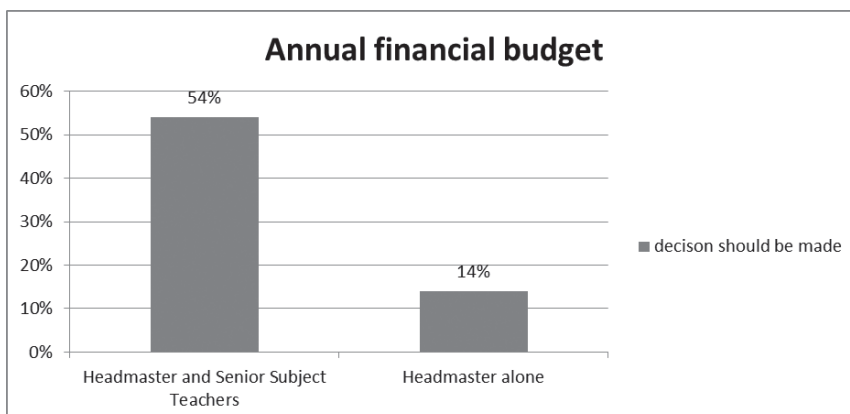
4. The majority of respondents state – 60%, than the District Office decides the annual financial budget allocation for the school and only 18% show the State Ministry. Nobody shows the Headteacher. 80% of teachers in Technical School show the District office, and only 8% the Ministry, whereas in Grammar School 40% show the District Office and 28% the Ministry ($p < 0.0291$). The differences between males and females are very low.

Figure 4.



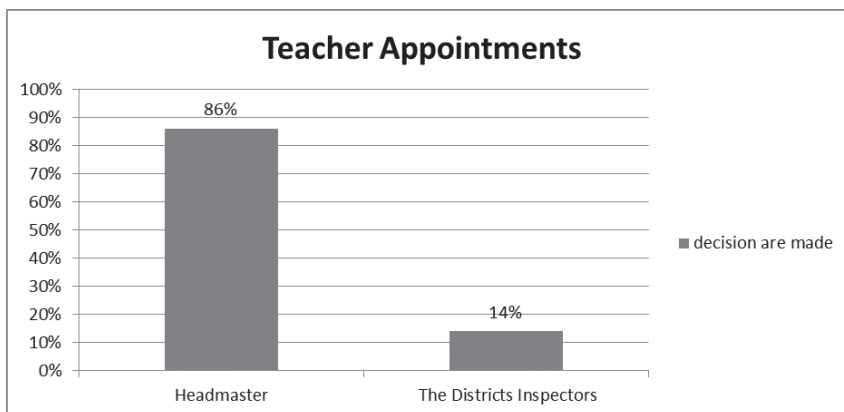
5. The majority of teachers think, that the Headteacher and the most Senior Subject Teachers (54%) and the Headteacher alone (14%) should decide the annual financial budget allocation for the school. The differences between males and females and between schools are very low.

Figure 5.



6. The big majority of respondents claim that the Headmaster makes teacher appointments (86%), the rest of them show The Districts Inspectors (14%). 100% of teachers in Technical School and 72% of teachers in Grammar School claim that the Headmaster makes teacher appointments ($p < 0.0145$). No differences between males and females.

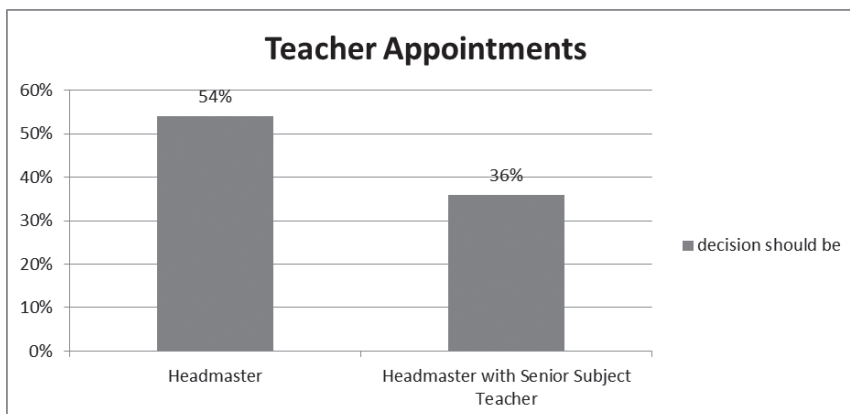
Figure 6.



