

# Summary

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## **Social capital in school. Biographical experience of teachers**

### Case study

The issues described in this monograph focus on ideas concerning social capital in schools. The book comprises five chapters. Two of them present theoretical context for the issues described, another one focuses on the description of methodological concepts behind the author's research project and the next two contain presentation and analysis of the research results.

In recent decades, the category of social capital has been a concept used (sometimes overused) in various theoretical and research concepts, in many scientific fields and different types of discussions. It arouses a great deal of controversy. For this reason, presentation of the research project is preceded by a description of classical concepts of social capital, based on the ideas of P. Bourdieu, J.S. Coleman, R.D. Putnam and network approach. The placement of their theory, methodical consequences of selecting each of the approaches as well as their analytical and research potential, were presented. This theoretical outline complements the description of studies on school in which the category of social capital was utilised. Theoretical assumptions serve as justification for the author's proposition for conducting studies on school which utilise J.S Coleman's concept of social capital. This study presents quality approach, from biographical perspective and applies the principles of a case study (and in its scope, free-form directed interviews).

The empirical part of the work, which is the description of the results of the analyses conducted, contains outlines of professional biographies of teachers (i.e. thematic biographies from the perspective of N. Denzin) and the characteristics of the forms of social capital reconstructed from biographical, professional experience of teachers. In this manner, a portray of social capital in the form of commitments and expectations, relations between authority and information potential as well as norms and sanctions present in school, was outlined.