

Pedagogika Rodziny

# FAMILY PEDAGOGY

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## Dissertations



Henryk Cudak  
Academy of Management in Lodz, Poland

## **The importance of educational culture of parents in children's social adjustment**

### **1. Introduction**

A family constitutes the social environment which may be characterized by the optimal conditions to provide values, norms of behaviour, general culture, social adaptation of human groups for their children. As Z. Tyszka (2003) rightly argues, a family in the opinion of Polish society occupies a leading position in the hierarchy of values. Despite such a high place, a modern family as a member community and an educational institution experiences various crisis situations that may interfere with development as well as emotional, social and axiological spheres of children and adolescents.

Behavioural problems, social dysfunctions of family and children lie in the microstructure of the family and the surrounding environment and they result mainly from low-pedagogical culture of their parents. The elements of family life that undermine parents' educational awareness level are: a lack of pedagogical knowledge of parents on upbringing and development of children, too poor ability to proper organization of family life, lack of educational - caring skills, limited responsibility of parents for upbringing and socialization of their children (Cudak, 2011).

The daily interactions of family life are usually spontaneous, involuntary, purposeless and unplanned - they come without teaching thought of their parents. Hence, they may interfere with normal behaviour, they may devalue the values of social and family life, and they may surpass the accepted positive role models of cooperation in social groups. Unconscious parental actions can cause dysfunctions in the family, which result in emotional, social and moral hazards. These negative social phenomena are accompanied with conflicts, verbal aggression, physical and psychological violence, stress as well as tense and nervous atmosphere of home life. This state of family dysfunction, which is often on the verge of social pathology, directly contributes to the educational, caring and socialization risks of children and adolescents.



## **2. Dysfunctional behaviour of children and adolescents and their family circumstances**

The phenomenon of social pathology and behavioural dysfunction in children and adolescents can be more clearly seen in the various peer groups, at school, local and family environment. Their negative behaviours evoke more or less social damages causing emotional, functional and axiological threats in structures of human life.

As a rule, these malfunctions in social behaviours are accompanied by active conflicts, pathologies, an aggression in interpersonal interactions, violence against vulnerable individuals and groups of youth, hatred and hostility towards others, a lack of internal control, self-awareness and understanding in the local, school and peers' community. Dysfunctions in behaviours of children and adolescents can be defined as negative attitudes towards the system of individuals, social groups, society, approval of values and patterns of behaviour, recognized in the community as illegal behaviour and designed to encourage anti-social conduct of individuals causing damage and harm to another person, a peer group or a family.

The severity of educational dysfunction or social pathology in children and adolescents may occur in the form of:

- a slight degree of disturbances in behaviour,
- a significant level of severity of pathology in social behaviour.

The first form – slight degree – of behavioural dysfunction is manifested in individual disturbed emotional and social behaviour towards other people that surpass the accepted principles of culture and norms in interpersonal interactions. These behaviours cause low social harm, not settled yet. Therefore, they can be corrected and eliminated both in the local, school and in family community.

In case of significant increase of social pathology, the youth manifests negative behaviours with a high frequency. These behaviours are already well established and they disrupt the functioning of social groups, prevent a social, psychological and moral intercourse with other people or groups, neglect knowingly norms and interpersonal values, thus causing conflicts with the environment, mental pain and suffering in the social circles (Pytko, 1995). This group of educational dysfunctions in children is more difficult to eliminate, as the emotional sphere and child's will as well as personality traits that enslave their social environment in which they live are often disrupted. The environment, to some extent, concedes the behaviours that are negative and inconsistent with social norms, because features of dysfunction or social pathology of children and adolescents have evolved and developed in this environment.

Among children from primary school educational dysfunctions are usually reversible; they have not taken the forms of social pathology in the form of persistent and frequent phenomena of theft, robbery, crime, alcoholism or drug

addiction yet. Typically, these disturbances in behaviours take the form of light social dysfunctions; however, this does not mean that the family environment or the school may underestimate them. If children who are observed with the initial phase of dysfunction in the behaviour are not subjected to educational interactions, in a deliberate and conscious way in good time, their parents will not respond to moral and axiological offenses, accepted social norms. Then, the pathological risks will strengthen, deepen and spread, becoming more and more dangerous to the social environment. Eliminating these dysfunctional risks is becoming a problem for both the parents who often cannot manage the upbringing of their children, and for the school which does not provide rehabilitation with educationally beneficial effects.

Among the various determinants that may be the source of pathological behaviours in children (school, peer group, the local environment, family), the family is the most important environmental contributor to the formation and development of social dysfunction. S. Cudak (2009) rightly argues that the greatest influence on the formation of negative behaviours, attitudes towards social norms, human values are attributed to the family. A shortfall of family life and a conflict atmosphere of home functioning constitute main causes of educational dysfunction in children.

L. Pytko (1995) distinguished the following negative environmental elements from the determinants of family:

- a family breakdown which is a sign of an unfavorable married life of parents,
- no positive pedagogical effect in a family environment,
- a lack of interest and care for the child,
- the negative influence exerted by parents, fights, aggression, violence, alcoholism where a child is a witness,
- emotional rejection by parents.

On the basis of a family environment research, H. Cudak (2011) lists at least five factors that cause educational dysfunction and social pathology of children inherent in the family. These are:

- a negative mental attitude of parents towards their child. There is a strong correlation here between emotional rejection, mostly by mother, and dysfunction in behaviour in the family and beyond the family.
- An inconsistency in parental interactions in relation to different and often inappropriate child behaviours.
- The use of educational methods in the family in a form of extortion, beatings, violence, sharp and open conflicts and brutal treatment of the child.
- Conveyance of dysfunctional and pathological pattern of behaviour of parents in a family environment.

- Indifference of one or both parents to the developmental, parental, unusual and educational problems of the child.

Despite these factors of family environment that are quite important in shaping the behaviour of parental dysfunction in a child, there are also other ones that have a disturbing impact on their proper emotional and social development. These are: the negative situations of family life in spheres: emotional, axiological and socialization in the form of disregard of social norms and behavioural patterns in interpersonal interaction by parents in the presence of children, loosening or lack of emotional ties in a family environment, addiction of parents or one of them to alcohol or drugs, adopting a system of values that are rejected by most of the families and the teleology of social functioning as well as traumatic, unfriendly and nervous atmosphere of home life.

Behaviours or actions undertaken by parents that are on the verge of social pathology are usually in the form of objective dysfunctional parental behaviours directed at the child in daily negative interactions without the subjective intentions of doing harm to their children. Parents with no educational and pedagogical reflection expressing dysfunctional behaviours think that they proceed duly. This functional system on the verge of social pathology is recognised by them as the system of interaction and socialization and caring and emotional activities towards children in a family environment.

While analyzing the behaviour of children and adolescents with educational dysfunction and social pathology, K. Pospiszyl (1995) in his classification identified three types: criminal behaviour, neurotic behaviour, psychopathic behaviour. Criminal behaviours are defined here based on proven deviation from accepted legal norms, while the neurotic and psychopathic behaviours are evaluated in terms of the deviation from the so-called mental standards. K. Pospiszyl omits an important category of negative behaviours of children with symptoms of social pathology which constitute a deviation from the social norms accepted by the general public. These pathological social behaviours include: routine lies in the social environment, conflicts with peers, at school and with family, escape from home, truancy, alcohol abuse, aggressive behaviour in interpersonal interactions, destruction of public property, denial of pro-social values.

The phenomenon of social pathology among children and adolescents is rising. Efforts undertaken by the school and other educational institutions concerning the elimination of educational problems in children, their behavioural pathology and social maladjustment are often ineffective. A lack of efficiency and effectiveness in the implemented social prevention among young people being on the verge of social pathology stems from the fact that children and adolescents with educational dysfunction stay in the family environment, which was the cause and the source of the formation and development of the disorder in behaviour and

adaptation to social life. A family environment for those children affects, often negatively, without a pedagogical reflection, with low parental awareness, having no knowledge of educational methods, means and goals as well as developmental periods of children and adolescents. Patterns of parental actions are often radically far from caring and pedagogical principles acclaimed in normally functioning families. Negative patterns of parental behaviours are revealed mainly in the form of conflicts, parental aggression, traumatic atmosphere at home, lies, and inconsistencies in the actions of parents, the negative social and emotional relations between family members. Satisfying psychological and social needs of children by their parents manifests multiple deficiencies, shortcomings and defects. A responsibility for upbringing, health, culture of behaviour, education, parents shift onto schools and educational and cultural institutions. In this way they have no caring and educational obligations as well as parental responsibility for the fate and development of their children. In family environment children with educational dysfunction are more often punished than rewarded. The penalties applied by their father or mother are usually non-educational in the form of beatings, humiliation of their dignity, anger and insults to the child, constant name-calling and ridiculing them. Children with behaviours of social pathology are not supported by their parents in the educational, social and emotional areas and therefore they often feel the loneliness in their family. There is a lack of emotional relationships in social relations with their parents.

Described unsettled elements of the pedagogical culture of the family environment cause rise, development and strengthening of social pathology in children.

### **3. The need for improvement of the culture of education in the social adjustment of children**

In the process of upbringing a child a special role is attributed to the family environment, because the family is the first educational and most important environment for them, as it emotionally influences his or her personality. Any disorder of education, care, socialization and emotion taking place in the family, threatens the social adaptation of the child, causing dysfunctions in family and beyond family behaviours.

The process of social adjustment of adolescents is possible in a situation of change in the current family environment interactions. These changes must relate to the views, attitudes, methods, and emotional and social relations of parents with their child. Parents must consider their parental actions, their home atmosphere, how to reward and punish and also how to satisfy the psychological and social needs of the child. These considerations should be combined with the need to improve parents' knowledge on the child, sensitivity to his or her emotional needs,

increased responsibility for the fate of the child and creation of friendly educational atmosphere. Improving family environment will eliminate the intuitive and random parental actions, often threatened with contemporary problems of social and economic life. It will take the form of conscious and deliberate childcare actions.

Obtaining elements of pedagogical culture, which will be concealed in educational awareness of the parents, takes place through versatile acquiring of educational and psychological knowledge concerning educational role of the family, creation of emotional and social conditions for optimal development of the child and active cooperation with the school and his or her form – master. Increased educational awareness of parents and their responsibility for the family environment, especially the children functioning in this environment contribute to the change of attitudes, views, emotional relationships and methods of dealing with a child. A process of social adaptation of children and adolescents will occur if there is a change in parental awareness resulting from the improvement of pedagogical culture of their parents. The elements of this educational culture are in the form of characteristics of family environment, such as the atmosphere of family life, benevolent parental attitudes, sensitivity to the needs of children and skillful educational influences (Cudak, 2010).

The atmosphere of home life is determined by the personal characteristics of parents, the emotional relationships between its members and all the conditions of family life. Children's social adjustment can take place in a friendly, creative, warm, loving and understanding atmosphere and mutual cooperation in the family community. A nice and warm family atmosphere leads to a creation of optimal conditions in a family environment in which the process of social learning of values and norms of behaviour by children proceeds. Kind and full of feelings relationships between parents may affect the educational process in the family. They form the optimal relationships between parents and children. Adolescents with emotional and social dysfunctions, in an environment in which there is a beneficial and warm atmosphere, can share their joys and successes, eliminate difficulties and worries. These situations bring mental balance, stimulate social development also in children with educational difficulties and social risks.

An important element of the pedagogical culture are the views of parents on upbringing and child development as well as appropriate parental attitudes expressed in the family. They determine the behaviour of parents towards the child, his or her acceptance, love and appreciation. In families in which the expression of parental attitudes is appropriate, a process of social adaptation of children and adolescents occurs, because they feel safe and self-confident in the family environment. Then, a trust of a child to his parents changes; the child acts freely, is active and emotionally balanced in undertaken actions. Appropriate interactions

between parents and children, expressed in a positive parental attitudes optimize the effectiveness of family upbringing and enhance the emotional ties between members of the family. A warm-hearted attitude of maternity towards their children and full acceptance in the attitudes of paternity decide about the creation of positive personality traits, even in adolescents with educational dysfunction.

Educational skills of parents constitute important elements of teaching. They include a particular actual impact of education used by parents, that is mainly applied educational methods (rewards and punishments), an interaction with schools and the conscious creation of educational situation for the child (Ruszkiewicz, 2006). A use by parents - with full reflection – of educational rewards, including emotional rewards, eliminating the environmental impacts of parental punishment that humiliate the dignity of the child may optimize his or her personal development, improve social and emotional relationships with parents and create close emotional bonds in a family environment (Świdarska, 2011). A deliberate creation of educational situations provides children with positive social experiences, communicates socially beneficial ideas and norms of behaviour that can overvalue existing pathological behaviour of adolescents.

Satisfaction of children needs, especially mental and social, are among the elements of pedagogical culture. Parents should first recognize the needs of their children and then with the full knowledge should satisfy them. Significant psychosocial needs of children include a need for love, acceptance, kindness, social contact, activity and safety. A rational satisfaction of their needs stimulates a child's development, eliminates their problems of education and even social pathologies as parental love and continuous warm physical and emotional contact in the family community consolidate emotional closeness to each other, kindness, emotional understanding of each other, establishing positive relationships in a family environment.

#### **4. Conclusions**

Parents and even professional teachers – in a form of masters in educational institutions are not aware of a distressing trend of the growth of emotional and educational dysfunction and social pathology among children and adolescents. Unnoticed in an appropriate time, educational problems in children cause intensification of symptoms of behavioural pathology, disregard for social norms, adopting their own - often negative - values of life. They become a threat to the family, local community and contribute to the disorder of adaptation in social groups and global society.

The notion that a family in the education of children satisfies the most important role constitutes an assumption of modern pedagogy as well as state ideology. It is responsible for the care, socialization and preparing young people

for life in society. Such a thesis – its rightness should be recognized – must lead ultimately to the preparation of adolescents as potential future parents and their current parents to the proper performance of duties and tasks of parenting, educational organizations and the creation of emotional ties in the family community. Only parents aware of upbringing a child, with a high pedagogical culture, on the one hand may create the system of desired and beneficial parental actions in order to optimize development, social adaptation, education and the fate of their children. On the other hand, parents adequately prepared to live in a family community, their knowledge of the childcare and necessity of creating friendly atmosphere of home life may be the factors of family environment which will eliminate educational problems and even social pathology of children. These family situations will certainly be beneficial to the process of social adaptation of adolescents.

### **Znaczenie kultury wychowawczej rodziców w przystosowaniu społecznym dzieci**

#### **Streszczenie**

Problemy wychowawcze, dysfunkcje społeczne rodziny i dzieci tkwią w mikrostrukturze rodzinnej i otaczającym środowisku i wynikają one najczęściej z niskiej kultury pedagogicznej rodziców. Elementami życia rodzinnego, które osłabiają poziom świadomości wychowawczej rodziców jest brak wiedzy pedagogicznej rodziców o wychowaniu i rozwoju dzieci, zbyt mała umiejętność właściwej organizacji życia rodzinnego, brak umiejętności wychowawczo-opiekuńczych, ograniczona odpowiedzialność rodziców za wychowanie i socjalizację dzieci.

Codienne interakcje w życiu rodzinnym są z reguły spontaniczne, mimowolne, niecelowe, nieplanowane – przebiegają one bez refleksji pedagogicznych rodziców. Stąd też mogą one zaburzać normy zachowań, dewaluować wartości życia społecznego, rodzinnego, wykraczać poza przyjęte pozytywne wzory współdziałania w grupach społecznych. Nieświadome działania rodzicielskie mogą powodować dysfunkcje w rodzinie, których konsekwencją są zagrożenia emocjonalne, socjalizacyjne, moralne. Tym negatywnym zjawiskom społecznym towarzyszą konflikty, agresja werbalna, przemoc fizyczna i psychiczna, stresy, napięta i nerwowa atmosfera życia domowego. Stan takiej dysfunkcyjności rodziny, która graniczy często z patologią społeczną w sposób bezpośredni przyczynia się do zagrożeń wychowawczych, opiekuńczych i socjalizacyjnych dzieci i młodzieży.

**Słowa kluczowe:** rodzina, kultura wychowawcza rodziców, przystosowanie społeczne dzieci.

**Keywords:** Family, educational culture of parents, children's social adjustment.

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## Hermann Gmeiner (1919–1986) – the Greatest Foster Father for More than 2000 SOS Children’s Village Projects and Facilities

*Love children especially, for they are  
without sin, like angels. They live to give us  
joy, to purify our hearts. Woe unto him who hurts a child.*

F. Dostojewski

### 1. Foreword

Despite the passage of the United Nations’ Convention on the Rights of the Child, countless children continue to be the victims of violence, abuse and many military conflicts. In the few minutes it takes you to read this text, hundreds of children will lose their parents or be separated from them. Children will be beaten, injured, abused, or become the victims of war. Despite daily reports on the multifaceted traumas experienced by children appear in the media, only the tip of the iceberg is visible (Ullmann, Hilweg, 1999: XV). Traumatic events can massively and permanently destabilize the self- concept of children, the way they experience the world and the way they behave (Ullmann, Hilweg, 1999).

The 1996 UNICEF Report under the title “The State of the World’s Children” stated that in 1994 there were 1.881 billion children under the age of 16 worldwide. Of these, approximately 169 million lived in the Western, industrialized societies and nations, around 105 million lived in the former Eastern Block countries, and over 1.607 billion children lived in the Third World. Developing nations, where over 85% of the world’s children live, have at their disposal only almost 15% of the world’s income, while in the developed countries, where only 9% of the children live, over 80% of the global income is squandered. Thus, while the majority of children in the richer countries live in affluence, most of the children in the impoverished nations suffer from destitution, hunger, war, and a lack of health care (Wintersberger, 1999: 3).

All divergencies in living conditions between industrialized and developing nations and countries are even more extreme for children than for adults. For example, the child mortality rates in 1994 ranged from 5 per one thousand in Sweden to almost 320 per thousand in Niger. And the life expectancy of a child born in Sierra Leone is 39, while that of a child born in Japan is 79 (Wintersberger, 1999).

In his book "The SOS Children's Villages" Hermann Gmeiner wrote: "The disastrous effects of the Second World War and the chaos which followed the end of hostilities on many of our children were all too apparent. Countless children and young people of all ages were victims of the tragedy and bore the marks not only of material suffering but also of an unparalleled disintegration of the whole moral and spiritual fabric. These children were suddenly confronted by tasks far beyond their years; insurmountable barriers were placed in the way of their development" (Gmeiner, 1988: 6).

Very many children grew up amid the ruins of the bombed cities or shared the mass quarters provided for the millions of refugees. Desperation, confusion and hopelessness prevailed among their elders. They grew up often in want, exposed to moral weakness, indifference, even cruelty. They were ignorant of the stable principles of law and order, nor had they vital sense of good and bad, right and wrong, which is normally handed down from generation to the next one. The existing charitable organizations were unable to cope with the thousands of children in needs (Gmeiner, 1988).