7. The majority of teachers think that the Headteacher alone (54%) and the Headteacher with Senior Subject Teachers (36%) should appoint teachers at school.

Males more often claim that only the Headteacher should appoint teachers (64%) than females (46%) ($p < 0.5698$). Also teachers in Technical School claim more often that only the Headteacher should appoint (60%) than teachers in Grammar School (48%).

Figure 7.



3. Recognition of pupils' life strategies

Strategy is defined as a program of operations setting out the main objectives and methods for their achievements¹. The strategy is on the one hand the answer to the question of how to achieve the strategic objectives, on the other hand is a set of planned activities designed to solve the most important problems². This concept applies mostly for organization, but could be also applied for individual person. The life strategy means the most important goals in life and basic ideas how to achieve them. The most important influence on the selection of strategies is overall philosophy³. It involves also the philosophy of living of each individual.

The author describes three most important types of strategy: biological, social and personal and two basic modes of strategy: defensive and expansive and particular types of strategy: biological defensive (strategy of survival), biological expansive (strategy of hedonism), social defensive (strategy of conformism), social expansive (strategy of carrier), personal defensive (strategy of defending "ego"), personal expansive (strategy of self development). In order to describe the human life strategy I introduced also concept of general modes: defensive mode (defensivity) – it is a sum of all defensive strategies and expansive mode (expansivity) – it is a sum of all expansive strategies. Since some people do not possess clear and precise life strategies or their strategies are conflicted, leading to opposed goals, I defined two variables: lk – "lack of strategies" and cf : "conflict of strategies". Two above mentioned strategies I joined into one common called "chaos" (ch). I introduced also the variable ds: "dispersion" which represents the number of different goals and strategies.

4. The goal of investigations

The main goal of main investigations was to explore the life strategies among pupils of grammar schools. First of all I was interested in the life strategies characteristic for the youth (adolescence) as a period (stage) in human development. On the basis of developmental psychology I expected high scores of defensive social strategy and defensive personal strategy among youngsters. I was interested in the results of other

- 1 Romanowska, M. (1996), Zarządzanie strategiczne firmą, Warszawa, Centrum Informacji Menegera, p. 2.
- 2 Rokita, J. (2000), Proces zarządzania strategicznego, w: J. Rokita, K. Jędralska (red.), Zarządzanie strategiczne, Katowice: Górnośląska Szkoła Handlowa, p. 34.
- 3 Byrd, J., Moore, L. T. (1986), Strategic Planning For the Industrial Engineering Function, New York: Van Nostrand Reinhold Company.

variables. However, I decided also to compare the results of youngsters from the big city in one region in Poland, with specific local culture, with the results of youngsters from the tiny village in different region of Poland, with different local culture. The big town is Kraków, from the region Małopolska, (called also Galicja), the tiny village is from the region Śląsk (Silesia). I also gave to young people some other test, to cheque the correlation of life strategies with others psychological variables. I gave them intelligence test of Raven and Hornemann-Longeot, test of locus of control (Rotter), personality inventory of Eysenck, test of empathy (Feshbach) and test of idealism (Mirski).

