

## Abstract

For over a dozen years, the constant presence of the category of emotions can be observed in the educational discourse, which not only constitutes a significant pedagogical context for upbringing and education, but is also an important aspect of building positive reading attitudes. The subject of this dissertation is emotions and their significance in the everyday life of the school library - understood as a place where continuous secondary reading socialization is conducted. Emotions experienced by students and teachers in this space are treated as a basic factor, which is important for the perception of this place and influences the course of the process of shaping reading attitudes.

Adopting concepts from the field of sociology of emotions, I argue that in the school library is the titular space of framing, feeling and expressing emotions, and at the same time an arena for many social interactions as a result of, governed by the rules of emotional culture. For this reason, this concept conceptualized - following Arlie Russell Hochschild, Erving Goffman and Steven Gordon - as a set of rules of socially established rules, regulations of emotional role performance and experiences acquired in specific situations constitutes the framework of theoretical discussion. In the presented dissertation, I attempted to broadly describe this culture, using Edgar Schein's three-level model of organizational culture (assumptions, norms and values, artifacts). I focused primarily on presenting the layer of emotional artifacts: linguistic, behavioral, and physical, because according to theoretical assumptions, it is in them that the emotional culture of the place is most fully visible, as well as its manifestations: the emotional climate in the perception of students and the emotional work performed by the teacher. I assumed that the school library climate understood as a collective phenomenon that includes emotional experiences shared by group members (readers) is related to reading attitudes (defined according to the structural model as behaviors, beliefs, and emotions) and emotional labor conceptualized as emotional engagement in professional duties performed according to the rules of the emotional culture in force in the community at a shallow and deep level.

Due to the nature of the facts and pedagogical phenomena studied and the aim of the research, which includes both the diagnosis of students' reading attitudes, the emotional climate of the institution and the work of teachers, as well as an attempt to describe and understand the emotional culture of the institutions studied, I decided to use the triangulation of research stages and methods in the empirical procedure. In the quantitative methodology used in this work, I used my own constructed models of emotional climate and reading attitudes, research tools: the School Library Emotional Climate Questionnaire and the Reading Attitudes Test, and I

statistically confirmed their accuracy and coherence in the JASP program. To examine emotional work, I used the tool of Maria Finogenow, Monika Wróbel, Justyna Mróz, the Shallow and Deep Emotional Work Scale (SPGPE). Based on the results of the quantitative study, I verified, among others, the relationship between students' reading attitudes and their perception of the climate, as well as the relationship between the teacher's emotional work and the emotional climate experienced by students.

In the second – qualitative – qualitative stage, I attempted to describe the artifacts of emotional culture and everyday life of the library seen through the eyes of students and teachers. I described the emotional experiences of students and teachers in the library based on interviews focused on the problem with teachers and written qualitative interviews with students. I also conducted a content analysis of documents: school library regulations and statutes in the part concerning the functioning of the library.

The obtained results indicate main areas for building a positive emotional climate of the library, shaping positive reading attitudes and show the importance of emotions in the everyday life of the library. The basic goal of the functioning of the school library should be for students to experience joy from the opportunity to commune with a book. I hope that my work will be interesting to both practicing teachers and pedagogues interested in school culture.