## 2. The SOS Idea and its fathers

"To be happy is to be always available to the others" – the words which were said by Hermann Gmeiner determine his position in the history of education. The scope of his activities, his iron will and perseverance in striving to realize his objectives are a powerful testimony to his outstanding achievements, the significance of which we are trying to evaluate many years after the first house of the SOS Children's Village was opened in Imst, Austria in the 1949. This House Frieden step by step had been transformed itself into the European Federation of SOS Children's Villages, the European Association of SOS Children's Villages, which since 1964 has been successfully operating as the SOS Kinderdorf International. Currently there are more than 380 Children's Villages worldwide supported by more than six million people of goodwill (Łobocki, 1999: 7).

If Hermann Gmeiner were still alive, he would have certainly been a man for the others and might even be happy. The measure of his achievements are today hundreds of SOS Villages scattered all over the world, and many thousands of children and youth to whom his idea provided the opportunity for proper development and entry into adult society in many countries. It was about Gmeiner and the children that Helmut Kutin wrote many years later, saying that Hermann

Gmeiner “looked into sad, dark corners where lonely children wasted away. He kept looking for such children, whom he wished to re-introduce into the society of their country and nation, their culture and religion. He wanted to give them a new home resembling their family, and create the foundation of decent existence” (Festschrift, *Kinderleben*, 1989: 88).

It is not easy to be a good educator, it is even more difficult to win people's recognition and respect, lasting enough to remain – when one's life on earth is over – in the memories of the descendants. And H. Gmeiner lived to see his thesis come true: “it is easy to good when many help”. It is to the assistance of all those who trusted him that about forty thousand abandoned children got their new home and care in more than 130 countries worldwide (Kucha, 2004: 117–118).

The idea of caring for orphaned and abandoned children in family home is no means new, but the practical application on a wide scale has only been attained after the Second World War. Additionally we can say that no one person can claim sole authorship of this idea, which has blossomed differently in many countries. Though great pioneers such as Johann H. Pestalozzi, Dr. Barnardo, Father Flanagan and Don Bosco have all played their own part in moulding actual SOS thinking, so it means that these educators were the important source for much of the original SOS Children's Village ideas (Gmeiner, 1976: 8).

As early as the end of the XVIIth century August Hermann Francke from Halle (Germany) sought to place orphan children with trustworthy artisan families. His efforts failed, for he could not find enough suitable families. He was forced, against his convictions, to place these children in orphanages which, though they provided their charges with food, schooling and training, could not give what we know well today, must be substituted – the vital function of the good family (Gmeiner, 1953: 12).

Johann Heinrich Pestalozzi took orphans into his own family home and educated neglected children on the Neuhof, his farm in Switzerland. Some times later he founded an orphanage for vagrant children in Stanz. As a creator of the idea Pestalozzi met with little sympathy because he was not a brilliant organizer. But his efforts to help poor and orphan children sprang from the idea that the family is the only place where education in the fullest sense is really possible. Thus Pestalozzi saw child welfare work no longer in terms of individual rescue work but rather in a wider and social sense. His idea of social education was rooted in the principle of the family, the intimate domestic community in which man feels loved and secure (Gmeiner, 1976: 11).

Johann Heinrich Wichern was the first to take in vagabond boys in his “*Rauhes Haus*” in Hamburg, Germany. This experiment was followed by further rescue houses and rescue villages. The number of twelve to fourteen boys of all ages were collected into family groups and looked after by a “brother”. Each “family” lived

in its own little house which was often built by the boys themselves. Wichern opposed against crowding children into large institutions or orphanages. In his rescue villages all “families” lived together in harmony (Gmeiner, 1976: 12).

Eva von Tiele – Winkler expanded Wichern’s idea of the rescue village. Ten to fifteen of both sexes, ranging from infants to apprentices, were grouped in what were called “Kinderheimaten”, under the care of the nursing sister- mother (Gmeiner, 1976: 12).

The first SOS Children’s Village in Imst, Austria, was not in a position to be a large reception centre. It had to start in a small way, within the fund of 600 Austrian Shillings. This sum of money nevertheless sufficed to interest a small group of people in the SOS idea and to demonstrate a new and revolutionary way of solving the problems of caring for destitute children. But this first SOS Village was a surprising success. It soon grew far beyond the size originally planned. The SOS Hermann Gmeiner Idea spread very fast throughout the world. (Gmeiner, 1976: 14) Today SOS- Kinderdorf International is a private, non-political, non-denominational social welfare organization. It still is the umbrella organization with which all national SOS Children’s Village associations are affiliated. Today this organization offers abandoned, orphaned and destitute children – regardless of race, nationality or religion – a family, a new and permanent home, and a solid foundation of an independent life (Pichler, 1999: 15).

The SOS Village brings the orphan child back to the natural order of the family. The “social womb” from which the child was torn by the loss or failure of the parents must first be replaced, for this vital and normal development. Even more damages will be done if the institution to which the orphan child is entrusted does not make up for his family. Admittedly the structure of the family has changed radically in our day, but its all functions, very important for all children, should be preserved, because only by growing up in the family can a child develop own experience, which will be needed later in his or her adult life. Thus, all modern institutions or organizations for the care of destitute children must adopt the family principles in their method of education of all future generations (Gmeiner, 1976: 14–15).

Today, more than 220,000 children and adolescents live in or are being cared for at almost 400 SOS Children’s Villages and more than 1100 SOS different projects like kindergartens, schools, youth facilities, vocational training institutions and production centres, social centres, etc. in more than 130 countries all over the world (Pichler, 1999: 15).

The basic focus of SOS Children’s Village work is the long- term care of children and youth for whom no one can or wants to care for, until the young people become self- responsible and independent. Within that families there are average of six to eight children of both genders and different ages, who live together at the same home under care of their SOS Mother (Pichler, 1999: 15).

### 3. The Four SOS Children's Village Principles

SOS programme of work in education can best be defined by the four principles on which it is built. It will be seen that the first task of the SOS Village is to integrate needy children as full members of the human society. So these four basic principles of the SOS Village are till today:

1. The SOS Mother
2. The brothers and sisters
3. The Home
4. The village (Gmeiner, 1988: 25).

Hermann Gmeiner as founder of the Societas Socialis said that all over the world there are women without family duties, unmarried or widows, for many of whom their job is not enough. They wish they had children, they long to be able to give them own care they need. And all over the world there are the children without parents they need to have a mother. Then it is the task of the SOS Children's Village to bring these women and children together.

The SOS Mother must be really ready to serve children and she need to have a talent for educational work, especially for children who are coming to SOS Villages and they are special psychological cases. They have inferiority complexes, they suffer from anxiety neuroses or simply crave for affection. The SOS Mother assumes the role of the biological parents when they are no longer able to provide adequate care for their child or children. This mother receiving a salary, getting a household budget connected with the number of children under her care. She is supported by a family assistant in fulfilling her tasks. And all over the world, the women who decided to become SOS Mothers have to pass strong selection and educational training. On this loving mother, first and foremost, depends the whole work of education. But this loving mother should have a talent of educator and experience of the problem involved. But love it should come first, because if the child has no love, all well intentioned educational measures will not give positive results (Pichler, 1999: 25–29).

The second principle of the SOS are brothers and sisters up to the ten and older. Biological siblings are not separated, but rather live within the same SOS family. Boys and girls of different ages grow up together as brothers and sisters (Pichler, 1999: 16).

The third principle of SOS is that every family has a house of its own. This home provides the security and safety that the child needs, as well as a sense of belonging. The community within a child's own home establishes the framework for developing dependable, trustworthy new relationships. This house must be a real family home, not just a some place in which the child can sleep and eat. Real centre of the each SOS House is the living room, where the life of the family is

concentrated. Here all children are working, reading, writing and listening the music, as well as celebrating special occasions. For the SOS child this home is a refuge to which it can always return from the world around him (Pichler, 1999: 16).

The fourth principle is a village. According to the actual regulations 14 to 20 SOS Families live in one SOS Children's Village. The village itself is made up of this number of family houses, a community house and a kindergarten. More building are rarely necessary. Every child feels secure living with own family in the own home. The village opens the doors to the world outside but at the same time ensures control. It has its own function in education and care as the wider community beyond the family, and provides the child with opportunities of establishing further contacts with other people. It is the bridge to the outside world. But at the same time it assumes for the child the role of an institution. This involves a certain danger of isolation which must be deliberately counterbalanced. The village community provides a natural and valuable extension of the SOS family unit. The broader community, also responsible for rising the child, provides her or him with the opportunities to forge the broader contacts vital to the child development. Attending public schools and having contact with a greater community outside of the village fosters the children's integration into their respective environments.

Every SOS village has a director (male or female), who is supported in the work by an assistant, as well as by the experts in pedagogical knowledge and psychology (Pichler, 1999: 16).

#### **4. Ancillary SOS Facilities and Projects**

As a rule, there are SOS Kindergartens associated with SOS Children's Villages. Building on the pedagogical theories of Friedrich W. Froebel and Maria Montessori these facilities are designed for stimulation of the children's interests and aptitudes in social, intellectual and manual skills at as early an age as possible, and to prepare them for further school education. These institutions are attended at the same time by SOS children and the children from neighborhood. Children from socially disadvantaged families are given particular consideration for enrollment to these facilities.

SOS Youth Facilities represent a logical addition to existing other institutions. If vocational training or special schooling necessitate a move to the different town, young people can move to an SOS Youth Facility. This is the first step toward achieving self- sufficiency. There are SOS Youth Houses, Youth Communities and Youth Villages available for SOS Youth. The general goal of these facilities is to serve the needs of the youngsters on their path toward a life of self- sufficiency and to help them make and implement realistic plans for their future. Thanks to this young people are able to further develop their sense of responsibility and

decision – making skills. They are also required to take on additional household responsibilities. The youngsters are also offered support in their contacts with biological relatives and friends, as well as those with various public institutions and administrative local authorities.

If it is possible, children living in SOS Villages should attend neighborhood schools. It means that SOS Hermann Gmeiner Schools are established whenever the local infrastructure surrounding does not provide adequate educational institutions, and therefore does not offer academic opportunities to the children. These SOS Hermann Gmeiner Schools are open for children from the greater local community. All children from socially disadvantaged families are given priority for enrollment. These SOS schools are designed for serving as model educational facilities with a maximum class size of 30 to 40 pupils, qualified and committed teachers, an adequate supply of good-quality educational materials, as well as structurally sound school buildings.

SOS Vocational Training and Production Centres offer SOS youth, as well as the young people from the surrounding community, the opportunity to gain well founded, qualified vocational training in marketable skills, adapted to fit their specific needs. For example, socially disadvantaged young people are given preference for enrollment. These centres are designed for meeting local marketplace needs. And school certificates and diplomas granted by SOS facility are recognized by the state authorities.

Mostly in non – European countries, where most people do not have access to basic medical services, it is the policy of SOS Children's Villages to establish its own medical facilities, customized to meet local needs. So Hermann Gmeiner Medical Centres aim at improving the standard of public health, administering prophylactic medical care through information campaigns and vaccination programs, helping reduce infant mortality, and providing first aid at accidents.

SOS can offer as well special social services according many different local needs. The Association is an organizer of the SOS Hermann Gmeiner Social Centres at any particular location depend on the local needs and connect3ed with existing infrastructure. These institutions are very diverse in their concepts and educational design. First and foremost, the main goal is to help local families living near SOS facilities. These centres are open for the people faced with particularly difficult living conditions, such as single mothers or fathers, women and families living below the poverty standards, as well as women with children from disaster areas and war zones. Other target groups include at- risk children and youth, those from broken homes, orphanages, and other institutions, as well as the street children (Pichler, 1999: 17–19).

SOS Kinderdorf is trying to help many children and youth by own SOS Emergency Relief Programs. This is regular help given by this association especially



in the following countries like Mozambique, Somalia, India, Bosnia, Mexico, Rwanda and Sri Lanka (Pichler, 1999: 17–20).

SOS Association is always assisting children and youth providing personal and professional long term assistance. Children who come to SOS Children's Village have no one capable of or willing to take care of them, because by the death of one or both parents, serious illness, inability to raise children, disinterest on the part of the parents, divorce or poverty. These children are refugees, homeless youngsters, children who have been abandoned or cast out as "children of sin", children who are transferred from one foster care institution to another, and children who have suffered numerous traumatic experiences before to their entry into the SOS Mothers and other employees. What kind of assistance does The SOS Village provide for them?

First the dependable relationship to their SOS Mother and the safety and security provided by the SOS family help traumatized children to regain trust and hope. Gradually, these children develop a positive and realistic sense of self, which is the foundation for a child's development into a self – reliant and socialized personality. At this time the SOS Village is serving as a "therapeutic environment".

But if children have been many times traumatized, it may also be necessary to offer additional special education and therapeutic support, sometimes by external specialists and consultants. This situation had been comment by Hermann Gmeiner by his words: Don't just talk, do something! (Pichler, 1999: 20–21 ).

## **5. Woman as the SOS best guide and educator**

The correct examination of Hermann Gmeiner's work as an organizer and his pedagogical views permits us to assume that many events from his childhood may have a big impact the directions of his educational considerations as the proponent of the idea of the Children's Village. For example, the fact that he lost his mother when he was barely five years old influenced his psyche and the way he idealized his mother, who always remained for him as a great woman and wonderful mother. He also wrote that he and his brothers and sisters were made aware of her strength through her ability to give and give up that which she believed unnecessary. Most of her perseverance in pursuing an objective and her endurance remained in the Gmeiner himself. And she was all the world for him and the beginning of his existence. This image of the mother seen through eyes of a five-year-old child, together with her characteristic features and motives for action, exerted an immense influence on the construction and development of the SOS idea.

The second woman who influenced the direction of development of little Hermann was his older sister Elsa. After their mother's death, as the oldest of

the nine, she had to take over the maternal duties and functions. It is not very difficult to see a certain analogy between the situation in the Hermann Gmeiner home after the death of their mother and the later concepts of education adopted by him. Additionally, many years later he wrote in his memoirs that the SOS Children's Villages owed their establishment to his mother (Gmeiner, 1981: 5, 10–11).

The existing analyzes of Hermann Gmeiner's pedagogical achievement lead to conclusion about a huge influence of women upon the development of his educational ideas and creed. It was a big contrast connected with the role of his father, who was "a reticent man, who worked very hard in the field. He struggled arduously with the nature, snow, rain, and stones. Several times all his work went to waste, but he relentlessly started again" (Kucha, 2004: 121). The father showed himself therefore in the son's memory as a less colourful character, whose dominant feature was perseverance, while hard work on the farm did not allow him to take care of the children's upbringing. The figure of his father also served as one of the dominants of the educational and care system for orphaned children, as closest as possible of the family in which he himself grew up. That image also determined Gmeiner's voluntary choice of service to destitute children. And finally very many elements in activities of the Children's Village show that Hermann Gmeiner largely leant on the memories of his own family (Kucha, 2004: 121).

The influence of a mother and close bond between her and her child are decisive both for his education and character formation. The mother is virtually irreplaceable in childhood. The functions of the father can relatively easily to be assumed by persons outside the family. In the SOS Village the father's functions are performed by the village director, village handyman, the sports instructor, youth leaders and school masters further represent the male elements in the children's education and care (Gmeiner, 1988: 54).

## **6. School years and early adult life of Hermann Gmeiner**

The school years of Hermann Gmeiner were the time when his interests developed and he was coming of age to enter adult life. His grammar school teachers suggested that he was a diligent and gifted student who already dreamed about attending the university studies.

However, when he was a seventeen young boy, he started attending the grammar school at Feldkirchen because he was granted by stipend. For the grammar school student, Gmeiner, the school years were the time of accelerated coming of age intellectually, while youthful idealism failed to change into cynicism or relativism. His emerging interest in the existential and moral problems survived in the ideals and practical activities of young Hermann Gmeiner already as a grown up man. Also the time of the Second World War and military service as a soldier

of the Nazi army were a successive stage of his spiritual development (Reinprecht, 1984: 20).

### **7. Hermann Gmeiner service for children and youth**

After he returned home, finished grammar school and received certificate of general education. Then he decided to attend medical studies. At the same time in 1946 he talked to the vicar of the St. Mary Parish that they set up and work with the group of the homeless youth. The first, very sporadic meetings with the young people gradually turned into long pedagogical and teaching activities. All difficulties he encountered and highly diversified all educational problems he had to cope with prompted young Hermann to deepen own pedagogical knowledge and first of all to become acquainted with the system of caring for orphaned children (Reinprecht, 1984: 51).

The process of growing ripe for subsequent great decision began. Hermann Gmeiner had earlier come to the conclusion that overriding educational goal of the most institutions providing full care was to teach their charges the principle of obedience and order. Upbringing therefore – he believed – denoted only the provision of a good citizen to the society, a citizen who would observe the law, be obedient and respect the authorities (Kucha, 2004: 122). This system of the full care – in his view – was in urgent need of reforms, because it was necessary to take care of the spiritual life of these children and youth and give them more freedom. Hansheinz Reinprecht wrote that he said: “All pedagogical knowledge, the previous and latest scholarly achievements do not support the fact that a properly developed child, both physically and mentally, should be placed in a closed institution simply because he or she has no parents” (Reinprecht, 1984: 20).

That was the reason that Hermann Gmeiner started to think about absolutely new, better organization system of care for orphaned children and youth. He also revised the whole previously system of values, plans and expectations. As a result of it the new idea of care was born, and he started to build a new society with doctors, nurses and social workers (Kucha, 2004: 123).

The founding meeting took place on 25<sup>th</sup> April 1949 and already on 13<sup>th</sup> of June the society under the official name Societas Socialis was registered. Organizers planned to build one house for homeless children and adoption centre only. But next plans included the establishment of the Children's Village and the House for Single Mothers. I have to add that within barely a few months the Society managed to prepare the draft of the construction and operation of an SOS Children's Village. In December 1949 Hermann Gmeiner, already a fourth-year medical student, had stopped his studies and he entirely committed himself to the process of realizing his fantastic dream (Reinprecht, 1984: 106).

## **8. Development and internationalization of the SOS Children's Villages**

On 24<sup>th</sup> November 1950 the board of SOS Children's Villages decided to extend its activities across all of Austria by establishing branch offices in the form of unincorporated associations. The main reason for this decision was that Austria had been still occupied by the Allies military troops and that it was considered expedient to establish an organization in each of the four occupied zones (Schreiber, Vyslozil, 2003: 164).