5. Description of method

In order to investigate life strategy of young people, I used Test of Strategies, created by myself. It comprises 24 statements, which respondent should evaluate, how much he is agree with it and how much it is important for him. Evaluation scale is from 0 to 20. However, the sum of all evaluation cannot exceed 20. The variable Ds (dispersion) I operationalized very simply : as the number of not rejected statements. Each category of strategy comprises three statements. The sum of points gained by all from this statements measures the score of category. Since each types of strategy contain two categories, each type comprises six statements. Thus, B – biological strategy is equal $B_d + B_e$, S – social strategy is equal $S_d + S_e$, personal strategy is equal $P_d + P_e$. Defensive mode (defensivity) is equal $B_d + S_d + P_d$, so represent general defensive tendency of respondent, expansive mode E is equal $B_e + S_e + P_e$, so represent general expansive tendency of respondent. Three statements express that lack of clear strategy (lc), three statements express the conflicted strategies (k). Variable CH (chaos) is equal $lc + k$.

Respondents. In order to make investigation in completely different environments. I tested pupils in one of the grammar schools in Kraków and in the grammar school in a tiny Silesian village. In both cases I testes youngsters from the third grade, most of them at the age of seventeen. In Kraków I tested 28 pupils, in Silesian village 25.

6. Results in the grammar school in Kraków

Results from both school confirm my hypothesis, that in adolescence one should expect the highest scores in social defensive strategy and personal defensive strategy. In both schools the highest scores has defensive personal strategy, second is defensive social strategy. Thus

it is something which is common for both school and is probably characteristic for adolescence as developmental period.

Table 1.

Lp	Bd	Be	Sd	Se	Pd	Pe	Br	K	B	S	P	D	E	Ch
1	6	5	3	5	1	0	0	0	11	8	1	10	10	0
2	0	8	0	7	4	2	0	0	8	7	6	4	17	0
3	1	6	4	6	1	2	0	0	7	10	3	6	14	0
4	0	2	4	3	4	5	0	2	2	7	9	8	10	2
5	0	3	4	3	4	5	0	1	3	7	9	8	11	1
6	0	2	6	2	2	5	2	1	2	8	7	8	9	3
7	1	1	5	11	2	0	0	0	2	16	2	8	12	0
8	2	6	1	6	3	2	0	0	8	7	5	6	14	0
9	2	0	4	2	4	8	0	0	2	6	12	10	10	0
10	0	0	5	3	10	0	1	2	0	8	10	15	3	3
11	2	1	6	4	2	2	1	1	3	10	4	10	7	2
12	0	2	5	3	4	6	0	0	2	8	10	9	11	0
13	2	4	6	2	4	2	0	0	6	8	6	12	8	0
14	0	4	2	0	7	7	0	0	4	2	14	9	11	0
15	0	2	5	2	3	8	0	0	2	7	11	8	12	0
16	0	0	6	4	0	10	0	0	0	10	10	6	14	0
17	2	2	2	3	5	5	0	1	4	5	5	9	10	1
18	1	4	6	3	3	2	1	1	5	9	5	10	9	2
19	0	2	2	8	4	4	0	0	2	10	8	6	14	0
20	0	8	2	2	6	0	0	2	8	4	6	8	10	2
21	3	3	2	5	7	0	0	0	6	7	7	12	8	0
22	0	2	5	3	3	3	2	1	2	8	6	8	8	3
23	3	2	4	2	5	2	1	1	5	6	7	12	6	2
24	2	3	5	2	4	2	1	1	5	7	6	11	7	2
25	0	0	1	5	12	2	0	0	0	6	14	13	7	0
26	0	7	4	0	3	6	0	0	7	4	9	7	13	0
27	3	2	6	0	5	4	0	0	5	6	9	14	6	0
28	0	1	3	1	3	3	0	9	1	4	6	6	5	9
Śr	1,1	3	3,8	3,4	4,1	3,5	0,3	0,8	4	7,3	7,4	9	9,9	1,1
o.s.	0,3	0,4	0,5	0,5	0,5	0,1	0,3	0,5	0,5	0,5	0,6	0,5	0,6	0,4

Results in Silesian village

Table 2.

