

Summary

Keywords: professional success, doctoral students, proactivity, social support,

Due to dynamic changes in social life, modern people pay more and more attention to the issue of professional success. This doctoral dissertation is devoted to the subject of the correlates of the professional success of doctoral students in the field of pedagogy. The inspiration to learn and analyze the problem related to the professional success of doctoral students in the field of pedagogy were literature studies, scientific research and own reflections on the importance of professional success, factors contributing to success and costs incurred on the way to success in contemporary society. The thesis is both theoretical and empirical and meets the needs of analyzing the professional success of PhD students in pedagogy. I explored the issues related to professional success based on the concept of professional development by Z. Wiatrowski [2005], the transgressive concept of human development by J. Koziński [2001] and the environmental theory of humanistic ecology by U. Bronfenbrenner [1979]. The complexity of considerations on the theoretical and methodological levels was interdisciplinary. The theories and research approaches specific to social sciences were used.

The fundamental aim of the research undertaken was to determine the relationship between the professional success of PhD students in pedagogy and the selected psychosocial characteristics, i.e. proactivity, self-efficacy, social support and socio-demographic characteristics. However, the main research problem was contained in the question **Is there, and if so, what is the nature of the relationship between the sense of professional success and the selected characteristics of the surveyed PhD students - proactivity, self-efficacy and social support?** The working hypothesis concerning the main problem involved the relationships between the studied variables: *the sense of professional success of the surveyed PhD students of pedagogical studies, which includes: the content of success, professional aspirations, the place of a doctorate in pedagogy in professional success, the sense of achieving success, is significantly related to such factors as: proactivity, self-efficacy and social support.*

The presented research issue was a pedagogical diagnosis in nature. The method of gathering knowledge about the issue concerned was a diagnostic survey. The empirical material was collected with the use of **Proprietary Survey Questionnaire for Research on the Professional Success of Pedagogical PhD Students The Scale of Proactive Behaviour in the Career** by A. Bańka, **The Generalized Self-Efficacy Scale (GSES)** by R. Schwarzer,

M. Jerusalem and Z. Juczyński, **The Questionnaire of the Berlin Social Support Scales (BSSS)** by A. Łuszczyńska, R. Schwarzer.

The research was conducted among 143 full-time PhD students of post-graduate studies at universities in Poland. The dissertation contains a theoretical and empirical approach to the professional success of doctorates. The study can be used as a source of information on the professional success of doctorates, its content and costs incurred by the respondents.

Trabela Kaupiska