The propagation of the Children's Villages in Europe began in France, West Germany and Italy, where the SOS holiday camp on Lake Caldonazzo broke the ground for the first children's village in South Tyrol. While the South Tyrol turned out to be the first setback in the association's records, the French venture was successful even if not entirely without discord. In the summer of 1953, a French delegation paid a visit to Imst. As a result of it two French villages were built in Connelles and Busigny (Schreiber, Vyslozil, 2003: 177).

Expansion into Germany turned out to be of much greater significance for the future of the SOS Children's Village movement. Among the first friend were two Germans: Wilfried Peters (a friend of Hermann Gmeiner from the time of war and military service in Wehrmacht) and Juergen Froelich from Hamburg, who had visited Imst and had spent some time in an Austrian hospital during the war. Hermann Gmeiner asked him for preparing the establishment of an association. Very fast 600 hundred of members signed up the act of membership. Then the German association had been established in Munich on the 8<sup>th</sup> February 1955. In a very few years 16 of the new SOS Children's Villages were established in the West Germany (Schreiber, Vyslozil, 2003: 187).

In October 1959 Hermann Gmeiner found that the establishment of an European – wide association could not be put off any longer. It had become indispensable to unite the SOS Children's Villages in the individual countries under one umbrella organization. Although the headquarter remained in Vienna, the constituent assembly was to take place in the European town of Strasbourg. On November 1960 all representatives of the SOS Children's Village associations from Austria, West Germany, France and Italy founded The European Association of SOS Children's Villages. All SOS Children's Villages associations in the various countries joined the European umbrella organization as independent legal and commercial entities (Schreiber, Vyslozil 2003: 188). But process of growing SOS is very fast, because in 1964 this is SOS – Kinderdorf International (Łobocki, 2011: 25).

## **9. SOS Kinderdorf International today**

SOS Children's Villages is active in the 133 countries and territories. The variety of this international work is brought together by the umbrella organization SOS

Children's Villages International, which unites all of the autonomous national associations. More than 2100 facilities in these 133 countries and territories are working now for systematically growing number of children and youth. The real father of this responsible educational work is Hermann Gmeiner from Austria. Almost 500 hundred of villages, 400 of youth home facilities, over than 231 kindergartens, almost 200 Hermann Gmeiner schools, more than 60 vocational training facilities, 575 social centres and 65 medical centres and so on are giving us the international picture of the Hermann Gmeiner idea condition today (Łobocki, 2011: 121). I do hope that it will be never ending story for many homeless children and youth.

### **Hermann Gmeiner (1919–1986) – wielki twórca ponad 2000 projektów w Wioskach Dziecięcych SOS na świecie**

#### **Streszczenie**

Artykuł zawiera przegląd najważniejszych dokonań Hermanna Gmeinera na polu opieki zastępczej sprawowanej nad dziećmi pozbawionymi własnej biologicznej rodziny, obrazuje wielkość i rangę międzynarodową twórcy SOS Kinderdorf International w najważniejszych rejonach świata.

**Słowa kluczowe:** rodzina, opieka zastępcza, matka SOS, wioski dziecięce.

#### **Summary**

Article shows the great activities of Hermann Greiner (1919–1986) as the greatest foster father of SOS Kinderdorf International as the biggest international association in the field of foster family care. Since 1949, SOS Children's Villages has offered abandoned, orphaned children and adolescents worldwide a family, a permanent home and a solid foundation upon which to build a self-reliant future.

**Keywords:** SOS, Societas Socialis, SOS Children's Villages, foster father, mother SOS.

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Veronika Žilová

## **Community nursing and health**

Health and health care is mainly and firstly a question and a matter of everyone in the society. Health care is based not only on a clinical health model, which means not to be ill, but it is a wider activity, which includes a health education model based mainly on primary education. Nowadays there is the question of where and how community nursing can be applied having the greatest effect; in what fields, spheres and to which extent.

From the aspect of expectations, every human being is different and it is very difficult to assume and expect a certain way of behaviour. Similarly the opinion and one's identification with the opinion and behaviour to keep health is a matter of every individual.

People behave according to the brain and they can be assumed for certain behavior. For that reason everyone decides and takes responsibility for his decisions. Such a behaviour is expected also in the field of health and a healthy life style (Kaplan, Sallis, Patterson, 1996: 450) (Pender, 1987).

There are some situations in the lives of individuals, which can neither be solved by himself nor within his family. These situations can concern his health and there is the possibility to ask questions concerning the concept of change expressed by J. A. Komenský (can, could, want):

- Does the individual know how should he live healthy?
- Is it in his powers to have a healthy life?
- Does he have enough will to live healthy and to avoid harmful substances?

### **1. Health and nursing**

There is no doubt that health is the highest value in the life of an individual. The regulation NCSR No. 126/2006, §2, article b) and d) defines health as: "a state of complete physical and psychical and social comfort, not only non-presence of illness. It is the result of relationships between the human organism and determinants of health like environment, genetic factors, health care and way



of life". Where the way of life is defined: "as human behaviour, where the basis is the mutual effect of life conditions, personal characteristics, social factors and economic factors"<sup>1</sup>.

Nursing, like all scientific disciplines, has its definition, which can have various forms. Every nursing theorist and every nurse association has its own definition of nursing. According to the CNA (Canadian Nurse Association) nursing is: "identification and processing answers of people to real or potential health problems and includes the own caring and supervising tasks and services, which directly or indirectly – in cooperation with the patient or people offering health care besides nurses, have the goal to increase health, illness prevention, sufferance concession, rehabilitation and an optimal development of the health potential including all aspects of the nursing process" (Kozierová, Erbová, Olivieriová, 1995: 836).

We can find some models in the nursing theory, which represent abstract layouts of complex phenomena, through which we define health, comfort and illness, and in what kind of interrelations they have. It is the clinical model (absence of injury and illness symptoms), ecological model (the relationship between people and the environment), model of role play (the ability of an individual to fulfill social tasks), adaptation model (the ability of an individual to adapt to the environment), eudemonic model (applying the own potential of an individual with the top completely developed personality) and holistic model (includes the whole being and all sides of the life style) (Hanzlíková, 2004).

The health state expresses the given state of health of an individual at a given time and includes the problem of the individual in general. The opinion to health expresses the actual belief of the individual about health, which can be based on facts, but it does not need to be (Kozierová, Erbová, Olivieriová, 1995: 836).

A healthy way of life includes activities, which are aimed at understanding the health state, keeping an optimal state of health, illness and injuries prevention and reaching the maximum physical and psychical potential. The individual healthy way of life represents the own potential for health of every individual and his own opinion to what is or is not healthy. This opinion varies and depends on many factors. The most important factors influencing the opinion about a healthy way of life includes genetic, race specialties, as well as sex, age and development, psycho-physical relationships, life style, physical environment, living standard, family, culture horizon, self-concept, support network and satisfaction from the job, also geographic location a. o. (Kozierová, Erbová, Olivieriová, 1995: 836).

Nowadays health and behaviour of an individual became inseparable terms. The generation nowadays suffers affections and illnesses caused by the wrong life

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<sup>1</sup> Zákon NRSR č. 126/2006 o verejnom zdravotníctve.

style. That means that all health habits and the behaviour of an individual in the society play a great role in prevention. All “civilization” illnesses depend mainly on the way of alimentation, physical activity, drinking alcohol, smoking and risky behaviour leading to accidents. According to Kaplan and col. (Kaplan, Sallis, Patterson, 1996: 450) it is necessary to emphasize the behaviour study in relation to health, to increase the health of the citizens. Research and statistic findings offer information about how can the expected length of life be markedly extended mainly by creating conditions for training and other physical activity, education about unhealthy and redundant drinking of alcohol, eating healthier, have a safe intimate life and prevent accidents through a better behaviour.

Health care is defined according to the regulation NCSR No. 576/2004:<sup>2</sup> “as caring for protection, health keeping and rehabilitation. It is offered during welfare and sickness, during maternity and other states requiring health care. Health care includes ambulant as well as laying care including bath, industrial preventive, medical and medical examining activity processed by a doctor”. The law determines forms of health care: primary, secondary and sequential (tertiary) in state and non-state medical institutions. Health care is offered based on health insurance. The primary health care is basic ambulant preventive and therapeutic care including procurement to further specified ambulant and laying care, reception services, medical first-aid services and fast medical help. It is offered by doctors (physicians) for adults and youth, gynecologists, stomatologists, and other medical workers. A part of it is also the industrial preventive health care, which is secured in cooperation with the employer, and includes prevention and health protection of employees against occupational diseases and other health damage resulting from work, as well as accident prevention.

The Team Of Health Care Providers Consists Of Doctors, Nurses, Pharmacists, Dietists, Physiotherapists, Job Therapists, Social Workers And Other Specialists (Bullough, Bullough, 1990: 712).

Nursing Is Aimed At Health And Within Primary Care It Takes The Function Of Preventing Diseases And Health. It Represents A Synthesis Of Nursing Practice And Public Medical Care Aimed At Protecting And Keeping A Healthy Population (Clark, 1996: 1055).

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<sup>2</sup> Zákon NRSR č. 576/2004 o zdravotnej starostlivosti, službách súvisiacich s poskytovaním zdravotnej starostlivosti.

## 2. Nursing in a community

The terms community care and primary care are often used interchangeably, even though, the relationship and differences between them are present, but not obvious. This is caused mainly by the fact that primary health care is understood as care offered by a physician. However all trends nowadays are aimed at primary care viewed as a way of fulfilling the health politics in a community. That means there is a shift of care from acute institutions to community ones, where not only primary but also secondary and tertiary care and prevention became a part of community care (Kozierová, Erbová, Olivieriová, 1995: 836).

In community care not an individual but the whole community is a client. The World Health Organization defined a community as a social group determined by geographical parameters and same values and interests (Clemen-Stone, Eigisti, McGuire, 1991: 899). The community members know each other and are in mutual interaction. Communities are often defined as geographical areas and relationships between Peoples (Hanzlíková, 2004). But that means that the community itself has common features and that are: people, social interaction, territory and basic links (Hillary, 1955, 20, 118-20).

From another point of view we can state three dimensions of a community. *People* are individuals, who met in a community and live in it. *Place* regards geographical but also time dimension (not only territorial division but also duration and persisting of individuals in a community, which can change). *Function* of a community displays in its goals and activity. From the aspect of nursing care, a community is the client but based on this concept of care the individual will not be forgot, however, in a community the problems of individuals become common ones. The concept includes a complex process of change, which should improve the situation of a community and has to display on more levels directed from the individual to the society. The society has to help individuals when deciding for a way of life that helps to keep health and adopt habits, which protect their health. Many individuals cannot change wrong or inappropriate habits and bad habits; therefore family and community supporting their change appear (Hanzlíková, 2004).

The task of nursing the community health is to precede diseases, protect, keep and support health. It is aimed not only at offering therapeutic services, but mainly at advisory, educational, managing and defendant activities. Protecting and supporting health, educating to keep and manage health, coordination and continuity of care is realized by a holistic approach towards individuals, families and communities (Hanzlíková, 2002: 176).

The tasks are gradually divided according to needs, which occur within health protection. The lowest level is supportive activity and the highest is full care.

*Supportive activity* is used in cases when the level of medical care and responsibility for the own health is only partial and needs correction, eventually

filling in. Supportive activity can often be used if the client has sufficient knowledge about a healthy life style, but does not have enough will to keep it.

*Educational task*, which fills its meaning when the client does not know how to care for his health, when he has false or insufficient knowledge or does not have basic capabilities in health care.

*Full care* means taking responsibility for clients, who lost independence (Hanzlíková, 2002: 176).

The job of a community nurse is very difficult and has a wide range of work environment. Only for inspiration, in Great Britain 8 specialized community nursing features arose in the fields:

- Nurse for community health (territory nurse),
- Reception nurse performing home nursing care,
- Man midwife caring for a woman before, during and after giving birth during the time of lying-in,
- Children community nurse,
- Nurse for physically and mentally handicapped people,
- School nurse,
- Nurse for health care in a job or employment (Hanzlíková, 2004).

The individual work of a community nurse requires education, which includes general preparation (Bc. Program) and specialized preparation (MA program), which does not work in Slovakia so far. The future of community care should be mainly seen in cooperation between medical, social and other workers in the area of health care (Clatworthy, 1999, Vol. 13, No. 2). All nurses who secure community care have to find out through guessing the phases of the nursing process and how is their practice determined by personal, geographical and functional dimensions of a community. Nursing practice protects and keeps the health of the population continuous through integrating abilities and knowledge from nursing and public health (HANZLÍKOVÁ, 2004).

The American Nurse Association (ANA) defines these standards of nursing in a community:

- The nurse uses theoretical knowledge when deciding in practice.
- The nurse systematically collects data, which are complete and exact.
- The nurse analyzes data, which were found in the community, family and individuals, and those determine nursing diagnosis.
- For all levels of prevention the nurse prepares plans, which specifically determine nursing activities, unique aimed at the needs of the client.
- The nurse follows a plan, whose fulfillment protects, keeps and renews health, anticipates diseases and cares for rehabilitation.

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- The nurse notices responses from the community, family and individuals, also interventions and regulations, which did better the health state, lead to fulfillment of the stated goals and based on that revises databases, diagnosis and plans.
  - The nurse attends meetings with colleagues, compares opinions to secure the development of quality in nursing practice. The nurse takes responsibility for the development of a profession and supports the professional growth of others.
  - The nurse cooperates with others, who perform health care, with professionals and representatives of a community, within approximation, planning, realizing and backup revision for programs for community health.
  - The nurse contributes to the development of theory and practice of community nursing through research (Anderson, Mcfarlane, 1998: 482).

These standards and their keeping by the nurses secure a qualitative and effective nursing care in a community.

Clients, who need nursing care, are within a community chosen based on program politics of health, which reflects the priority needs on a community and society. Those are stated based on collecting data about the health state, factors, which endanger it, through epidemic studies and political sources and goals. Every country works out a program according its needs and possibilities (Hanzlíková, 2002: 176).

There are world, state and non-state organizations taking part in building and supporting community nursing. On the world level there is WHO (World Health Organization) or SZO (World Medical Organization), which on the global level deals with the development of medical services, illness prevention and fighting diseases, to cure the environment, to educate the health cadres, develop medical research and the research activity in the area of developing medical services, and to develop and support the program. All these points are accepted and in practice realized only on the level of WHO member states. We may state some new projects of the WHO, which are concerned with programs about health care in Slovakia: INCO, COPERNICUS, CESAR, MONICA, ORATEL, LEMON, CINDY, ZDRAVE MESTA (healthy towns), Schools Supporting Health, Healthy Work Places, NEDA and Health For All in the 21<sup>st</sup> century (Hanzlíková, 2004).

The Slovak Republic as an active member of the WHO committed itself to fulfill the programs and that way some of them are realized also in Slovakia. The state medical politics in Slovakia is mainly aimed at creating conditions for a healthy nutrition of its citizens, environment protection, improving the working environment, continuing reforms of the medical system, creating conditions for a significant decrease of diseases (cardiovascular, carcinology, tuberculosis, respiratory) as well as accidents, and realizing priority medical projects. The

national program of health support, which was approved in 1995, had these concrete programs, which are up-to-date even nowadays with a small correction:

- Increasing motional activities,
- Bettering nutrition,
- Supporting non-smoking,
- Prevention against drug addiction,
- Education to responsible partnership, parentage and preventing diseases carried over by sexual intercourse, including HIV/ AIDS,
- Non-pharmacological influencing the increased blood pressure.

All activities and strategies were realized by tools to fulfill the given goal, which means permanent increasing of health of citizens in Slovakia during 2000–2010. A criterion is the increase of approximate length of life, and the minimal accession to the western model.

The stated strategies are generally aimed at creating a social climate (education through media), education and upbringing (of individuals, family, community, companies, organizations etc.), legislative arrangements, health insurance system and mainly working on primary care (Hanzlíková, 2004).

A realization spectrum of community nursing in the society of the 21st century is visible. In 1995 Slovakia adopted written regulations better the evaluated state of the citizens. After 15 years it is possible to see a result and evaluate that community nursing does not take a position in the society and health care at all, as was or is expected. In the present medical care system, which is pro-social, it is almost bewildering why there is no fully functioning community care. In this connection the question arises: “It there a problem in the insurance system, in the competences of the medical workers or the legislative?”

When defining community nursing it is obvious that it is not about an individual activity of close specialized professionals, but that a competency of work with a community is gradually being created in Slovakia, with the goal to care and help people in their natural environment.

## **Pielęgniarstwo i zdrowie we wspólnocie**

### **Streszczenie**

Zdrowie i opieka zdrowotna są zasadniczym problemem wszystkich ludzi w społeczeństwie. Artykuł dotyczy pracy pielęgniarki w środowisku. Zadania pielęgniarki gminy są bardzo trudne, obejmują szeroki zakres w środowisku pracy oraz są realizowane w wielu dziedzinach.

**Słowa kluczowe:** wspólnota, opieka zdrowotna, pielęgniarka, praca społeczna.

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### Summary

Health and health care is mainly and firstly a question and matter of everyone in the society. The paper deals with the work of a nurse in the community. The job of a community nurse is very difficult and has a wide range of work environment and is realized in many areas.

**Keywords:** community, health care, nurse, community work.

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## **A Nursery School as an Institution Supporting Parents in Raising their Children**

### **1. Introduction**

School counselors and teachers share the view that the initial years of children's lives have a significant influence on their development. The upbringing is a complex process fostered not only by carefully planned form teacher's actions but also by varied family, environmental and peer factors. This is a family environment that influences the child's upbringing process the most and it shapes the child's character. A family introduces a child into a social life (Cudak, 1995).

An educational aspect of a family life initiates the process that is further continued by nursery schools and other educational institutions. So that the educational process is correct, parents need form teacher's professional support. It is obvious that appropriate management of child's development enhances the process of shaping his or her personality. It also helps the child to communicate with the world around and to get to know and express himself and herself better (Basak, 2011). Specialist centres (such as nursery schools and primary schools) are of vital importance as they provide the children with safety, stimulate their development and support families in raising children (Klim-Klimaszewska, 2005).

### **2. The origins of the creation of a nursery school – the institution that supports parents in raising children**

Until the 19th century, when the idea of an institutional care of the children of factory women workers was created, many wealthy parents had been supported by the people who helped to nurture their children, so-called wet-nurses. Parents brought their children to the places where wet-nurses lived or brought wet-nurses to their own houses. That resulted in the fact that the bond between children and their parents gradually became less strong. Parents found their children's needs less



important than their own ones and less important than their families' economic situation (Stolińska-Pobrzała, 2002).

The first nursery schools in Europe were designed for Owen's factory women workers' children. In Poland they were established with the help of monastic associations and factories owners. These were mainly nurses who looked after children. Their main responsibility was to provide children with food and clean conditions and the other aspects of children's development were less important. The very name of the institution was originally connected with the place animals are fed and only later it became the name of the place where children are brought to (Telka, 2007).