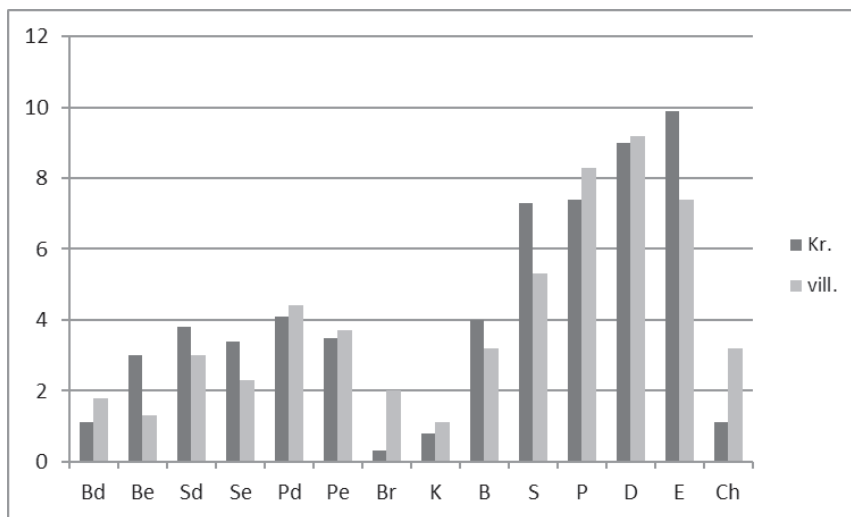
Lp	Bd	Be	Sd	Se	Pd	Pe	Br	K	B	S	P	D	E	Ch
1	1	2	4	0	5	7	1	0	3	4	12	10	9	1
2	6	0	3	1	1	1	5	3	6	4	2	10	2	8
3	2	0	3	4	3	6	0	2	2	7	9	8	10	2
4	0	0	4	5	3	8	0	0	0	9	11	7	13	0
5	0	0	3	5	0	0	5	2	0	8	0	3	5	7
6	0	3	0	0	11	6	0	0	3	0	17	11	9	0
7	7	0	5	4	0	0	3	1	7	9	4	12	4	4
8	2	2	3	2	4	7	0	0	4	5	11	9	11	0
9	0	0	0	0	0	0	20	0	0	0	0	0	0	20
10	5	0	5	5	5	0	0	0	5	10	5	15	5	0
11	0	3	3	1	2	6	2	3	3	4	8	5	10	5
12	1	0	5	1	4	8	1	0	1	6	12	10	9	1
13	5	0	0	5	5	5	0	0	5	5	10	10	10	0
14	0	0	0	5	5	10	0	0	0	5	15	5	15	0
15	2	2	2	0	9	0	3	2	4	2	9	13	2	5
16	2	0	3	2	4	3	1	4	2	5	7	9	5	5
17	3	7	1	3	3	2	1	0	10	4	5	7	12	1
18	3	3	2	3	2	3	2	2	6	5	5	7	9	4
19	0	0	2	0	8	6	2	2	0	2	14	10	6	4
20	4	3	4	0	4	0	3	2	7	4	4	12	3	5
21	1	0	2	5	4	6	2	0	1	7	10	7	11	2
22	0	2	4	2	7	4	0	1	2	6	11	11	8	1
23	0	0	5	5	10	0	0	0	0	10	10	15	5	0
24	0	5	10	0	0	5	0	0	5	10	5	10	10	0
25	2	1	2	0	11	0	0	4	3	2	11	15	1	4
Śr	1,8	1,3	3	2,3	4,4	3,7	2	1,1	3,2	5,3	8,3	9,2	7,4	3,2
o.s	0,4	0,4	0,4	0,4	0,7	0,6	0,8	0,3	0,5	0,6	0,9	0,7	0,8	0,9

7. Comparative analysis

Mean results of youngsters from grammar school in Kraków and in a Silesian village

Table 3.

Lp	Bd	Be	Sd	Se	Pd	Pe	Br	K	B	S	P	D	E	Ch
Kr.	1,1	3	3,8	3,4	4,1	3,5	0,3	0,8	4	7,3	7,4	9	9,9	1,1
vill.	1,8	1,3	3	2,3	4,4	3,7	2	1,1	3,2	5,3	8,3	9,2	7,4	3,2

Figure 8.

