

**Abstract of the doctoral dissertation**

***Temporal dimension of school life.***

***Transactional forms of school attendees' time structuring***

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Upbringing and instruction are always performed in a determined context, which is of a particular importance for the education of the young generation. Observing the acceleration of the transformations which are being undergone by the contemporary world, and human beings together with it, one may formulate the conclusion that time and space constitute the system of reference for contemporary social relations. Looking at the life of society, it is recommendable, first and foremost, to consider the notion of time, taking under consideration, in particular, the new manners of the conceptualisation of the temporal dimension of interpersonal relations. Taking under consideration school as a social institution, what seems to be interesting is the manner (or the manners) in which school attendees spend time in the course of attending this institution. This issue is the subject-matter of this dissertation.

The theoretical foundation for the conducted research was transactional analysis, and, to be more precise, one of the fundamental realms of its investigations, referred to as the analysis of time structuring. It was developed by Eric Berne and defined as the manner of assigning a certain structure to time in reference to relations with other human beings. The author of this conception explained that, when a human being finds themselves in the situation which is deprived of time structuring, it is likely that the first activity to be performed by them will be to assign it (time) a certain 'shape'. Therefore, it is possible to differentiate between the six forms of time structuring: withdrawal, rituals, pastimes, activities, plays, games and intimacy. The research exploration was conducted within the scope of these forms.

The subject-matter of this elaboration is the transactional forms of time structuring (and that means, the manner of using time in being in relations with other human beings) among secondary school attendees. The principal objective has been defined as recognising these very forms at four times in the course of a school year, and also as describing their changeability. The research procedure was based by the author upon three main research problems: how and where do school attendees structure their time at school?; why do school attendees structure their time in a given form and in a given place at school?; what is the changeability of the particular forms of the time structuring by school attendees?

This dissertation is composed of three parts: theoretical, methodological and analytical. The first of the three encompasses the review of the literature connected with the subject-matter of research. At the beginning, the notion of time is explained as that of an interdisciplinary analytical category, present in philosophy, physics, sociology, cultural anthropology, psychology, but, first and foremost, in pedagogics. At this point, the state of research into the phenomenon being the subject-matter of this dissertation in particular scientific disciplines is

discussed. In the further part of this dissertation, attempts are made to present the claims forming the foundations of the conceptions of transactional analysis, which has become the cornerstone for subsequent considerations, placing a particular emphasis upon the profile of time structuring, together with the description of seven particular forms of it, as it is proposed in the pre-selected theoretical conception. The first part is concluded with the description of general secondary school, set against the background of the educational system in Poland, and also, the profile of the attendees of the described school, taking under consideration the developmental phase of late adolescence, which is undergone by them. The second part, relevant to the methodological foundations for own research, contains the profile of the subject-matter (of research) and its realm, describes the process of developing and verifying the tools of research, and also the organisation and the course of research. The natural outcome of the second part is the analysis of the results of the completed investigations. In the subsequent chapters of the third part, particular research problems are considered in the aspect of the obtained data. Therefore, the answer to the following questions will be formulated: *Which forms of time structuring are typical for the studied school attendees at the particular (four) studied moments?* and also: *What is the dynamics of the occurrence of these forms in the entire school year?*

The mapping technique, which is not very popular in educational research, and which makes it possible to determine the forms of time structuring in the context of places typical for schools (for instance, classroom, corridor, school office, etc.), is applied. What will be determined as well is the potential correlation between the occurrence of the particular forms of spending time (as understood in transactional analysis) and such variables as: the states of ego, positions in life, events of importance for school and its attendees, sex, class, school and the profile of the education of the studied, average grades, the assessment of conduct, the level of active participation in classes, and also the number of missed days at school. The final section of the third part is the analysis of what school attendees have to say on what ought to be changed at school to make them feel better, where they feel best, and where worst, and also what places they wish their school had.

The studied phenomenon is quite a specific one, and, for that very reason, the author of this elaboration decided to use the panel procedure. He visited the same schools four times, and conducted research in these same classes there. So as to make it possible, he used the survey technique as part of the diagnostic survey method. Throughout the entire time of research, the respondents completed this same version of the survey questionnaire, which helped to describe, and also to determine, the changeability of the studied phenomenon. The attendees of three general secondary schools in Częstochowa were studied. In each of the schools, one class in year one, one in year two and one in year three was studied. Altogether, nine classes were studied four times, and 781 surveys were collected. The research was quantitative, longitudinal and cross-sectional. In addition to that, quantitative research was complemented by collecting qualitative data, the analysis of which made it possible to be more precise in terms of explaining the mechanisms accompanying the occurrence of the determined forms of time structuring in case of school attendees.

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