The development of pedagogy and psychology changed the way children's needs were perceived. It turned out that apart from being fed and provided with clean conditions children also need their emotional and social needs to be fulfilled. In practice it meant that adults should also listen to children, observe them, and support their autonomy development (Kurcz, 1997).

In the past a nursery school was a place created only for children. Parents dressed their children up in nursery outfits and left under nannies' guidance. The place designed with that purpose was so called 'filter', which means the place where parents were not allowed to enter (Stolińska-Pobrzała, 2012). Nowadays the way nursery schools work is totally different and children together with their parents are served there. A nursery school became an open and a family friendly place and the time children get used to a new conditions when assisted by their parents is less painful for them (Marynowicz-Hetka, 2003).

A nursery school is an educational care centre designed for children aged between 6 months and 3 years old. Thanks to the cooperation with parents the institution is able to provide children with correct biological development (food, sleep, clean conditions) as well as emotional and social ones. Children are assigned to appropriate age groups (infants – the youngest group, middle group and the oldest children). These are mainly healthy children who go to a nursery school, but there are also specialist places designed for the children with physical and psychological disorders e.g. suffering from Down syndrome, cerebral palsy, metabolic conversion disorders, with poor eyesight and hearing (Mazur, 2004).

The staff working in a nursery school is composed of nannies, nursery school cleaners, a manager and a nurse. Nannies work with children, nursery school cleaners support the nannies in taking care of children and are responsible for clean conditions. The manager coordinates care and educational tasks, assists parents when they broaden their knowledge concerning the functioning of a nursery school. A nurse composes the set of meals and a diet for particular children, nourishes sick children and is responsible health education among parents.

### 3. Educational space in a nursery school

A nursery school is an educational care centre. In varied European countries they are subordinate to different bodies. In Spain nursery schools constitute a part of an educational structure, just like pre-schools and schools. In Denmark they are subordinate to the Ministry of Social Affairs and in Poland to the Ministry of Health. The ideas concerning the functioning of nursery schools differ in European countries and are based on particular trends typical of the country. In Germany the trend is anti-pedagogy that helps to create the conditions where children can play freely and without constraints. In France the most important is to provide children with the opportunity for development, in Great Britain and Italy the major trend is to let children play without any constraints and preserving their feeling of autonomy (Telka, 2007).

Having put under scrutiny care and educational tasks in Polish nursery schools Poznańska, Wierzejska, Zygmunciak (1993) suggest that it is difficult to precise the one theoretical concept concerning the activity of those centres. Until the World War II the care provided by nursery schools was only to nourish children, take care of them and increase health awareness of their mothers. Only in the second half of the 20<sup>th</sup> century apart from those aspects there were also educational aims introduced. They encompassed all the spheres of children's development (Stolińska-Poborska, 2011). Appropriate conditions for children's playing games were created and nannies were encouraged not to assist children too much. Such an attitude enhances children's independence, helps to deal with obstacles, get to know varied objects and manipulate with them. Therefore nannies should be able to demonstrate the right way toys can be used, assist children whenever they perform a new task, provide them with verbal clues and, what is most important, to praise children in every situation. They may intervene if they notice the wrong way the game is performed, when the child damages toys or if a game becomes dangerous to the child. Kurcz (2005) says that the conditions in a nursery school should not be a continuation of the child's natural family environment.

Wojciechowska-Charkak (2003) points out that the assistance offered by a nursery school is a so-called non-directive style which differs from shaping, forming according to some schemes (irective interaction). Assisting children in their development is a less directive style, connected with the creation of the conditions for the best possible children's development and stimulating their actions. Prevention is of a vital importance as it enables to anticipate and react to varied forms of danger very quickly. So as to face all the needs of children's development, Murynowicz-Hetka (2006) thinks that this concept requires high professional competence of form teachers. So that they could be professional assistants of a child's development they should have an in-depth knowledge of the nature of human beings and their living conditions as well as the skills to be practiced in a creative way.

Bińczycka (1999) says that form teachers should be reliable and support children in their actions. Only if a child trusts the teacher he or she is able to develop in many spheres. This is because an interaction is the best way to influence on child's behaviour. She also adds that interpersonal contacts should be an inspiration and pleasure for the child when performing new activities.

The work of a form teacher may bring pleasure, satisfaction, and is very responsible. The idea that the child should have an assistance when growing up means to consciously support the child, to *stand behind* the child. To *stand behind* means not to perform actions instead of a child without reason if a child wants to do it on his or her own. It means to let the child to face the challenges and help if he or she needs help. The concept may also serve as an educational purpose for parents of children going to nursery schools. That will help them to foster their social imagination, to become involved in the games as well as to enjoy the time and space shared with their children. As a result parents can assist children in a difficult time of their development (Lepalczyk, Marynowicz-Hetka, 1988).

Duraj-Nowakowa (1993) described Korczak's concept on the form teacher's role in the childcare that includes the focus and the management of a child's development, creation of the conditions for the enhancement of his or her educational process, the use of varied methods and broadening of the scope of child's interests. She says that Korczak was focused on the creative approach towards bringing up children. Korczak's statement 'a child is a human being' means that the child feels and thinks, perceives and understands, strives for, is hurt and cannot bear the lack of concern, being bullied and being laughed out. Matyjas (1996) adds that the form teacher should examine children's abilities very thoroughly and follow a reasonable educational approach as children's well being is the most important factor. The author also emphasises that Korczak's provisions are very useful, even indispensable for contemporary form teachers as their main objective is children's well being.

Form teachers in nursery schools are improving their skills through external and internal training and workshops. External ones take place in educational institutions while internal ones are carried out in nursery schools and they broaden teachers' knowledge concerning e.g. practical implication of Sherborne Developmental Movement method or the Orff method supporting the development of a child's movement expression as well as the elements of Montessori pedagogy. Form teachers thanks to the training can become familiarized with some children's developmental disorders such as autism, ADHD, Down syndrome, cerebral palsy. They also learn how to manage with behavioural problems of sick children. Professional skills improvement is aimed at improving of their own competence through creativity and creative thinking when cooperating with a small child, pointing out of their own imperfections e.g. how to deal with negative emotions and to raise their own self-consciousness and self-esteem (Mazur, 2004).

The staff in nursery schools is obliged to obey the rules of law (Statutes, 1998) and according to the law they organise the life in the centre and take measures that foster children's biological development (food, hygiene, sleep), social (assisting in children's development) psychological (providing children with a sense of security and help in developing their autonomy among peers) and cultural one (responding to their curiosity, creative expression) (Telka, 2007).

#### **4. An open centre – parental place in nursery schools**

Telka (2007) says that parental place in a nursery school can be understood in a several ways – from the point of view of the users of the centre (children), taking into considerations parents' expectations towards the staff of such a centre as well as mutual cooperation between them. Theoretical approach advocated by an institutional pedagogy focuses on the process of exchange and communication between the staff of a nursery school and its users (parents). As Telka (2007) adds, the cooperation with parents in the centre is regulated by law provisions and informational and educational aims can be found in the statute (Statutes, 1998).

In the past parents were not allowed to enter nursery schools, they could only see the place when signing their children up to the institution. Later they dressed their children up in a special outfit and gave them to nannies. A lot of authors (Kurcz, 1997, Marynowicz-Hetka, 1998) say that the current situation in this aspect in Polish nursery schools has changed a lot. The centres function in a different way and children always enter a nursery school together with their parents. That approach makes a nursery school an open and family friendly place and the process of children's adaptation in a new environment when assisted by their parents is less painful.

One may say that mother's support on an early stage of child's development is very important and therefore it is crucial that a nursery school is an place open for the whole family. A nursery school is a new and an unknown place for both children and their parents, the staff members are strangers. Taking that into account all the staff takes pains to make that period easier and to balance that painful emotional tension. The most important factor that makes the adaptation easier is parental support in the initial days in a nursery school.

It often happens that adults are very anxious and excited about the first days in a new place, even to the same extent like their children. So the question arises how to help children and their parents to go through these obstacles. The most important appears to be parental trust given to the nanny, they should also get to know each other closer. With this purpose adaptation meetings with parents are organised. That period can be divided into two parts. In the first one parents assist their child in a nursery school in the beginning so as to get to know the conditions and talk about all the aspects connected with their children stay in a new place.

Parents also and get to know the staff who will take care of their children. The second part begins when the child is placed in a nursery school for real. Since then the most important is to provide the child with the sense of security far away from the family and making the child feel good and to get to know his or her habits (Onisk-Przybylski, 2003).

A nursery school is not a substitute for parental guidance and will not take out from them the responsibility for children's development and their upbringing. However, the institution can support parents when needed. Therefore, it is necessary that a nursery school and parents work out common goals, the regulations on behavioural norms and on mutual interaction. An active role of parents will enable the child to set up a good relationship with a form teacher, peers and improve child's psychological comfort. The cooperation will encourage a child to come to the centre and make him or her feel secure. Parents have the right to be informed about their children's performance in any time and in any way. They often make use of the phone as they can easily be up to date with the news (Telka, 2007).

Everyday conversations with parents create a bond between a nursery school and parents. Moreover, an integration aspect is also of a vital importance. It can be e.g. Mother's Day, Children's Day etc. By taking part in such events parents, grandparents and other guests can spend time together with children, and adults could get to know the staff better.

Another important aspect is Parent Council created by a several of them. The body cooperates with the centre's manager and influences the money spent on didactic purposes and for toys for children.

It is very important for a nursery school to be perceived by parents as an institution supporting children and stimulating their creativity. Emotional bond between a child and a nanny is also of a vital importance. The nanny knows the child's needs and wants to fulfil them and provide him or her with a sense of security (Lepalczyk, Marynowicz-Hetka, 1998).

## **5. Communication in the process of protection and education**

The process of communication between human beings can be described as conveying some information (a message) and the ability to receive and understand this message. Often this notion is understood also as the way of passing the information and as the relations that occur in this exchange. Information passing is realised through some agreed signs such as words, gestures, sounds, letters, numbers, symbols (Stewart, 2002).

Faber, Mazalish (1997) say that communication skills are necessary to avoid educational failures, they are the chance for cooperation that is more powerful than screaming and punishments. The following principles should be applied towards children:

- 
- listen to the children carefully and calmly,
  - accept their feelings,
  - point out the reasons of the problems,
  - express your objections not an attack,
  - explain to the child how bad actions could be compensated,
  - offer a wide range of possible choices,
  - the initiative should be taken by a form teacher,
  - cooperation in solving problems.

Human beings in their interpersonal contacts use two kinds of communication: verbal and non verbal. Speech is a verbal kind of communication that distinguishes human beings from other animals. Domachowski (1993) says that verbal communication is connected with thinking process while non verbal communication refers to what is beyond control and we are unaware of. He adds that we manifest our emotions through mimics, body posture, space management, the way we speak, voice tone and modulation. Non verbal communication is a crucial aspect as well. This is the way parents communicate with their new born child.

Mc Kay, Davis, Fanning (2001) emphasise that body language of a form teacher is an underlying requirement of an effective work with a small child. One can have a specialist knowledge and skills and, at the same time, not to be able to communicate with a child effectively, especially as far as children with developmental disorders (e.g. ADHD, autism, Down syndrome) are concerned or children that have not developed their speech yet. So that they could communicate there have to be certain criteria fulfilled. Activities and games should be performed with involvement and the body has to express verbal messages. Schaffer (1994) adds that contradictory body messages and words have a negative influence on child's development. Moreover, a child with developmental disorders reacts mainly to non verbal messages sent by a form teacher, no matter of the intention he or she wants to express verbally.

Emotions are another crucial element in the relation between a form teacher and a child. Dolto (2002) points out that the emotions of an adult are expressed by his or her body language and they are received by such children subconsciously. Pease (2007) is of the same opinion and says that as far as developmental abilities are concerned, form teacher's body language is a reference point of a social way of behaviour. A spontaneous way teachers express their positive emotions makes children smile more often. While children in a contact with people who do not express their emotions, smile rarely and cannot respond to emotional messages sent by form teachers.

Łopatkowa (1989) shares the view that while observing children one needs to focus on their emotions, especially if they are apathetic, aggressive and hyperactive.

Form teachers have to pay attention on messages those children receive from them.

The ability to communicate is required not only to get to know the world and people around, but it also strengthens human interaction, enriches personality, fosters decision making and coping with difficult situations. Lack of communication skills breeds frustration and helplessness. So as to avoid that parents should cooperate with form teachers with the purpose to find ways how to communicate with their children (Hamer, 1994).

## **6. Form teachers in nursery schools and their challenges**

Every form teacher in a nursery school (similarly to pre-school and primary school) has to face new challenges, as contemporary pedagogy if far from uniformisation, which includes imposed solutions and ready-made norms that support raising up children. Sowiński (2000) proposes non directive approach that is when the process of upbringing is based on cooperation between an adult and a child, where an adult accepts the child the way he or she is. For Śliwerski (1989) non directive approach means not to impose on a child any role models to follow. Sowiński (2000) adds that a form teacher should follow an individual approach towards a child and his or her personality. That enables to build a relation based on mutual trust, acceptance and respect.

A form teacher influences a child's personality, therefore Gorgon (2007) pointed out other tasks to be applied by teachers. He shares the view that interpersonal contacts should be appealing for a child, they should be of a personal character and should stimulate his or her development. He does not provide us with answers for educational problems but advises us to work out possible solutions by both sides.

Form teachers in nursery schools are required mainly to improve their professional skills in every area connected with childcare. Telka (2007) points out to:

- expanding the knowledge concerning social and emotional development of a small child,
- improvement of teachers' relations with parents,
- knowledge and skills development in approach towards children with behavioural disorders,
- expanding the knowledge and skills with the aim to support creative expression of a small child,
- knowledge development concerning experiences verification when planning educational process,



- improvement form teachers' methodical competence when planning and implementing games,
- broadening educational knowledge of a child's development (Telka, 2007).

A form teacher assists children all the time, talks to them, is open and kind, observes their behaviour in a discrete manner, supports their actions and sometimes proposes new approach. He or she is patient and does not expect an immediate effect in a child's development, as he or she understands a child needs time to perform a task. It is obvious that small children expand their knowledge about the reality mainly through playing games, and therefore, form teachers should respect children's needs and expectations. A teacher and a child need to develop a mutual relation based on partnership. An adult cooperates with a child, they perform tasks together and experience the same things (Woźniak, 2010).

Okoń (1995) is of an opinion that when playing a game a child needs an adults' external stimulation and adults need to be directly involved in a child's social development.

The games initiated by form teachers are aimed at putting some pedagogical objectives into practice, which later become their goals. The games follow certain rules for children to obey as participants. However, Flemming (1999) emphasises that if when playing a game children are required to carefully obey didactic objectives and to learn something and master some abilities, as a result they may feel discouraged from performing a task.

Okoń (1995) shares the view that the basic advantage of playing games is the possibility to make choices. Moreover, playing games is spontaneous, natural and performed for pleasure. Glaton, Clero (1985) add that adults need to respect children's decisions if they feel reluctant to be participants, as after some time children are more inclined to play a game if they find teachers' actions attractive. Okoń (1995) discourages teachers from applying unnecessary competition, random victories as when playing games children learn how to cooperate in a group. That approach eliminates children's fear of being evaluated or defeated, but at the same time, children feel more motivated to make an effort. Silberg (1995) emphasises that such an approach stimulates children to release all of their energy and creativity.

Nursery schools apply varied methods of expression so as to stimulate children's senses. Group work includes movement, gestures, touch, dance, painting, role play and pantomime. Teachers use simple techniques and widely available materials. Following the guidelines that recognise human beings as individuals enables to create appropriate relations between a child and a nanny and between a child and his or her peers (Kurcz, 2005).



## 7. Support of a small child's development

Nursery schools, pre-schools and psychological and pedagogical information offices are the examples of varied centres performing services for small children and their families. The integration of health, educational, psychological and pedagogical services is realised mainly by an institutional childcare performed in nursery schools and pre-schools (Fredefon, 1992).

Taking into consideration the achievements of contemporary knowledge, children's psyche and intellect are closely connected with motor skills and, therefore, they significantly influence children's speech development. Those spheres are closely related with each other, and speech is often considered an indicator of a child's development. Mobile and intellectually developed children are able to construct simple sentences very early. Intellectual development depends also on varied stimulants as well as feelings and thoughts exchanged with the others (Birch, 2004).

In a nursery school children develop their mobility, intellect, emotional and psychological skills very intensively. Kielar-Turska (2000) suggests that the characteristic features of that period are the development of motor skills and thinking fostered by imagination as well as changes in peer relations. This is the time when symbolic games appear, which means the games replacing particular object by another ones. Children present in a game the objects already observed in reality. They reproduce their actions and pretend to perform them: pretend to cry or imitate the observed actions. Cibor (2000) adds that children try to make use of varied makeshift objects, perform roles and follow the rules connected with them. When playing games children create their own imaginary world: their home, shop, playground and perform varied social roles. Children often ask their teachers to play games with them.

Brzezińska, Lutomski, Smykowski (1995) state that children explore the reality through their own actions, which is natural, spontaneous, voluntary and depends on a child's mood and interests. Their actions together with their self-reliance constitute a crucial part of their personality. Therefore, form teachers should enable children to decide whether to play in a group or to play on their own, teachers should give them some time to reach decisions.

According to Halska (1992) a game is a basic cognitive instrument, the most important part of a child's everyday schedule. Child's activeness when playing games is considered by form teachers as a source of an inspiration, and suggests how to cooperate with children. Kielar-Turska (2000) thinks that in-depth analysis of children's performance makes it possible to work out main concepts and ideas useful when cooperating with children. That is possible mainly as far as a nondirective sphere is concerned. That enables a child to develop his or her self-reliance and is crucial for child's personality development.

Winnicott (1993) is convinced that when playing games children develop their minds, broaden the scope of their experiences, improve their psychological and physical skills and develop intellectually and emotionally. Moreover, games make it possible to explore reality. That fictional world has an impact on a child, which results in varied life experiences and influences children's further emotional approach towards the world and people around.

Sajdera (2003) is of an opinion that when given a blank sheet of paper children are inclined to express themselves and their knowledge about the world around them. She also adds that starting from the moment when a child moves his or her hand accidentally, then he or she becomes more inclined to start drawing and creates dots, lines, ovals on sheets of paper. All that is described as doodles in literature. However, Schaffer (2005) is of an opinion that small children's drawings constitute a synthesis of iconic and symbolic marking aspects. That developmental trend includes initially doodles and finally graphic symbols. Initially, children's doodles do not describe anything specific and they are the result of children's pencil drawings on sheets of paper. Doodles that really convey a message are created when a child is able to draw simple geometric shapes, combinations of those shapes and to treat them as graphic symbols. A two and a half year old child is able to describe reality by using symbols in his or her drawings. This is an idioplastic period, the period of using schemes. The child discovers typical symbolic forms, such as a human, a tree, a house, an animal. Drawings show children's knowledge about reality and emphasise only those elements of the objects that are of the most significant importance for children.

