

The dissertation concerns one of the most important issues in the field of organization and management in the education system. It is devoted to analysing and defining the working participation of teachers within the changes in upper secondary schools. The observation of the changes taking place in the education system, especially the changes applied in upper secondary schools, indicates that they are facing important challenges. The future of hereby schools very much depends on how much their educational offer will comply with the needs of the students and in what way they will encourage to use the offer. It is connected with the necessity of strengthening the present elements of the organizational school structure and with applying another changes.

The system transformation done in our country has triggered changes in many fields beginning with politics, economy, health and culture ending on education. The creation of new democratic structures demanded from people the ability to act in a changed political and economical culture. In these conditions education has faced new challenges and tasks, which have to be carried out. Every organisation, including the educational one, which wishes to develop, has to be vulnerable to changes, especially to ones which result from the administrative and social reforms in Poland.

In past few years we have been able to observe changes in education, which happen mostly under the influence of the changes in the education system, which in turn was a process of changes planned in several stages realised within next years. The application of this reform began alongside with the reform of the system, by virtue of which, the control over schools and care and education has been taken from the hands of the Board of Trustees, and handed to the local government. The changes were meant to introduce the improvement of the quality of the education and creation of balanced proportions between the taught knowledge at school, learning and upbringing. The purpose was to create conditions, in which the educational institution will get closer to both students and parents.

New solutions in the education, the ongoing reforms in it, experiments and innovations are always consciously planned changes. Therefore, the changes are claimed to be planned and are aimed at the modification of the school reality along with defined pedagogical needs. The most important changes in the school touch upon the organisation of the education system, the organisation of school work, education, upbringing and financial matters. It is crucial to provide the cohesion in the new curriculum at the stage of education in grammar schools and upper secondary schools. In a reformed school the students will have more time

to absorb the material, because the schoolwork will be realised within three years of grammar school and partly at the level of upper secondary school.

The continually increasing requirements from education make it conform to be up to date and more complex teaching education. Contemporary teachers are believed to strive for educational progress, reach the greatest effects both in teaching and educational practice. They also ought to be motivated and keen on facing new challenges.

Therefore, the actual actions and active participation by teachers as education workers constitute a remarkable base in changes. However, the ambitious teachers' educational plans are in contrast to educational practice in the current process of educational changes. The participation of teachers plays a key role here because it helps to understand the change in a clear way, its character, causes and predictable effects. The analysis of scientific literature as well as the observations at post-secondary schools illustrated that the teachers' participation in those changes were not analyzed and explained enough. Ergo, there is still a need to raise the teachers' awareness of the active participation in those changes.

The general principles of teachers' participation in changes of education defined by the system of applicable laws. However, they do not precise exactly teachers' participation in changes. Therefore, it is assumed that there is a huge disparity between the perception of teachers' participation in the theory of changes as the factor declaring the efficiency of their enforcement and its educational practice.

The aim of this thesis is to determine the teaching staff's participation in the enforcement of educational changes as well as its impact on efficiency of the process of changes.

What is more, the aim of the thesis is to establish what is the level of teachers' participation considering the current changes in education by the example of post-secondary schools. The identification of the importance and character of teachers' participation as well as its impact on the efficiency of the implementation of changes in post-secondary schools are of great significance here.

In the thesis the main hypothesis was accepted:
The intensity of workers' participation as the organizational factor comes from the subordinates' consciousness and this is the key determinant of the efficiency of introducing the changes in post-secondary schools.

In the personal study the following hypotheses were accepted:

1. According to the management staff of post-secondary schools teachers' participation is a key indicator of the success of changes in schools.
2. Teachers' participation is dependent on the head teacher's managing style.

There is the lack in applying the participatory approach in changes in post-secondary schools which is due to the fact that its initiatives are out of school organization.

Teachers' participation in introducing the changes is the motivating factor which contributes to broaden the autonomy and the responsibility.

Therefore, this thesis is to expand the knowledge of workers' participation when there is a change by the example of the active teachers' participation in the next stages of reforming education. Not only diagnosing educational reality is of great importance but also adopting the given results in the personal study for the more efficient identification of teachers' needs in the process of educational changes.

In the thesis the concept of the teachers' reaction to changes was taken in consideration. What is more, there is also the accurate teachers' participation in creating the new, more educational reality of the current changes illustrated. Assuming that people's reaction towards the changes constitute a remarkable aspect in the innovative process, conducting the research was here as a device serving to monitoring of the current reformation process.

In order to verify the hypotheses, there were both the ultimate sources as well as the ones used. It was with the use of not only national but also foreign literature and thanks to the Internet. In the case of the ultimate sources the personal study was used and in order to gather the empirical material, solve problems and verify the hypotheses the appropriate questionnaire was regarded. In the above-mentioned questionnaire there was teachers' participation in post-secondary schools measured.

The empirical study illustrated in the thesis was to make an estimate of the real state within a range of particular problems and the foundations of literature. The major research problems:

1. What is the participation level of those teachers and head teachers who are in the subject of the thesis to the changes introduced in post-secondary schools?
2. What are the determinants of the teachers and head teachers to the current changes in schools?

The detailed research problems:

1. What is the acquaintance of current changes in post-secondary schools among the teachers?
2. How do the teachers perceive the changes?
3. What participation level do the teachers demonstrate in response to the educational changes initiated by the Ministry of National Education?
4. What participation level do the teachers demonstrate in response to the current educational changes initiated by the given school they work in?
5. What is the state of chosen parameters defying the professional status of teachers?

There are four theoretical chapters together with personal consideration presenting the results of personal research. In the first chapter there was the whole character of managing post-secondary schools illustrated. The whole characteristics of educating and the functioning of education in Poland together with the educational structure of post-secondary schools being shaped by the educational reforms were presented here. The particular school functions in Polish education were distinguished together with its particular elements as teachers, head teacher, students and the whole school management. The second chapter comprises of the characteristics of organizational changes, their notion, importance and classification. Moreover, it depicts the significance of changes taking place in post-secondary education. Thereupon, the characteristics of the main internal as well as the external forces causing organizational changes were added. In the afore-said chapter there were also basic stages of introducing changes in the organization presented. In the third chapter, not only the character of workers' participation but also the specificity of it in management as one of the most important directing functions were mentioned. The particular forms of workers' participation were shown. The management styles were differentiated and the new, participatory ones to implement workers' participation were admitted. The latter allowed to present the motivation mechanisms

contributing to boosting motivation. The fourth chapter contains the presentation of the methodological base of personal research, so the characteristics of objective, subject and research approach. Firstly, the descriptive analysis was depicted. Subsequently, the analysis of aggregate results referring to the opinions of the people on the upper branch of post-secondary education was taken into consideration. In conclusion, the analysis of the whole collected research material was illustrated together with the tips for supervisors how to create a better level of teachers' participation when the changes in post-secondary schools are introduced.

During the research there was an answer to a particular question to be sought. The above-mentioned question was whether the teachers' participation is the factor influencing the efficiency of the process of changes in education. The main detailed hypothesis was proven by the verification of several detailed hypotheses. Bearing in mind both the post-secondary teachers' and head teachers' opinions, their active participation in the process of educational changes it is obvious that everything depends on a lot of factors which are clearly illustrated in the research results of the thesis.