The comparison of mean results indicate the greater expansivity of youngsters from school in Kraków. On the other hand youth from grammar school in Kraków has greater coefficient of dispersion (ds). Youngsters from Silesian village have greater coefficient of chaos (Ch), which indicate relative lack of clear strategies and that those existing are in conflict. They have also greater defensive biological strategy, which could be connected with lower material standard. There are not many differences in patterns of strategy – in these both group dominate integrated pattern. possessed by more than half of respondents.

8. Correctional analysis

The scores in school correlate positively with social expensive strategy: 0,4, which is understood, because strategy of carrier motivate to gain the best result in education. Girls have slightly smaller social expansive strategy: -0,25 and greater defensive personal strategy: 0,37. They are generally more defensive: 0,3 but more decisive (correlation with lc – lack

of strategy is -0,33). They have also higher patterns of strategy (more often integrated pattern): 0,42 and slightly greater dispersion: 0,34. This results are due to cultural influences which less encourage girls to undertake carrier and possibly still force them to more defensive attitude. External locus of control correlate positively with defensive social strategy: 0,33 and negatively with expansive personal strategy: -0,34, generally correlates positively with defensivity: 0,31 and negatively with expansivity: -0,31. Moreover, it correlates positively with the lack of strategy: 0,24 and with conflicts: 0,16 – generally positively with chaos: 0,24, and also correlate positively with dispersion: 0,41. Correlation with Raven test of intelligence are very low. More distinctive are correlation with TOF – test of operational intelligence, created by Hornemann-Longeot, based on Piagetian theory. There is a negative correlation between TOF and expansive biological strategy: -0,21, positive correlation with defensive social strategy: 0,45, negative correlation with expansive social strategy: -0,38, positive with expansive personal strategy: 0,19, and positive correlation with higher patterns of strategy (e.g. with integrated pattern). There is also positive correlation with chaos: 0,31 and positive correlation with dispersion: 0,22. Those last results seem to be somehow astonish – positive correlation of operational intelligence with chaos and dispersion. However it could be explained, that the growth of intelligence and knowledge opens the world of many possibility, alternatives and options, which, without help of advisers, could lead to greater chaos and dispersion, than in case of smaller intelligence and knowledge.

Extroversion correlate negatively with defensive personal strategy: -0,29, positively with defensive social strategy: 0,25 and expansive social strategy: 0,46, Moreover, extroversion strongly correlate positively with the lack of strategy: 0,45, and with chaos: 0,27, also with dispersion: 0,15. Neurotism correlate positively with defensive biological strategy: 0,3, which one can easy explain by the low sense of security and high level of anxiety, typical for neurotics. Neurotism correlate positively with defensive personal strategy: 0,36 and negatively with expansive personal strategy: 0,34, which means that neurotics prefer defending mechanisms than strategy of active development of personality. Generally neurotism strongly correlate positively with defensivity: 0,43 and strongly negatively with expansivity: -0,27, which confirms the opinion about important role of defence mechanism in neurotism.

Empathy measured by test Feshbach correlate positively with defensive social strategy: 0,48, but negatively with expansive social

strategy: -0,51. There is also negative correlation of empathy with defensive personal strategy: 0,42, and positive correlation with expansive personal strategy: 0,13. Empathy correlate also positively with chaos: 0,51, and with dispersion: 0,53.

9. Final conclusions

I.

Teachers tend to see the ways the ways in which decisions are made in their school as generally collective. Respondents generally claim that State Ministry decides the Curriculum, the District Office decides the annual financial budget allocation and the Headmaster appoint teachers. However, they generally think, that group of teachers who teach each subject should decide the Curriculum, the Headteacher with the most Senior Subject Teachers should decide the annual financial budget and appoint teachers. Thus, it is clear, that teachers want more autonomy of the school on the one hand, and, on the other hand, the bigger influence of teachers on the process of decision making. Generally, this questionnaire prove us, that polish teacher need more autonomy, democracy and modernisation in school, better communication system, and more influence on the decision making process. On his side, polish teacher is ready to undertake further education (or self -study) in order to extend his specialist subject knowledge and range of teaching skills.