According to Telka (2007) form teachers in nursery schools provide small children with appropriate cultural development. They applied the following means of expression: presentations (e.g. of holidays traditions), imbuing (e.g. polite expressions), expression (singing, dancing). All the above examples prove that the set of games also includes imitation and reproduction of some actions performed by adults. Form teachers try to adjust the conditions to the way children want to play games according to their own visions.

The change of behaviour of form teachers in nursery schools may be observed, which depicts mainly children's participation in an integrated game (Barkier, 2006):

- from a child perceived 'in parts' and specific developmental aspects that were to be improved when playing a game, to the child involved in a game with all of his or her personality dimensions,
- from perceiving a game as a method (technique) of achieving a goal to understanding that the game is the process involving children's experiences and interpretations,

- from a central role of a form teacher in a game to the understanding that a child needs to be given more space so that he or she could experience the game the way he or she wants.

That approach is aimed at the improvement of the way educational care centres perform their tasks, supporting small children's development and supporting children's families. A child plays the main role, is the main agent in the process of planning actions in the centres. Parents are introduced in an everyday life of a nursery school so as to gain experience of being close to their children (Telka, 2007).

### **Żłobek jako instytucja wspierająca rodziców w wychowaniu ich dziecka**

#### **Streszczenie**

Rodzina stanowi pierwsze i najważniejsze środowisko dla prawidłowego rozwoju dziecka. W rodzinie dziecko poznaje normy i wzorce postępowania. W rodzinie rozpoczyna się działalność wychowawcza, następnie kontynuowana przez różne instytucje wychowawcze. Aby proces wychowanie dziecka został zwieńczony sukcesem, rodzice potrzebują profesjonalnego wsparcia ze strony opiekunów (w żłobku), nauczycieli i wychowawców (w przedszkolu i szkole). Tylko właściwe kierowanie rozwojem dziecka, pozwala na stymulację jego rozwoju oraz na prawidłowe ukształtowanie się jego osobowości.

**Słowa kluczowe:** żłobek, wychowanie, opieka, wsparcie.

#### **Summary**

A family is the first and basic environment for an appropriate child's development. In a family a child learns role models and norms of behaviour. In a family a child's educational process is initiated and it is further continued in varied educational institutions. So that the process of raising a child would be a success, parents need a professional support of form teachers in nursery schools and later in pre-schools and primary schools. Only an appropriate management of children's development enables its stimulation and fosters shaping of their personality.

**Keywords:** nursery, education, care, support.

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Sylwester Bębas

## **The meaning of love and faithfulness in the life of spouses**

Marriage is a task to be fulfilled which is taken up by two adult people. Creation of a mature partnership is possible due to sacrament, which spiritually binds two people forming the rapport of souls. Spouses offer themselves to each other by forming marital bound which has the priority over any other one. Man and woman complete each other in a marriage, give the beginning to a new life. Love is deeply rooted in a marriage, it defines it to some extent, it is the link. It is love that does not allow to treat the other person instrumentally, forbids to use the person. Mutual love of the parents is also required by the child, as for its harmonious and proper development, the atmosphere present in the family, emotional stability, mutual acceptance and understanding of the spouses are also highly important.

According to John Paul II marriage „is the sacrament that lasts in two people, expresses itself in their union, expresses itself in the family. The family forms in the church through this sacrament, and at the same time it forms the church as a live community of God’s people” (Jan Paweł II, 1996: 151). Conjugal love is a gift, as it leads to the reciprocal giving of the spouses, which makes them into one body, due to that, they are able to receive the gift of New life from God and pass it to a New human being. Marital love does not end in both of them but makes them able to the greatest devotion resulting in new reality – a child. Maternity is a God’s present for the family, for the human couple united into one, for the woman, who fulfills Her destiny through that gift. It is a blessing for their gift made of themselves, as it is the reflection of their love, permanent sign of their unity. What a great happiness it is for a woman to be gifted with maternity by God, is the best pictured by the drama of those women who were deprived of it or rejected it themselves (Jan Paweł II, 1981).

We shall recall the words of R. J. Sztyhmiller, who defines marriage „as an alliance formed voluntary by man and woman, who created inseparable



community of life, aiming from its nature at the good of the spouses and to giving birth and upbringing of the children” (Szytmiller, 1999: 223). Crucial features of the marriage are unity and indissolubility that is required due to the good of spouses and children. Both unity and indissolubility of matrimony, result from the law of nature. Unity of marriage possesses the one special feature, that it is the relation between one man and one woman. Whereas insolubility means that consequent bond may only be separated by the death of one of the spouses. We discuss here marriages that were legally formed and completed (Żurowski, 1987; Salij, 1984; Jan Paweł II, 1986; Grześkowiak, 1993; Majdański, 1983; Szafrowski, 1985; Kułaczkowski, 2003, 2004, 2005; 2006). K. Wolski is right claiming that marriage should mainly serve the existence of human being, then the sexual life of Man and woman and finally, the proper referral of lust. Marriage does not only mean material multiplication of human kind but also education which bases on a family (Wolski, 1999: 230–231).

Matrimony „comes into being by the act of marriage, which is the act of will of both fiances, true inside and properly expressed outside, against priesthood and two common witnesses” (Szytmiller, 1999: 240). As A. Skreczko highlights, the choice of the spouse is one of the most difficult and the most responsible decisions of a person. Marriage is a permanent relationship, therefore, when choosing a partner there is always some anxiety as there is no certainty that the choice is right. The choice of a spouse can depend on many factors such as: physical attractiveness, character, social position, financial conditions. This choice is influenced by the expectations over the partner based on the experience of an individual, in which crucial role is played by the example of parents, the example of the roles fulfilled by them and values represented in the family (Skreczko, 1999: 241). Researches show that spouses choose each other on the basis of correlation between such features as: height, weight, figure proportions, shape of face, some biochemical properties of metabolism. The similarity between social position, mental features, temperament, abilities and empathy is also significant (Sujak, 1971; Fijałkowski, 1988; Ryś 1993; Adamski, 1988). W. Półtawska (2000: 260) points out that the choice of life companion should be an honest declaration – I choose you not for today, not for a trial, but for the whole life. Selection of a person, to whom I want to give myself and my life, should not be declared too soon nor too early, should be preceded by reflection and possibly the deepest understanding of a person.

The sacrament of marriage requires loyalty and insolubility. Loyalty means constancy in keeping the given word. The married couple is capable of life by that loyalty and to testify about it through the sacrament. They testify to this secret towards the world in a special way by maintaining pre-marital purity. Love in the marriage fancies for being permanent, not temporary (Werbiński, 1999: 467; Szafrąński, 1985; Meissner, Szuska, 1988: 5–82, 1991; 1995: 76–80; Szostek,

1995; Meissner, 1992). That is why, it is so important to educate for purity, freedom and maturity in this matter, which is the condition of authentic maternity and paternity. As J. Jaworska rightly notices, loyalty presumes marital honesty, excluding at the same time betrayal, therefore, it is a call to marital purity, to responsibility for life that is about to begin. It also disqualifies any mistreatment or use of a spouse as a means of reaching own satisfaction. Faithfulness is also a trust given to other person (Jaworska, 1999: 263). Meanwhile, values such as loyalty or constancy are not very popular among contemporary society. Modern world almost promotes unfaithful love, free time relationships or sexual relationships.

It must be highlighted at this point that „institutional and legal aspect of a matrimony is not in contradiction to personal character of love and loyalty. Only mutual bond of the two dimensions enables to open before a marriage the whole life space, joint responsibility and trust, which are the basis of any relationship, especially such significant and delicate as marriage. Reciprocal bond becomes also the guarantee of true social and cultural development” (Królikowski, 2011: 116).

Exclusiveness and loyalty in marital love, its durability to the end of the life is a necessary condition to the safety of children. It creates for them the climate of family warm and love and teaches them their future life roles that have a basic meaning of: wife-mother and husband-father (Śledzianowski, 1988: 192–199). It is best illustrated by the words of P. Kociołek, who believes that „testimony of marital faithfulness and love in its complete spirituals and physical dimension is probably the most important testimony that can be given to a child by a mother and a father. This is the message which distinctness and constancy will decide about stability, about quality and durability of families created in the future by the children. The evidence of disloyalty becomes the rift not only in the marriage, but also in the life of the whole family” (Kociołek, 1988: 124).

To support the above mentioned facts, I will quote the words of A. Jedynak, who claims that „we give ourselves in a marriage and in the faithfulness and constancy in being together to the rest of our lives, we find gratefulness for this gift. The matrimony gives us the experience of reach, real and beautiful love, due to which every ordinary day becomes a holiday, every common moment together is a great adventure” (Jedynak, 2006: 481). Marriage is not a lottery ticket but a gift from God. Love must be learnt through the whole life, it must be cultivated to be possible to be passed to the children. Parents should be aware that the family home is the first school of valuation. The kind of values that will be passed to children by their parents will decide about their whole life.

I will refer to the words of Paul VI, who in the encyclical *Humane vitae* defines that „fully love human is at the same time sensual and spiritual love” (Paweł VI, 1968). Such kind of love leads spouses to make free and honest mutual gift from themselves, embracing “the possibility of body and spirit expression” (II Sobór

Watykański). Matrimony possesses three characteristic features: love, loyalty and fertility. Those features state marriage in the Christian aspect, and the experience of spouses that confirms their substantial importance for the personal happiness and mutual maturity in love which is the bond of perfection and sanctity. Those marital attributes define the foundations of authentic family relations, becoming their carrier and warranty (Królikowski, 2011: 117). Parental love is a norm that gives a shape to the whole educational process (Jan Paweł II, 1981). Love conditions people not only to bear the same surname, but mostly to lead life in the soul and body union, giving themselves to each other and becoming one body (Mt 19,5).

It is believed that love expresses itself in creating mutual unity and openness to the gift of life. Love is free from other person's embezzlement, usage. It expresses itself through trust, openness, readiness to endow with good and respect for each other. The manifestation of love is constant kindness, attitude of devotion, dialogue and forgiveness (Laun, 1993; Philippe, 1997; Pieper 1975; Wojtyła, 1986; Coste, 1992; Nedoncelle, 1993; Lewis, 1993). J. Bajda is claiming rightly that love is not only an emotional state nor ontological fact, it is the active posture expressing itself through the desire of good for other person, the well-wishing and unselfish desire, proved by action, not temporary, accidental but constant, durable, consequent and devotional. Therefore love is the attitude of duty that does not search any profit for itself except the provision of good. Marital love gives the beginning to family life, causes two people to bind themselves with inseparable bond for the whole life (Bajda, 1975: 175–186; 1980: 115–129, 1986: 48–56, 1991: 82–93).

Marital love, „often exceeds purely erotic inclination which aimed egoistically vanishes quite fast and pitifully” (II Sobór Watykański). Marital love is not falling in love but it is the decision concerning given life style and very precise responsibility (Królikowski, 2011: 118). J. Królikowski believes that „through the mutual sacrifice to love free from egoism spouses do not guarantee something to each other but they guarantee each other to themselves. They do not love something that the other person possesses but they love the other person as he or she is and through what he or she is. They do not love the other person because they need him or her and they do not want to marry him or her for their own advantage. They do not put their own happiness on the first place, they do not tend to be superbly happy but they aim at giving happiness to the other person” (Królikowski, 2011: 119).

This is what John Paul II claims in that matter: „there is no bond that would tie two people more closely than a marital and family union. There is no other that could be defined with such coverage as a communion. There is also no other in which mutual duties were so deep and complete and their violation would hurt more the human sensitivity of a woman, man or child, parents” (Jan Paweł II, 1991: 104). Love without loyalty is not love but illusion and forgery. Second

Vatican Council emphasizes that among basic functions of a marriage we can find „insoluble faithfulness for good and bad, and therefore, it is not acquainted with infidelity and divorces” (II Sobór Watykański). Spouses vow before the altar reciprocal loyalty and honesty and their symbol is the act of putting wedding rings, accompanied by words: Take this ring as a sign of my love and fidelity (Obrzędy sakramentu małżeństwa, nr 37).

Family is the community of people linked with marital vow for which the significant point of reference is God itself. Married couple is called to take part in God's act of creation, which includes being coauthors of creation of new human lives. Since they give life to the children, they boast the right to be their first and main mentors. Therefore, parental love should become their life mission that should be implied in the spirit of responsibility for the whole educational act, also in the aspect of child conscience. It should be a norm of those actions and a warranty of providing a child with integral and harmonious development in the atmosphere of emotional stability (Stala 2004: 341–347; Kłys, 1989: 337–340). I will recall the words of J. Kasprzak, who writes that „family is a great good of both church and national society. It should skillfully oppose to wrong trends, ideologies and lifestyles, show the children healthy look on the world, the people, their role in the society, gaze at the future with a hope” (Kasprzak, 2011: 76).

There is a whole set of powers in the family that attract their members to each other and tie them together. Those can be internal powers resulting from the marital relationship, emotional experiences, from the awareness of genetic relations, or the external powers resulting from the rates of dependence, coexistence, economic union, legal regulations, requirements of tradition and religion (Dyczewski, 1994: 20). Currently, due to the changes in the structure functions and organisation of family life, the importance of genuine relations has gone down, but the rank of bonds based on respect, reciprocal goodwill and friendship has risen up. Mutual love, understanding and positive communication received unique significance and for the durability of marital-family life- satisfaction and happiness. The importance of matrimony as an institution has also diminished, but it rose in terms of an emotional relationship giving the possibility of accomplishment and complete satisfaction. The awareness of mutual link, unity, the feeling of “we” is offered to the members of the family by biological, legal as well as psychological bond (Rembowski, 1986: 15).

As we wrote earlier, the marital love requires inviolability of loyalty. „It results from the reciprocal gift offered to each other by spouses. Love must be durable and it cannot be *temporary*. This inner harmony, as a mutual devotion of two people and also the good of the children, entails full loyalty of the spouses and obliges them to inseparable unity” (Sobór Watykański II). At the same time, marriage „is a durable relationship between man and woman, aiming at giving birth to

offspring by sexual cooperation" (Kodeks Prawa Kościelnego). Unfaithfulness destroys marriage, unfortunately nowadays appears in such a great number of marriages that people literally stop believing in loyal love. Young people observing the lives of adults often arrive at the conclusion that faithfulness is impossible to be accomplished by the ordinary person. It is hardly surprising as contemporary television programmes, cinema, Internet, press promote the idea of disloyal love. Social patterns just promote a kind of fashion for disloyalty and such features as stability, life longevity are not popular.

Meanwhile as W. Półtawska writes „to the accomplishment of faithfulness the blessing of marriage sacrament is desirable – it is exactly what makes people able to persist and to genuine beautiful love which appears impossible to people. Due to the fact that a person does not require it from himself and does not have the chance to observe it at other people” (Półtawska, 2001: 10). Despite it „loyalty involves effort, pattern. Especially young people need such a pattern that would help them to choose proper value. Faithfull love is considered by everyone as beautiful but at the same time it is presented as an unreachable ideal” (Półtawska, 1995: 180). Whereas disloyalty, „is a proof for the crisis of love as this real love is just loyal. Faithfulness is the function of love- the deepest the love is, the greatest is the faithfulness, and when there is the lack of faithfulness, love stops to be love, and on the contrary, faithfulness underpins the love and serves it. Today people call by the term of love any strike of a heart or even senses, and this is not love yet. Only indisputable love has the power to maintain loyalty” (Półtawska, 2001: 10-11).

Normal development of a child, its sense of security, depends on the relationship between its parents, on the marital bond. The child grows up properly when both parents are present in the child's life and when they know how to show their love to it (Fromm, 1992; Kępiński, 1992; Skynner, Cheese, 1992; Campbell, 1989). When there is no real love, when there is no loyalty in a marriage, one cannot tell about full experience of motherhood and fatherhood. Every case that lacks love, presents damaged fatherhood and motherhood. Also trials to separate motherhood from fatherhood become hurting for the child, as both experiences are shaped by one reality of parenthood.

A child requires „vivid, constant and irreplaceable presence of its parents who endow it with their love and feel responsible for its development. It is not irrelevant if a child grows up in the atmosphere of emotional emptiness and negative attitude towards it, or it is surrounded by acceptance and love” (Kubisa-Skalska, 2006: 8). I. Dudzik is definitely right when stating that „father and mother are the two people closest to each other but also to a child. They are not only life donators to them, but also bearing the effort of upbringing, they take the responsibility for their holistic development and the quality of their future existence. Everyone of us

has the load of experience that results from our own family. In many cases, they can help to solve many problems but also they can become the ballast that can make it difficult, or even make it impossible for the person to function in life. At this point, great responsibility of a mother for the quality of her maternity, as well as of the father for his paternity, is being clearly visible” (Dudzik, 2011: 742).

## Znaczenie miłości i wierności w życiu małżonków

### Streszczenie

Artykuł zatytułowany: *Znaczenie miłości i wierności w życiu małżonków* ukazuje miłość i wierność małżeńską jako przygotowanie do rodzicielstwa. Autor stara się wskazać źródła tych cech relacji małżeńskiej, odwołując się do *Magisterium Ecclesiae*, które podkreśla, że jest nim zamysł Boży względem człowieka. Godność tego zamysłu znajduje potwierdzenie w fakcie podniesienia tej relacji do wartości Sakramentu, który zapewnia nadprzyrodzoną moc do realizacji wyznaczonych małżonkom zadań. Cenne jest zwrócenie uwagi na prawdę, że relacja małżeńska jest niezbędną podstawą więzi rodzinnych.

**Słowa kluczowe:** Miłość, wierność, małżeństwo

### Summary

Article titled: *The meaning of love and faithfulness in the life of spouses* shows love and conjugal fidelity as preparation for parenthood. Author indicates sources of these features of conjugal rates, referring to *Magisterium Ecclesiae*, which underlines, that before god there is the intention of respecting a person. Dignity of this intention finds confirmation in this fact of elevation of rate for value of sacrament, or that assures supernatural force for realization spouses of tasks indicated. Calling attention is valuable on truth, that conjugal rate is essential base of family attachment.

**Keywords:** Love, fidelity, marriage

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Krystyna Ferenz

## **Women of two generations in modern family**

Macrosocial changes can be considered in many dimensions and levels. These dimensions are mainly: economical, structural and mental. Each one of them can be placed in the spotlight, although it remains in the relation with phenomenon prescribed to others. Levels in ongoing changes could also be seen from the most general, reflecting on the entirety of social life through feeling it with different strength and effect for various occupational groups. However, as the effect big changes in shorter or slower time are felt by members of community. The similarity of experiences in described changes periods, enables for treating people as a generation in social considerations.

