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Abstract

The purpose of the dissertation is to discuss the role of ethical values in the management of education. The author focuses on the problem of pragmatism of pupils' intellectual property and authorship acknowledgement as a consequence of narrow academic learning without caring for pupils' individual and autonomous development. Pragmatism means that any ethical values are deprived of its nature and taken just as a matter of practical action to achieve different values. This understanding is based upon Niemczyński's [1980, 2007] theory of autonomous development of individuals.

To investigate the problem, three hypotheses were created. The first hypothesis refers to the value of education and has two categories: autonomous (education as a value itself) or heteronomous (education as a value only when serving to achieve another value i.e. economic). The second hypothesis applies to the understanding of pupils' intellectual property in school and comprises of two categories: ethical (intellectual property is understood as ethical value with respect to the authorship acknowledgement) or pragmatic (intellectual property is understood as a means to achieve other goals, e.g. raise the social status). The third hypothesis says that people who represent a heteronomous thinking about education as a value have pragmatic attitude to intellectual property. On the other hand, an autonomous thinking about education correlates with moral understanding about intellectual property.

The hypotheses were investigated among 90 students and 90 teachers from different educational level. The research method is based on Educational Judgement Interview created by A. Niemczyński in the tradition of Piaget's and Kohlberg's qualitative research [2012-2015]. Collected empirical data argue for the above hypotheses as true value. Pupils and teachers have their own concept of education as a value which influences their thinking about intellectual property. The outcome contains valuable instructions for those who manage ethical values in school management.

Key words: Education management, moral education, pragmatism, intellectual property.