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**„Kompetencje przywódcze dyrektora a skuteczność zarządzania szkołą”**

The main goal of the dissertation was to identify and assess the headteacher's leadership competencies and establish the relationship between these competencies and the effectiveness of school management. The main hypothesis, "the headteacher's leadership competencies have a positive impact on the effectiveness of school management", was made and three operational hypotheses were formulated. Critical analysis of Polish and foreign scientific literature on the leadership competencies of headteachers and the effectiveness of school management was the basis for theoretical considerations. The final structure of the dissertation was made of an introduction, six main chapters, a summary and final conclusions.

The first chapter focuses on the general description of the school functioning as an organization, educational institution and social system. The goals and processes taking place there were highlighted and the determinants, challenges and dilemmas of managing a modern school were analyzed in the first chapter.

The second chapter is devoted to the issue of leadership competencies of school headteachers. It was assumed that leadership competencies constitute a specific combination of knowledge, skills and attitudes of the school headteacher who, through established relationships, influences his or her employees, motivating and inspiring them to achieve goals and be highly effective at work. The structure and models of leadership competencies were presented and the relations between the headteacher's leadership competencies, which contribute to increasing the overall effectiveness of school management, were indicated. A theoretical model of the school headteacher's leadership competencies was also developed, taking into account three dimensions: a strategic, social and personal one. In the third chapter the concept of effectiveness was interpreted, selected methods and measures for assessing effectiveness were reviewed, and the factors influencing the effectiveness of school management were discussed.

The fourth chapter presents the purpose and scope of the research, research hypotheses and the research methods used.

The fifth chapter presents the analysis and interpretation of the collected empirical material concerning leadership competencies possessed by headteachers, based on their own self-assessment and teachers' evaluations.

Chapter six concerns the assessment of the effectiveness of management in the surveyed schools based on the questionnaires conducted among headteachers and teachers and on the basis of a statistically developed synthetic indicator of school management effectiveness. It also takes into consideration the strength of the influence of the headteacher's leadership competencies on the effectiveness of school management and indicates directions for improving the leadership competencies of headteachers in order to improve the effectiveness of school management.

The summary is devoted to the discussion of the research results and contains conclusions constituting proposals for further actions connected with improving the leadership competencies of headteachers in order to increase the effectiveness of school management.