These analyzes refer to people in two age groups, whose adult life was continued and still goes on after the period of political transformation. It brought changes in every significant life area, that were so meaningful as so to change the attitude towards many public and private values. It ordered to verify opinions or even life orientations. In such way observing fortune of individual people of both generations was possible. However, how they reflect in everyday events between relatives, that mean family, is somehow separate issue, and for sure different view perspective.

Present time, which is the beginning of second decade of XXI century, includes two generations experiencing intensive changes in pace and form of their life. The elder generation, which had to face changes externally imposing new requirements will be considered in these analyzes as elder, in the range between 50 and 70 years old. Younger ones were not yet included in full life-tasks range of an adult person. However the ones who are elder right now, were able at that time to take on the attitude of withdrawal. Professional situations were in lesser extent demanding radical decisions and actions from them. Therefore even they were emotionally involved in these changes, the course of their life was not affected with sharp shock as it was for people in the period of intensive professional work and most active phase of family life. Thus, in this consideration elder generation is recognized as people, who in the 80s, 90s and first decade of new century were professionally

active. Their family life demanded concentrating on the responsibility for two another generations: their own children and parents.

As a consequence the younger generation will be recognized as people from the ones who are in their twenties to forties, and this means children of aforementioned people who experience changes radical for socio-political regime and economy connected with it. This generation spends its whole conscious life already after the turbulent period of transformation. The following changes appearing in proximal and distal surroundings up to recognized in the global dimension are accepted as normal or in the range close to that.

For the continuity of society's duration and integrity of internal bonds the role and power of cultural transmission is essential. It brings the most important values in the attitudes towards people and circumstances, realization of functions derived from roles which were taken over, or even in the behaviour models from habits and customs. All these elements constituting about cultural and social density affect the everyday life of people in natural way, especially among relatives. In this moment many questions emerge, and they apply to agreement between people emotionally close to each other, but with a different perception of experiencing reality: different difficulties, troubles, ways of solving problems. From the view point of sequence of handing cultural heritage down, it may be admitted that every generation needed to face the dilemma of how much should be taken from tradition and experience of elders, and how much and to what extent should their life be changed for their own life orientation was to be built on own, often with different interpretation of social and personal events and emerging life vision. Nevertheless the elements of postfigurative culture were so essential for the young generation, that even these elements were not adopted, they would find acceptance, and this enabled parents to use their experience in councils and advises given children in different age, sometimes till adulthood as well.

Period of turbulent changes in the macroscale and in the own surroundings questioned values of experience capital collected in different conditions. It placed many people in a specific situation of loss, doubt in own life choices and sometimes even doubt in acquired skills when the unemployment became not voluntary choice but rather unexpected and unintelligible situation and also formidable both for the person and his family. It undermined the material being. Many considerations and analyzes about attitudes taken in that period were formed. They indicated especially personal conditioning of skills of coping with changed situations. Such factors like age, gender, professional qualifications and sense of responsibility for yourself and others could be found essential. These attitudes presented the whole spectrum: from misunderstanding inevitable changes and claim character up to active research of chances which were given by new law regulations, emerging hitherto unknown ways of individual organizing of own professional and personal

life (Ferenz 1995). New requirements in professional work, uncertainty of keeping it, existence difficulties of unpredictable character, these created for adult person series of difficult situations, which demanded coping with problems yet not known but already needed to be overcome. The experiences of elder generation were not useful for them, and both sides were aware of it, but also these people as parents-counselors of their children felt lack of competences when they helped choosing educational paths. This phenomenon occurred both in metropolitan milieu<sup>3</sup>, but also in small towns milieu<sup>4</sup>. In such situations autocratic styles naturally vanished in favour of democratic or even liberal. In educationally efficient families, where the emotional bonds were proper, children were gathering various information and parents were just analyzing with children the value of these and they tried to predict consequences of choices and decisions. They fully experienced difficulties of life in sudden or even rapid changes with fear of how correct the suggestions, orders or prohibitions even in the sphere of moral education. This last became the support of family life. Among distinct meanings of cases hitherto accepted as usual, natural in upbringing in family, what was important were the timeless attributes describing dignity of a man: kindness, honesty, truthfulness. Other features were becoming ambiguous: resourcefulness, invention, effectiveness and others. People of this generation regardless of milieu's situation, education or philosophical orientation brought out for the future ages the conviction that as they could not have life like their parents even in general frameworks, so also their children as adults will live in changed conditions, more or lesser imaginable. An interesting question for pedagogue is how will they find themselves towards their adult children. It will be a situation when they will want to share their life wisdom with younger generation. How do they cope when their experience is not valued by children as much to treat it at least as premise of knowledge when making life decisions, choices of lifestyle, accepted hierarchies and values or even life orientations?

The generation of children described here as younger means people, who had their conscious life after the period of breakthrough and its first effects. Time of changing conditions is their normal life time. Perceiving naturalness namely civilizational surrounding evaluation (therein cultural and social) is therefore different. Adapting to changes has signs of adaptation in socialization process. Abilities of noticing the adaptation possibilities is becoming everyday need. The culture of this generation has, first of all, the configurative features. Groups and

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<sup>3</sup> Students' researches for master degree seminar of faculty of Pedagogy Counseling at University of Wrocław in 80's and 90's.

<sup>4</sup> Students' researches for diploma dissertations in WSHE in Brzeg in 90's.

entities of reference belong to the same generation. Moral authorities may occur as exceptions, although so highly generalized that even if authentic person was indicate, for example Pope John Paul II or Mather Therese, it would not reflect on chosen life orientation or lifestyle (Kozłowska 2010).

In researches about authorities of young women specific axiological emptiness occurred. Apart from aforementioned reference to moral authorities recognized in the world, no other person with whom examined women (the age of 25–35) would have the feeling of emotional bond could be found. Therefore no one from the closest surrounding or better known people was not significant here. Parents were respected, but they were not placed as the life model. Women in cases important for them would not see parents as counselors, although they felt the acceptance and kindness therefore it let them profit from care help, especially for children.

There are systematic researches on the topic of impact of general changes on life of modern family. Researches are conducted by economists, demographers but also researchers of social science and in that especially sociologists and pedagogues. Attention is focused on different family functions, which do not disappear but reform into another shape of realization. Elementary functions not questioned by any of the researchers such as: affiliative, reproductive, economical, socializational and educational or acculturational, determines the essence of family as a natural and elementary group of people. Modifications do not undermine her sense, they eventually emphasize one of these functions as superior for a person or whole family in a specific development phase. Merely, the sketch which can be clearly noticed in the analyses of structure and family functioning it is accepting her in the nuclear dimension. In comparison to this, researches on emotional relations or impacts of people out of this basic group are meager. Extended family disappears from view. However, in our culture it still has important meaning. Although housing conditions caused that people from elder generation less frequently live with children and grandchildren, but in a large part of our society there is a tendency to live in a neighborhood, even if it is not the same city then it is nearest area<sup>5</sup>. Relations within the extended family have here not only celebration character but also spontaneous, deriving from emotional needs or helping needs.

By entering in the area of family actions and behavior, the emotional bonds are explicit in women's line. Grandmothers are expected to serve with help in emergency situations, in abating duties of women-mother of young or growing child, sometimes in a great extent in house keeping.

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<sup>5</sup> It was confirmed by researches of: A. Zawadzka, K. Ferenz, *Spółeczne aspekty wypoczynku młodych kobiet*, Wrocław 1996; A. Zawadzka, *Oddziaływanie dziadków na wypoczynek wnuków*, Wrocław 1999, referring to big city, and in 2010–2011 referring to small cities: K. Ferenz, K. Zajdel, *Dorastanie w małych miastach* (in print).

Women of younger generation, even while choosing different life style and subordinating to it all basic social roles, which are culturally imposed, they still have in their life experience the models of functioning in family of origin. They remember from childhood and adolescent years models of solving home difficulties or educational, and either accepting or rejecting these solutions at that time. However, extreme situations evoke their mothers ways to cope and often they use it in such situations. When examining roles of elder people in family, women indicated on reflexive use of experiences and advices given by their mothers, especially in respect to transferring cultural traditions, creating celebrating atmosphere and mutual kindness when solving everyday's problems (Ferenz, 2009). Still, this does not mean that all mother's suggestions were accepted, and that mothers appreciated (not always directly showing it) the proportions of time used for job, children care and other social duties. Nevertheless, this emotional system blurred differences of attitude towards life tasks of this period of young women life and phases of family development. In general view elder women were involved in such life rhythm, which was given by daughters, and often reevaluating previous evaluation of correctness in women's functioning according to standards, or even stereotypes of our culture. The generational differences appear clearly in husbands' mothers statements, who are described as mother-in-law. Interesting results in this area were gathered by M. Zając while analyzing statements on internet forums in year 2011 (Zając, 2011). From understandable (technical) reasons she collected much more opinions of daughters-in-law than from mothers of their husbands. In these judging statements it was easy to see the expectations towards ways of fulfilling roles such as: mother, housewife, wife, and further also: involvement in professional work, social, or realization of self-developing in different forms.

Several years of research conducted under problematical seminars referring to changes in fulfilling social roles by women included different age groups: grandmothers of today's university students, mothers, women in all phases of family development and also girls in high schools of different types and cities<sup>6</sup>. Despite great differentiation of milieus, education and age the life activities areas concentrated mainly on family and professional work, and in case of the youngest (age of 18-21) in a perspective seen as such. Traditional roles are therefore not disputed, and their transmission appears to be stronger than any other changes in macro scale. But here, the similarity clearly ends. Fulfilling the content of such roles distinctly differentiates women's attitude towards tradition and modernity understand as models currently popularized, especially by medias. The latter are also not much different from sphere of women's activities according to common

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<sup>6</sup> Source material from master dissertations of following authors: J. Cichowlas, U. Rembowiecka (2008), M. Zielińska, M. Wołczek, O. Lamparska, M. Mikoda, M. Grzybowska (2010).

opinion. In order these are: family home (set of tasks and duties), professional work shown quite enigmatically, and other marginal activities such as social. On the other hand, they are attentive about their look, health and well-being. Therefore in the peak periods of active life women try to satisfy social expectations, especially milieu's which reach both tradition and desire to see themselves as modern women heading towards high valued life.

Using for this considerations secondary research analysis of such issues it is easy to notice obvious fact, that image of family life depends first of all on women. However, there is a question appearing immediately about what factors have impact on this family image, on long-term choices and activities of everyday life. Tendency to perceive polish families in egalitarian way, what lasted quite long, faded differences between social groups. Analysis of models such as: patriarchal, partnership, mixed showed only proportions of living in certain milieus or places, but not presented acceptance level of these models through women dedication for family. Such signal about falsity of widespread opinion that partnership model is becoming more and more often chosen revealed in researches of young women from Wrocław in second half of 90's (Zawada, Ferenz, op.cit). In working class milieus which were considered to be the ones where husband worked professionally physically (not because of choice but such qualifications) his job was appointing family life rhythm. Comparing salaries for work must accent husband's higher position in family. Wife's education level was in such system of no important meaning even though in big city milieu women had often formally higher education than their partners. In such milieus it was considered as wife's success that "husband helps" what means if he wants, it was not part of sharing duties. Sharing duties appeared as issue only in groups where both spouses had higher education and works of comparable salaries.

In families of women with basic vocational and secondary education social circle is set by husband. Friends of wife who were part of permanent social bonds were rather sporadic. In these families also elder women impacts were clearly different. Position of greater importance was taken by husband's mother rather than wife's. Daughters-in-law received from them many judging messages which rarely helped their wellbeing. This phenomenon in these years seemed to surprise with results but in the same time it showed sources of emotional loss and lack of social encourage groups in case of families. Families were often endangered of it when women involved themselves in further education or training in profession. For their mother-in-law it was evidence of not being prepared for life. Instead of getting offers for help in house or care duties they got advices to change job. Similarly things were going with women secondary educated for whom education bound with professional work was obvious and they could find proper forms of realizations in cities. They could speak about help from mothers, if it was possible.



Mothers even though they also did not see the need of their daughters further education treated it as unpleasant necessity, nuisance of certain time and they waited for the end of studying and rest in home.

Serious generational difference may be noticed in attitudes towards work. Mothers of 30 years old women treated their work different and saw their role in another way. Although this concerned women higher educated, progressively it involved also the ones who were getting education. This opinion was later justified also in researches (year 2010) conducted by students of WSHE in Brzeg about attitudes towards work in two groups of people: workers of long work experience in age over 50 and those who worked from 2 to 5 years. In these groups 35 elder women and 21 younger women were placed. Differences in their relations were clearly seen. Elder people stated that they are dutiful, reliable workers because it gives them feeling of personal dignity. However they talked about work without interest, it had to be done, it was a duty, necessity. The vast majority waited for retirement. Similar image appeared in research on women before retirement, citizens of Wrocław. Beyond single cases of higher educated interviewee who saw possibility to still use their professional qualifications others in vast majority planned to share time between house duties and resting. Trying to seek characteristic sketch in women of both generation attitude towards work could let, with a little risk of error, describe elder generation as treating their work like tasks without feeling of professional identification, while the younger when getting profession tried to clearly describe their value as worker. Mostly severe criticized were young women with higher education, citizens of small cities, who as mothers went back to professional work after short term parental leave (Zabłocka, 2009).

Second area of visible differences in attitudes towards tasks and everyday life duties is a forementioned house keeping. For elder women it is actually the main reference plane in self opinion about fulfilling social expectations, while for younger it is just necessity. Such necessity is not significant criteria of self-esteem, therefore they aim to share duties between household members or simplification of necessary activities. Some of them treat house activities selectively as shift for stress in work and they see including these activities in a form of relax. It is a sphere of frequent collisions of views on specifically identified task. In magazines for women these matters are reduced to characters and attitudes collisions. Elder women are shown as those who wish to retain their significant position in family, fight for wellbeing of their sons, sometimes grandchildren, and for younger ones assertiveness is recommended.

However, mutual miscomprehension appears mostly in the sphere of leisure time. Generation for which leisure time was not a meaningful value in personal systems spent their free time generally on additional works for example on allotments. Realization of activities related to hobbies, amateur actions concerned



small number of people. Therefore such activities of daughter-in-law are not easily accepted, at best they caused astonishment (Zajac, 2011). However, younger women do not want to resign from this, and forcing them with specific emotional blackmail to help on the allotments is felt as a kind of terror. On such background the behavioural problems concerning youngest generation were not on the forefront in any of research. It might happen because of certain reasons. First of all children of young women do not make such troubles or cause visible difficulties which could not be understand and explained by grandmother's kindness. Secondly, parents educational consciousness is clearly increasing what causes that in familial educational system more behaviours of democratic than authoritarian or liberal character are appearing. Thirdly it is area of themes where both generations find place for common care about children's future which is unknown and for sure will bring changes.

However, unquestioned area for good relations in family exist. It is the transmission of celebrating. Knowledge of rites and customs which elder people have creates them as attractive source of wisdom. This elder generation brings atmosphere of cultural continuity, reminds family life, important events, gives color to bare facts or brightness national holidays or family celebrations. Memories and common celebrating strengthen cultural values as well as educational values and the one which integrates group.

Returning to questions which induced reflection about relations of women in Polish, modern family answers of hypothetic character may be formulated. However, avoiding easy explanations only from position of emotional contradictions of people in contact in everyday life situations.

First observation brought by briefly presented images is a fact that changes experienced by both generations were of different character. First ones concerned ideological and material dimension. Difficulties of everyday life focused attention and life activity on being life side and anxiety about that remained in elder people. Second ones primarily experience cultural changes and as a consequence this causes different attitudes towards each other, surroundings and life orientations. Second observation concerns internal family changes. Diffusion of cultural models concerning already greatly diversified family forms weakened relations of young women dependence from their husbands, partners and what is more from families of their origin. Vision of these relation collapse is obviously treated as unfortunate event but also as one of possible solutions. Another change observed in attitudes of young women towards judging behaviours of mothers of their husbands relates to fulfilled professional roles. In large material collected in researches of last years (2009-2011) concerning different social or local environments this phenomenon did substantially not appeared. Changes on the labour market from which the most important for family is a dangerous vision of unemployment and important

efforts for keeping every family member's work, evaluating comments in this sphere became unreasonable.

In statements of both elder and younger women interference of grandmothers in bringing up grandchildren significantly decreased. Here statements often reflect changes felt by elder generation. They feel that their grandchildren's world will be different than the one they know. In such not only felt but also expressed conviction, passage from state of common consciousness to a state of understanding surrounding social world by each person is clearly visible. The cultural core of each society resides in families. In them the phase and direction of changes may be seen. Personal relations show important mental changes of modern generations.

## Kobiety dwóch pokoleń we współczesnej rodzinie

### Streszczenie

Rodzina jest tym miejscem, w którym wielkie zmiany społeczne odbijają się w codzienności każdego człowieka. Dwa pokolenia współcześnie aktywnych kobiet doświadczyły innego typu zmian społecznych. Starsze przeżyły czas transformacji ustrojowej. Same musiały określić własne orientacje życiowe, gdyż doświadczenie życiowe ich rodziców odnosiło się do innych warunków. Młodsze kobiety żyją w czasie zmian szybkich, lecz zachodzących w sposób ewolucyjny. W artykule rozważane są pytania o to, w jakich obszarach życia współczesnych kobiet istnieje transmisja kulturowa, a jakie są miejscem istotnych różnic.

**Słowa kluczowe:** zmiany społeczne, pokolenie, współczesna rodzina.

### Summary

Family is the place where great social changes take shape of everyday life for each person. Two modern generations of active women experienced different types of social changes. Elder women experienced time of political transformation. They needed to define their own life orientations by themselves, because life experience of their parents referred to another conditions. Younger women live in the time of quick changes, although happening in evolutionary way. Considerations in this article are about questions in which life spheres of modern women is a cultural transmission existing and which are areas of significant differences.

**Keywords:** social changes, generation, modern family

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## **Extramural cultural institutions as a support for a families in the area of music activity development of young people**

### **1. Introduction**

Pedagogy is an art of upbringing. As an art it touches the soul and emotions of a developing young human being. The task of pedagogy is to explore the artistic nature of a child, and a teacher should be an artist himself. The main goal of upbringing and being happy should be a free development of personality and the possibility of its expression. A good chance to do it is art, especially music which is directly connected with emotions. That is why among many different arts it is the music that is crucial to education. It brings happiness to one's life. It is being said, that if we bring up our children by music, we would have more optimists. According to the Greeks, balance and good mood were the result of musical upbringing, treated as a part of general education of men. Music was considered to be a paramount subject. The cognition of harmony and beauty of sound was to be a step to cognition of beauty and harmony of life (Białkowski, 2000: 131; Podolska, 2008: 11).