II.

My investigations shows some interesting results which are common for youngsters from grammar school in Kraków and in Silesian village, which most probably represents developmental traits of common developmental period – adolescence. and some results which are different in those schools and indicate environmental differences. The first variables, which are common in both schools and are probably characteristic for adolescence are strong defensive personal strategy and strong defensive social strategy. Also the patterns of strategy are similar in both school.

The different variables, which show the differences between school in big city in Galicja and small village in Silesia is greater defensive biological strategy, greater general defensivity, and greater chaos among pupils from little village. It shows, that they feel more threatened, less secure, and more confused. On the other hand, the youngsters from big city are threatened by greater dispersion. Interestingly enough, the

correctional analysis shows, that high operational intelligence which give to young human being many possibilities, options and an access to many theories and alternatives, could produce greater dispersion and chaos, if he or she is not helped by the guideness and advise of adults – teachers or parents. Thus, school should nor only give pure information, but should also help young people to find their place in the world and life. Maybe the reintroducing the subject “psychology” in school will be essential.

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Abstracts

АНДЖЕЙ МИРСКИ. Управління школою: прийняття рішень в адміністрації школи та визнання життєвих стратегій учнів. Метою цієї статті є дослідити: чи підвищує польська школа толерантність і стимулює культурну відкритість; прийняття рішень в адміністрації школи; і – розпізнавання життєвих стратегій учнів. Основою цього дослідження є: 1) оцінка програм викладання; 2) вимірювання рівня міжкультурної відкритості вчителів; 3) вимірювання рівня між культурної відкритості учнів та ін. Я також намагався знайти взаємозв'язок між культурною відкритістю учнів та їхнім інтелектом, локусом контролю, рівнем невротизму та стресу, а також, зокрема, їхньою емпатією та типом інтелектуальної активності.

Ключові слова: адміністрація школи, управління, прийняття рішень, життєві стратегії учнів, культурна відкритість, програма навчання.

АНДЖЕЙ МИРСКИ. Управление школой: принятие решений в управлении школой и признание жизненных стратегий учеников. Целью данной статьи является исследование: способствует ли польская школа толерантности и культурной открытости; принятие решений в администрации школы; и – признание жизненных стратегий учеников. Основой этого исследования являются: 1) оценка программы обучения; 2) измерение уровня культурной открытости педагогов; 3) измерение уровня культурной открытости школьников. Я также попытался найти взаимосвязь между культурной открытостью школьников и их интеллектом, локусом контроля, уровнем их невротизма и стресса, а также, в частности, их эмпатией и типом интеллектуальной деятельности.

Ключевые слова: администрация школы, управление, принятие решений, жизненные стратегии учащихся, культурная открытость, программа обучения.

ANDRZEJ MIRSKI. Zarządzanie szkołą: podejmowanie decyzji w administracji szkoły i rozpoznawanie strategii życiowych uczniów. Celem artykułu jest zbadanie: czy polska szkoła zwiększa tolerancję i stymuluje otwartość kulturową; podejmowanie decyzji w administracji szkoły; oraz – rozpoznawanie strategii życiowych uczniów.

Podstawą tego badania jest: 1) ocena programu nauczania; 2) pomiar poziomu otwartości kulturowej nauczycieli; 3) pomiar poziomu otwartości kulturowej uczniów. Starłam się również znaleźć zależności między kulturową otwartością uczniów a ich inteligencją, umiejscowieniem kontroli, poziomem neurotyzmu i stresu, a dokładniej empatią i rodzajem aktywności intelektualnej.

Słowa kluczowe: *administrowanie szkołą, kierowanie, podejmowanie decyzji, strategie życiowe uczniów, otwartość kulturowa, program nauczania.*