### **2. The area of upbringing possibilities executed by the musical education in kindergarten and primary school**

Teachers and parents face a difficult, but fine task of introducing a child to the world of music. Just after being born, a child tends to react to the first sounds, rhythms and noises of the environment. In case of newborns, we can see them trying to imitate various sounds or voices of their mothers. As the children learn to move and walk, they tend to react to simple rhythms. Two year old children listen to sounds eagerly tend and show happiness by doing so. Musical hearing, memory

and the interest in music develop. It happens when parents develop these abilities by their own singing, not destroying the sensitive auditory system by playing loud music. Emil Jaques-Dalcroze wrote: "There are more musical children than parents assume. Music abilities are frequently hidden deeply in their souls and they cannot emerge. They are like subcutaneous springs that can't spurt out unless the spade clears the way first. The main aim of musical education is to elicit the musicality from its hiding" (Jaques-Dalcroze, 1965).

Unfortunately, most of three-year-olds who come to the kindergarten had no opportunity to hear lullabies sang by their mothers, or they heard singing completely out of tune. That is why their first music encounter appears to be in a kindergarten. According to this, it is the role of children's first kindergarten teacher to give a direction to the musical development in children: shaping their sensitivity, developing their auditory system, and creating in them the interest in music. Etienne Sourian writes: „kindergarten period has a great importance, because music abilities and sensitivity are shaped definitely by that time. Those abilities may also fade in the critical moments of life: 3, 4 and 9 years old and in the period of adolescence" (Sourian, 1965).

We cannot consider any child tone-deaf unless we give him the opportunity to educate. Music abilities are dependent mostly on practice. A vast majority of children lose their inherent musical abilities due to the lack of hearing education in the most appropriate phase for it, which is the kindergarten and school period. Unfortunately, the education reform has become an obstacle for the esthetic-artistic education since the 90s, especially for the musical one. Depriving the basics of musical education by erasing such subjects as music and painting and providing only one hour of an artificial creation called „art" in this place (which no one had the right and could teach) gives a great deficiency in the area of children's education. Serious program changes of the education reform and negligence in general education lead to musical illiteracy in contemporary society. The lack of interest in the art of music and experiencing it by musical activity deprives youth of unique possibility of development. Children need aesthetic experiences and musical education. And a good, professional music teacher - a guide to the world of music (Tomaszewska, 2003: 13).

Irena Wojnar determining the age of youth as the time of searching for aesthetic experience, quotes Maurice Debbese: „young people enjoys aesthetical experiences, which are unselfish forms of acting. The joy is even bigger when it is due to adoration, which pushes them further, to the absolution" (Wojnar, 1970: 253–254).

Aesthetic values are similar to moral values. The Aesthetic satisfaction is frequently identified with moral satisfaction, and goodness identifies with beauty. Stefan Szuman, dealing with aesthetical experiences, wrote: „In music, the youth finds their own feelings, to which the science is deaf" (Szuman, 1990).

The area shown in this chapter depicts a range of educational possibilities of school and warns us not to abandon the dialogue with the youth. The lack of music in school and leading in the world of emotions and beauty morph to school and psychological problems and, additionally, warps their good sense. Teens have been deprived of what is their natural and basic need – the complex and full education and one of its crucial components – the music. The inquiry arises: are there any other extramural substitutes? The answer is affirmative – that is due to the two systems existing in our country which are the cultural system (cultural centers, music schools, music societies or choirs) and the multimedia respectively.

### **3. Musical education in cultural centers**

The main tasks of cultural centers are reviving, enriching and profiling all cultural and educational work, so also extramural aesthetic and musical upbringing. Current activity of such places confines to musical formations: choirs, orchestras or more common such as popular music bands. More ambitious centers organize also various concerts, auditions, readings or meetings with musicians. These places propagate also the use of educational helps e.g. books, note scores, illustrated whiteboards, compact discs and movies or acoustic devices (Lasocki, 1970: 43–45).

The need for singing and playing instruments is the base of amateur music movement as a form of self-realization and one's music expression. A considerable part - majority perhaps – of the movement's participants are the youth. People who have most of free time, vitality and willingness to entertainment with reference to the rest of contemporary society. Young people prefers so-called pop-music, which derives from songs and rock styles. It appears that rock music and songs are not only occasional trends. It is no denying that the types of songs or even the rock music itself has changed since all these years. The essence of the matter however – the interest in this type of music in general - remains immutable. The interest has proven to be so strong, that it had dominated a bigger part of our amateur music society. Due to its simple melody, this kind of music creates a big chance of cooperation and by the same time is adaptative and inspiring. Moreover, the music is a symbol of generational identification and it has also created its own music subculture. Finally, it gratifies the need of community. The advantage of all this is undoubtedly the deep interest of young people in this type of music. The most significant disadvantage on the other hand is the inability to use this mass amateur interest by people responsible for upbringing (especially aesthetical) of the young generation. It seems that the use of youth's interest in small forms of music might be used to teach them more in both aspects: passive and active. To specify: in various vocal groups, besides simple and popular compositions there are also classical opuses, and the number will rise definitely. Small vocal groups might become one, huge choir. Vocal bands are created in primary school, and

later, in junior and senior high their need of being in constant contact with music develops rapidly (Panek, 1980: 110-113; Uchyla-Zroski, 1999: 45).

Dance formations are also popular type of classes in cultural centers. Dancing is an art that develops movement abilities supported by music. It has a great impact on emotions and aesthetic feelings of both: audience - the listeners, and the dancers themselves. The most simple to recreate are folk dances. This is mainly due to the fact that they derives from natural and plain form of movement and also have a simple construction and memorable melody. While focusing on a musical aspect of choreographic classes, the accompaniment is also worth mentioning. It is substantial for general musicianship for it sensitizes the people to the mood, rhythm and the music tempo (Bona, 2002: 32).

Those cultural centers which conduct such activity should notice the educational role of music and its numerous aspects, not only applied, entertaining or decorative ones. This proves that amateur music movements and various forms of music disseminations should be considered as significant tools of upbringing activities. The community is obliged to support the inclination for music, not to limit it or restrain entirely. It is admittedly one of the ways to adore music, but not the only form however. The work of a music band should not be limited to singing and dancing or playing musical instruments only but it also have to encourage to read the music literature, which helps gaining knowledge about the particular types of music. At the same time we have to introduce the youth to the culture of music and enable them to participate in music life in their society. Preparation to active and creative participation in our music life is one of the most vital upbringing tasks (Lasocki, 1970: 46).

Local communities claims, that where the cultural centers are, there is also a local culture. Similarly, lack of such places works bad for the local culture. This proves the link between local community centers realizing tasks that develop cultural consciousness and the general development in particular society.

During the last two decades the role of culture in local societies has dramatically changed. The society started to demand entertainment from the local culture such as festivals and picnics. The art has been downgraded to the role of addition to altogether food consuming. Fortunately, it has recently started to change. Cultural centers are slowly becoming the meeting places where gathered there people, especially teenagers are really up to something. More and more volunteers and non-governmental companies works in and with the cultural centers. The places are superb tools to realize the demands connected with developing the communal wealth. All definitions, characteristics and ideas about communal wealth are close in meaning to the range of tasks of cultural animators (Gralczyk, 22-23).

#### **4. Community music group as a strong element of extramural musical education**

These specific places, having original model and not appearing in any other country have very wide range. Its complexity creates its unique form and has enabled the community music groups to function in this unchanged shape since 1945 up to now. They originate from the late 20s, when Janusz Mikieta has introduced a project of educational reform to the authorities. It proposed the creation of schools with music profiles meant to have rather upbringing aims, contrary to ordinary musical schools meant strictly to educate. He resumed the project in 1945 by creating a model of such institution. After the World War II, this idea has been carried out by the Ludowy Instytut Muzyczny in Łódź (Petrozolin-Skowrońska, 1996: 817).

The model of community music group came to the favorable conditions: the society's need for music. The need of playing instruments is also worth mentioning. Parents too want their children learn to play as a part of *savoir vivre* or, more and more often, they start to understand the importance of music to entirety of upbringing. The community music groups began to function as a kind of music school, opening by the same the field of music education to everyone. The field almost totally dominated by individual music tutors by that time. Nowadays, community music groups differ in models and profiles. In big cities, community music groups work rather as music schools. In the smaller towns they integrate society. Finally, in the rural environment with strong folk tradition (these are most frequently groups established just after the war) the role of such groups in culture is undeniable. There is also a huge difference if the community music group is the one and only in the particular area, or when it is one of many in the neighborhood. And at last, if it is independent, on the contrary to those which are integrated with other facilities such as schools or cultural centers and have a common program with them (Waldorff, 1977: 10; Przychodzińska, 1987: 203–204).

Another chief task for community music group is to teach how to play instruments and to organize the concerts. The preparation to active and conscious music reception is achieved by attending music lessons, concerts, collecting records and listening to recordings and opera performances. It is also important to be in touch with music literature and to monitor music events and music news. Next to instruments teaching quite an important role have also other music related subjects. Such classes have place in all community music groups to some extent. Another important fact is that community music groups do not work on the basis of educational framework. Each single group creates such a framework according to the individual needs they have and resources they are allowed. The subject me may come across are The history of music, The rules of music, Hearing classes, Music listening, Music forms, Music folklore or Aesthetics of music. Quite popular are



also classes with music groups. Those might be instrumental (accordion, guitar, piano or wind instruments) bands like duets, trios, quartets, quintets or sextets.

Subsequent elements of community music group's program are: cognition, propagation and continuation of folklore tradition of local region. Each community music group organizes displays and concerts of its participants. Most of the concerts take place in the residence of such a group but sometimes they are moved to the nearby schools or kindergarten. Even less often, but still, music group leaves their hometowns and perform in other locations, occasionally beyond their voivodeship. This definitely broadens the area of folklore's influence and gives the interest to other groups, strengthening by the same its function in children upholding (Rogalski, 1992: 88–90).

The participation in community music group is free for everyone, no matter of music abilities the willing participant has. According to this, there is no initial selection as in music schools - the only requirement is motivation.

Community music groups were created as a response to authentic society's need. There is however a lot of controversy in them. Some of them plays a significant role in culture propagation. It is due to involvement, qualified supervisors and tutors, appropriate methods of work and cooperation with different societies or facilities. Next to these success there are, however, failures which often comes unnoticed at first glance. There are mainly educational failures like not enough musically educated students or a big number of resignations at the very beginning. The main reason is the lack of well-educated and qualified tutors. Nevertheless, the community music groups have now a great chance to develop and spread out thanks to continuous help of Ludowy Instytut Muzyczny (Folk Music Institute) (Pietrzak, 1986: 14; Przychodzińska, 1987: 205).

## **5. Musicianship and pre-orientation tasks of primary music schools**

One of the aims of community music groups activities is taking care of the most talented students and directing them to music schools. The recent survey shows that approximately 12% of community music group's graduates join music schools. Music vocational schools are meant only for the most talented individuals. After the War, music schools of all levels have become free of charge, and the government had secured the finance and accommodation. Since the very beginning of primary music schools functioning as a system of public education (that is since the War) there have been two main tasks to fulfill. Those were: pre-orientation and musicianship. According to the nomenclature, both of these assignments have been qualified as „vocational preparations” and due to this all primary schools have been incorporated (according to reform in 1949-1959) to the vocational music education (Gogol-Drożniakiewicz, 1988: 82; Prosnak, 1976: 152).

The role of primary music school was (and is) the selection or designation the most talented individuals and supporting them to choose the most appropriate course in secondary music school (music high school).

The sequential task of primary music schools is to musicianship and it is closely related to pre-orientation. It is the reassurance of basic musical education: versatile development of musical inclinations, music sensitiveness, and knowledge of basic terms and abilities. It is a separate assignment, depicting basic musical education as an important link in social upbringing system. In other words, the primary music schools plays an important role in educating young people's music awareness, deprived by public education. Nevertheless, the education of an artist has a bilateral character. On the one hand it focuses on technical education. It is indispensable for without it an artist may only be a potential artist - not entirely fulfilled. It is also the most measurable side of artistic upbringing. Technical abilities may be precisely measured and valued. On the other hand we have less vivid and more difficult to define aspect - talent and individuality development (Jankowski, 1979: 23; Beylin, 1974: 170).

The true value of each music school is confirmed by its graduates, who underline the essential role of music in their lives, no matter what profession they have chosen. And those who have chosen to be professional musician and graduated the whole levels of music education became fulfilled musicians or respectable music tutors. Nowadays, they are important source of inspiration for the learning youth (Kanafa, 1999: 33)

## **6. *Schola cantorum* – the causes of reformation and propagation after the period of children and youth's secularization**

*Schola cantorum* has a firm position in sacred music and a rich history in the European culture. In 335 Pope Sylvester I established first ecclesiastical music schools the most important of which was the Roman *schola cantorum*. The school soon became the example for new ecclesiastical schools and professional ecclesiastical musicians. Despite the fact that during the Second Vatican Council all languages and new methods of activities have been allowed, it is still cultivated in Catholic Church (Krukowski, 1972: 75).

Since over a dozen years the movement of children and teenagers gathering around the Church has strengthened. This is mainly due to the internal needs and external circumstances of our youth. One of such external circumstances is definitely the choice of our Polish Karol Wojtyła for a Pope. His pilgrimages and homilies so strongly engaging young people had enriched their faith and the will of praising the God together after the long period of secularization. During many, long pilgrimages with their hearty and engaging singing young people have shown

their needs and skills. The other cause paradoxically might have been the Polish school and its gradual abandoning of pedagogy of culture (Seredyńska, 2004: 119).

The weak point of schola from the technical point of view is non professional preparation of tutors leading the groups: priests, nuns, secular teachers, music animators or sometimes bandmasters. Only few of them are able to accompany themselves with the guitar, piano or any other instrument. The learning process of chants in a great majority of cases is carried out without the use of music notes, using the listening ability only. Good points of this activity is the band's integration and co-operation, making friends, stress relief, contests results and most of all showing the emotion and joy in what they do.

The importance of schola in musicianship of young generation are shown in the words of Romualda Ławrowska: „schola has the educational role in chants learning process as well as in the ecclesiastical music literature cognition. It is also a great opportunity to broaden and enrich teenagers and children's music interests. We should however conduct a wider research on numerous upbringing aspects of schola activity, examine toe effects of interpersonal changes, behaviour, artistic taste and the teaching methods on music tutors/animators” (Ławrowska, 2011: 19–21).

## **7. IT in the process of enriching music education**

In the XXI century the impact of multimedia on education is overwhelming but inevitable. The enormous development of IT and the Internet makes the knowledge accessible at a large scale. What is more, the resources of the Internet are available just after several mouse clicks. In our specific society, where musical education is marginalized it is the computer that helps to gain music knowledge. Using computers in teaching shows a huge potential and abilities in range of collecting, processing and presenting knowledge. It allows also the simulation of many phenomena of music with the use of interaction, graphics, and computer animation with sound. The real transfer of knowledge at any range makes the teaching process not limited only to temporary resources available at local schools, but also enables young people to reach to the other materials, stored in various libraries or universities (Heering, 2011: 104).

Not surprising in the fact that media are one of the most essential elements of nowadays socio-cultural domain. Thanks to what they offer the process of education may be easily enriched. Many web sites are devoted to the information about playing instruments. Another helpful aspect of such sites is that they contain databases of compositions for a number of instruments. Indispensable in that case is however a didactic program of using the offer proposed by the media. There have already been made such efforts in Poland, they are not sufficient though (Kubiak, 1997: 70; Parkita, 2000: 152).

It is also worth mentioning that media are responsible for spreading chaos in the world of values (including music). We may blame the children for being thoughtless in choosing what the Internet has in offer, but it is the education that should be blamed. The system is not able to supply the music education in all what is necessarily and to explain all contemporary music world's mysteries. We cannot submerge in modern technology endlessly, rejecting by the same other methods of work and activities in school and outside its walls. Nothing is powerful enough to replace interpersonal contacts.

## 8. Final remarks

Modern pedagogy tends to develop a range of children's abilities and intelligence: lingual, mathematical-logical, interpersonal, kinetic and finally, musical. This assumption is however not entirely realized in most of Polish schools, where conveying of modern, active and versatile music education by the professional music teachers has been cancelled. Young people are deprived of their own, fundamental right which is the right of complex music education. Young adepts of music should be able to develop their music talents and express themselves, and not every school can guarantee that. The best prove to this are the words of Mirosław Niziurski who writes that: „The model of music as a subject worked out in the 70s, was based on a populist conception of musical upbringing of children and teenagers was too beautiful to be real. The period called the era of early Gierek's, the illusion of prosperity and wealth was conducting not only to plan huge theaters, stadiums and monuments but also constructing educational and aesthetical programs. The problems with teaching aids, qualified tutors or school conditions were not mentioned at all. The reality was however different. The perfect model of musical upbringing does not work with Polish poor education system” (Niziurski, 1995).

In these conditions young people's eagerness to extramural cultural centers spreading musical culture is completely normal and justified phenomenon. They find there aesthetical experiences, universal values and cultural community.

## Niestacjonarne instytucje kultury jako wsparcie dla rodzin w zakresie rozwoju działalności muzycznej młodzieży

### Streszczenie

Spośród różnych sztuk muzyka odgrywa największą rolę w wychowaniu. Przed rodzicami i nauczycielami stoi trudne, ale piękne zadanie wprowadzenia dziecka w świat muzyki. Niestety reforma oświaty lat dziewięćdziesiątych stała się ciosem dla edukacji estetyczno-artystycznej, zwłaszcza muzycznej. Zaniechano prowadzenia nowoczesnej, aktywnej i wielostronnej edukacji muzycznej przez profesjonalnych pedagogów muzyki. Rodzić się mogą pytania o to, czy istnieją

poza szkołą jakieś formy zastępcze? Odpowiedź jest twierdząca – w naszym kraju urzeczywistnia się upowszechnienie kultury muzycznej dzięki funkcjonowaniu dwóch układów, którymi są: sieć odpowiednio zorganizowanych instytucji kulturalnych (domy kultury, ogniska i szkoły muzyczne, stowarzyszenia i towarzystwa muzyczne, schole parafialne) oraz multimedia.

**Słowa kluczowe:** szkoła, centrum kultury, Podstawowa Szkoła Muzyczna, Schola Cantorum, multimedia.

### Summary

Among all arts, music plays the most important role in children's upbringing. Teachers and parents face a difficult, but fine task of introducing a child to the world of music. Unfortunately, the education reform has become an obstacle for the esthetic-artistic education since the 90s, especially for the musical one. Conveying of modern, active and versatile music education by the professional music teachers has been cancelled. The inquiry arises: are there any other extramural substitutes? The answer is affirmative - that is due to the two systems existing in our country which are the cultural system (cultural centers, music schools, music societies or choirs) and the multimedia respectively.

**Keywords:** School, Culture center, Community music group, Primary Music School, Schola cantorum, Multimedia

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## **The Role of the Family in Ecological Education**

When we consider the question of ecological education, which is also known as environmental education, we could return to antiquity in our research. This process is easy to understand because looking for the beginning of every European idea we have to follow the same path. The origins of our civilization are strongly rooted in ancient Greece. However, we have to remember that the very beginning of modern environmental education, which aims to find the balance between economic and social development and create valuable attitudes toward the protection of the environment, dates back to the second part of the twentieth century. In 1970, the international conference organized by the International Union for Conservation and Natural Resources (IUCN – previously the International Union for Conservation of Nature) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that ecological education is a long process involving development of abilities and behaviours necessary to understand and accept the relationship between man and the environment. This long process of education must also result in fostering abilities to take conscious decisions in order to improve the quality of the environment (Palmer, 2003: 7). Today, when we try to present the aims of ecological education, more emphasis is placed on sharing the knowledge of new technologies, as well as economic and social changes. The teacher of ecological education must be familiar with the problems of poverty and overpopulation. It is clear that education that strives to create the attitudes of appreciation and protection of the environment has to be at the center of every educational program, and should be incorporated into biology, economics, psychology and sociology. In Poland, and I think that in many other European countries, although it is not easy to generalize, the question of ecology in educational systems has found its place following the discussion of the problem at the international level. At this point, we should not forget about the role that the



UN special agency, UNESCO, and the United Nations Environmental Program have played in developing ecological education<sup>7</sup>.

First of all, in our investigation we are going to look through the official documents of the United Nations. Next, we will focus on the problem raised in the title of this article. It is not possible to deny that the family still creates the best place for a basic level of education, especially ecological education. The modern family can help in the process of learning about the environment; however, in the case of the dysfunctional family the process of education is distorted or even inhibited. In a positive way, no system can replace the family at the beginning of the child's life (Dąbrowska, 2004: 147). I would like to come back to the definition of ecological education given by the IUCN and UNESCO. Special emphasis has been placed upon shaping the ecological attitudes and values. Only one circle is privileged to manage the task given by this definition. Obviously, I am speaking of the family. The decisions taken by parents in the face of contemporary problems connected with ecological education are the source of proper and improper attitudes of the child in the future.

Every teacher is obliged to appreciate the family's freedom in educating and choosing the principal values. The Universal Declaration of Human Rights says: "Parents have a prior right to choose the kind of education that shall be given to their children" (Art. 26, nr 3)<sup>8</sup>. The International Covenant on Economic, Social and Cultural Rights develops the rights of parents. It says that the states, parties to the covenant, should respect parent's freedom and right to choose for their children other types of schools conforming to their values than those established by public authorities (Art. 13, nr 3)<sup>9</sup>. In this perspective, we must ask if we have the right or if we should emphasize the role played by the family in ecological education. The answer is easy: The protection of the environment is one of the most important responsibilities of the human being. We need to decide whether or not this principle is the categorical imperative of modern family. If the answer to this question is yes, then, ecological education determines the future of next generations.

The first significant international conference that dealt with the issue of the environment was organized in Stockholm on 5–14 June 1972. At the end of the meeting, over 100 delegates and heads of states issued a special declaration. In the document we read: "Education in environmental matters, for the younger

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<sup>7</sup> See: *Intergovernmental Conference on Environmental Education organized by UNESCO in co-operation with UNEP Tbilisi (USSR) 14–26 October 1977*, [http://www.gdrc.org/uem/ee/EE-Tbilisi\\_1977.pdf](http://www.gdrc.org/uem/ee/EE-Tbilisi_1977.pdf).

<sup>8</sup> [http://www.un.org/events/humanrights/2007/hrphotos/declaration%20\\_eng.pdf](http://www.un.org/events/humanrights/2007/hrphotos/declaration%20_eng.pdf).

<sup>9</sup> <http://www2.ohchr.org/english/law/pdf/cescr.pdf>

generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension” (Osmańczyk, Mango 2003: 2201). This official declaration was not the only document published in the capital of Sweden. There are also two other important papers: recommendations to improve the official declaration and the text of establishment of International Environment Day. As regards ecological education, we must emphasize recommendations no. 95 and no. 96. In the first one, we read that the conference committee asked the General Secretary of the UN to support projects aimed at continual cooperation among various programs, such as social, educational, and cultural, at the international level. In recommendation no. 96, it has been implied that UNESCO, and the other international agencies concerned, should, after consultation and agreement, “take the necessary steps to establish an international program on environmental education, interdisciplinary approach, in school and out of school, encompassing all levels of education and directed towards the general public, in particular the ordinary citizen living in rural and urban areas, youth and adult alike, with a view to educating him as to the simple steps he might take, within his means, to manage and control his environment”. Taking into account the long perspective of ecological education, we would like to emphasize that World Environment Day was established during this conference. It has been celebrated every year on 5 June, the day on which the Stockholm meeting started.

In Poland, not only World Environment Day but also Earth Day has been celebrated since 1990. On 29 April 2012, whole families will participate in final celebrations of Earth Day in Warsaw. People responsible for the organization of World Environment Day and Earth Day are obliged to balance the “familiar atmosphere” with the special occasion to provide some serious information on the problem of environmental protection. The main aim of the celebration is to inspire awareness and appreciation for the Earth’s natural environment.

Analyzing the Stockholm declaration, we find that the document deals generally with ecological education of young and older generations. After all, it does not refer to elementary, secondary, or university level students. Ten years after the Stockholm Conference, the World Commission on Environment and Development was established by the General Assembly of the UN on 19 December 1983. The special report, *Our Common Future*, being the result of four years of the commission’s hard work was published in 1987. It is known as the Gro Harlem Brundtland Report – named after the former prime minister of Norway and the Norwegian Minister for Environmental Affairs from 1974 to 1979. She was responsible for the work of the commission and the preparation of the document. This document presents the definition of sustainable development,

which has been found to be the most frequently cited definition of this concept to date. According to the report, sustainable development means the development that “meets the needs of the present generation without compromising the ability of future generations to meet their own needs”. The report says that ecological education must present knowledge referring to the social sciences, natural sciences, and humanities. Ecological education must be integrated with different branches of the sciences, which are included in school programs at all levels of education, and is also directed toward school teachers.

The greatest event in the modern history of the ecological movement was the Earth Summit which took place in Rio de Janeiro, from 3 to 14 July, 1992. Concrete preparations started eighteen years after the Stockholm meeting. The matter of ecological education during the preparation period was emphasized in the United Nations resolution from 1989, 22 of December. The official document stated that one of the important aims of the new conference would be “to promote environmental education, especially of the younger generation, as well as other measures to increase awareness of the value of the environment”. The Earth Summit resulted in the following documents: *The Rio Declaration on Environment and Development*, *Agenda 21*, and *Forest Principles*. We can also mention two important legally binding agreements that were opened for signature: *The Framework Convention on Climate Change* and *The Convention on Biological Diversity*. The question of ecological education appears in some of them. For example in the last one we read that the contracting parties shall “promote and encourage understanding of the importance of, and the measures required for, the conservation of biological diversity, as well as its propagation through media, and the inclusion of these topics in educational programs; and cooperate, as appropriate, with other States and international organizations in developing educational and public awareness programs, with respect to conservation and sustainable use of biological diversity” (Art. 13, point a and b)<sup>10</sup>.

The most essential for ecological education is obviously *Agenda 21*, which is an action plan of the United Nations related to sustainable development. There are four sections in the document: “Social and Economic Dimensions”, “Conservation and Management of Resources for Development”, “Strengthening the Role of Major Groups” and “Means of Implementation”. It is not very difficult to guess that the question of education is presented in the fourth section, to be defined in chapter 36. Addressed in the text of *Agenda 21*, ecological education must be presented in all systems of education, both formal and informal. The students who participate in it are to be sensitized to the environmental problems. The aim of ecological education is to shape the ethical and valuable attitudes, which are essential to

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<sup>10</sup> *The Convention on Biological Diversity*, <http://www.cbd.int/convention/text/>.

sustainable development. *Agenda 21* does not concentrate only on the individual but on the society as well. The whole group must take conscious decisions. Perhaps the most valuable recommendation is the necessity of incorporating ecological questions into all programs of study and all levels of teaching, including the university level<sup>11</sup>. We can imagine that ecological problems are presented during geography lessons but it is not easy to see them in mathematics lessons.

A simple conclusion can be drawn from this short overview of the official documents that deal with ecological education. None of the presented texts touches on the place of the family in environmental education. I think it would be helpful in our further discussion to mention the meaning of the term “education”. Using this term we think not only about the process of learning at school. Education is a long process, the aim of which is to change or create the attitudes and values of people, especially of children and the young generation. First of all, these are the values which are accepted and professed by the whole society. Certainly, the system of public and private schools is helpful in this process. The people who participate in the process of education, both students and teachers, should be ready to resolve problems and conflicts through patient conversations, peaceful discussions and long dialogues that result in the acceptance of a new system of values (Nalaskowski, 2003: 905–906). In this perspective, ecological education is the process of learning, creating and bringing up the whole society to be ready to appreciate the natural environment and to accept the environment in a conscious way.

Ecological education is both formal and informal. The valuable place of the realization of the children’s informal education is not only the family circle, the home, but the whole society as well. This is done through games and play, through the real contact with other people and the environment. Therefore, the next conclusion is that the whole society has to participate in ecological education: teachers, children of pre-school age and parents as well. The education process must be long, constant and systematic. Without the acceptance of environmental values by the whole society, the process of school learning is unrealistic.

The significant question is about the place of the family in this process. At the first stage of life, the role of the family is irreplaceable. The children of pre-school age in a special way are especially sensitive to the values that are accepted by the parents. The parents’ system of values is the most significant for children. The child identifies with them and imitates them (Wolny, 2002: 85). Starting from primary school, school friends are the second point of reference for the children. The children start to take the knowledge from the school, the television and the Internet (Tymańska, 2005: 211–212). However, parents are still in the first place. The contact between parents and children remains close and the child accepts their

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<sup>11</sup> <http://www.un.org/esa/sustdev/documents/agenda21/english/Agenda21.pdf>.

values. The parents' role remains essential in bringing up the children. Therefore, parents must be prepared to present pro-ecological values.

At the age of six, children are interested in contact with their surrounding. They have a positive relationship with nature. We can emphasize that they are naturally interested in the environment. They ask questions about the preservation of nature as well. Like with other questions, parents must be prepared to give serious and relevant answers. Nevertheless, research shows that parents are not well-informed about environmental issues, even if the conclusions of ecological organizations are often exaggerated.

Ecological education is realized through three levels: the natural sciences, the economic and social sciences, which are delivered at schools and through the cooperation of the society. Without the interaction of the whole society, little can be done. The family is an integral part of the community because it is created by the society. To a greater or lesser extent, the parents accept the values of the society. They are also influenced by the society and at the same time, they influence the child. Then we can say that the family is a natural environment for the child. It creates the personality of the child, its social attitudes and determines the path of its life.

In Poland from 2009 a new basic program has been implemented. To meet the needs of this program, new materials and books have been prepared. The first aim of preschool education – we read on the Internet pages of the Polish Ministry of Education – is the building of the child's knowledge of the social world, nature and technical innovation, in addition to the development of the child's ability to present his own reflections in a way that is understandable for others. The next aim is shaping the new system of values and at the end of the process the children are able to recognize what is good and what is bad. To reach these aims, the child participates in games involving physical movement. The appropriate place to realize them is not only the gymnasium but also the park and the playing field. The child, who finishes preschool and begins the first class at primary school, following the basic program, is able to recognize plants and animals in different environments. This new program is a good basis for the development of ecological education, but in this process it is impossible to replace the family. Remembering the role of the family in the child's preschool years it is impossible for national, non-governmental and private institutions to replace its privileged role. This is because the emotional ties exist between the child and the parents. In the whole family circle, the ethical, cultural and social values are transmitted to the child. The parents stimulate the development of interests and the environmental sphere. If the family is to participate in this process of education, the parents must be educated as well. The above-mentioned documents emphasize that ecological education is a long process that includes the child, young people and adults. To

appreciate the environment, we must prepare throughout our whole lives. We are constantly informed about the pollution of the world, but at the same time, a new culture of life is being created. The process starts in childhood. As a result, ecological education is often called a return home. Returning to the basic program, a nine year-old child will be prepared to take the first steps in the protection of the environment. This is a serious task not only for the preschool and the school children but for the family as well.

In 2012 the 300th anniversary of the birth of Swiss philosopher Jean Jacques Rousseau is being celebrated. He is an important person for people who are concerned with the environment. He stated that we can find the good in nature and he believed that feelings are the most important aspect in our activities. Today we know that without a basis in the natural sciences and economics, and the participation of the whole society, we cannot be responsible for the environment. At the beginning of this process, the role of the family is crucial.

## Rola rodziny w edukacji ekologicznej

### Streszczenie

Znaczącą rolę dla ochrony środowiska oraz edukacji ekologicznej odegrały międzynarodowe konferencje, które zorganizowane zostały w Sztokholmie (1972) oraz w Rio de Janeiro (1992). W historii edukacji ekologicznej zwraca się również uwagę na wyniki prac konferencji zorganizowanej w Tbilisi (1977). Wszystkie oficjalne dokumenty, które były opublikowane podczas wspomnianych konferencji, stwierdzają, że edukacja środowiskowa powinna obejmować całe życie człowieka, począwszy od lat przedszkolnych. Edukacja ekologiczna, która bywa czasami nazywana „powrotem do domu”, zakłada i domaga się również stałej i poważnej współpracy rodziców w procesie nauczania. Niemożliwe jest kształtowanie pozytywnych, proekologicznych wartości i postaw bez uwzględnienia w tym przedsięwzięciu rodziców. Ze względu na emocjonalne więzy, rodzice mają największy wpływ na kształtowanie wartości i postaw wyznawanych przez dziecko, także proekologicznych.

**Słowa kluczowe:** rodzina, edukacja ekologiczna, proekologiczne wartości.

### Summary

The international conferences which were organized in Stockholm in 1972 and Rio de Janeiro in 1992 had a significant role in the development of the environmental protection movements and ecological education as well. In the history of environmental education most sources emphasize the results of conference organized in Tbilisi 1978. All the official documents, which were published during the mentioned conferences, state that environmental education should include all the stages of life, beginning from the preschool years. Then, ecological education, which is sometimes called “returning to the home”, includes and demands the constant and serious cooperation of parents in the process of learning. It is impossible to create positive and pro-ecological values and attitudes without the participation of the family. Because of the

emotional ties, parents have the most important influence on the shape of the values of the child, also the pro-ecological values.

**Keywords:** family, ecological education, pro-ecological values.

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Alina Maria Basak

## **Influence of single-parent families on children's development**

### **1. Family as a specific social group**

Changes in political, economical and cultural life occurring during the recent years exposed the inner life of a family to serious difficulties. Roles, functions and family structure being so far compulsory have changed. Numerous families have been affected with unemployment and financial problems connected with it. Family as such ceased to ensure the feeling of security its members' need. All these factors caused various conflicts in families, which led to destabilization of family life. Relationships between family members have weakened. Financial, not emotional values have begun to matter.

Family is defined as a group, a social formation and consists of a certain number of individuals remaining in defined positions and roles in relation to one another and this group has its own system of values and norms regulating the behaviour of individuals in all matters important. Parents and children act in determined roles and take defined positions in the inner family structure. Inner structure comes into existence gradually, as a result of reciprocal interactions between family members and it is frequently transformed. It is then referred to as stages of family life: from childless marriage, through having adolescent children at different ages, up to advanced in years parents feeling bereft (Kawula, Brągiel, Janke, 2000).

Family is a weighty component of educational environment as it affects each person for the longest time, sometimes all his or her life. During childhood family influences an individual's life the most as all actions of other institutions are restricted and also because parents are the ones particularly responsible for providing care and upbringing for a child. Their actions are oriented towards a determined aim which means implementing fundamental functions expected from them by the society. Functions of family are all actions without which the society cannot exist and which satisfy its members mental, emotional, and social needs (Pielkova, 1988).



Family is one of the most important social micro-structures providing support in difficult situations, but simultaneously constantly actualizing in everyday life (Żurek, 2005). Family, although functioning within wider communities, is a separate unit, different from any other type of groups or institutions. What makes it particularly different from other groups, is the ability to develop a sphere within itself that is impossible to observe and inaccessible from outside; it is a sphere of private, intimate life, a sphere of satisfying needs that any other institution or group would not be able to satisfy. Also unique and peculiar family lifestyle, along with specific atmosphere of marital and parental relations differentiating one family from another, cannot be observed in extra-family patterns (Adamski, 2002).

## **2. Types of single-parent families**

Not all families have a complete structure. There are various types of single-parent families. Some of them came into being as a result of divorce, others were broken up by death of one of the parents, and finally some parents never entered into marriage. At times, after the divorce children maintain a good relation with the other parent, but sometimes they are deprived of this connection or it has a negative character. Some single parents live nearby their relatives and benefit from the help of grandparents, uncles, aunts, and cousins. Others live far away from their closest and need to depend mostly on themselves. Single parents' children have the same needs as children from complete families. However, the way these needs are satisfied is different: everyday childcare, obligations and responsibilities lie with one, not both parents. Furthermore, this parent, no matter if widowed, divorced, or never got married, feels emotionally wounded. Suffering parents try to take care of their suffering children and hope to convince them that their life will be better. Children, on the other hand, instead of only dealing with natural challenges of childhood and adolescence, are forced to face lots of concerns and problems which should have never become a part of their world (Campbell, Chapman, 2005).

It is very important for children's development so that they were able to develop in a stable environment, in which they can count on their parents' and other important adults' support. It is also significant for a child to have someone who will appreciate their achievements, for example school successes. In the situation when parents separate or divorce, children do not have such a psychical comfort. To help a child survive such adverse time, it is crucial to provide them with essential support. That is why parents should set their own problems aside, act together and show the child that in his or her matters they are unanimous (Charlish, 2003). The most frequent case is playing the divorce case through a child. There is also a question what is a better solution: divorce or maintaining a conflict situation in which parents do not separate, but do not also communicate directly with each other, only through a child. And this latter situation is much more traumatic for

a child than the one in which a married couple separate (Terakowska, Bomba, 2003). It can be concluded, based on studies conducted in different countries, that parents' separation influences children in a double negative way: short- and long-term consequences should be mentioned. For instance, it was proved that children from broken families are more exposed to mental health problems. It should be emphasized that parents' separation exposes children to various types of risks and it needs to be stated that with some of these risks children are able to deal, but others turn out to be beyond their capabilities. As a matter of fact, parents are the most obligated (although not always the best-prepared) to help their children in overcoming these difficulties. To a considerable degree, it concerns the first days after the separation when both mother and father attempt to build their own new lives (Charlish, 2003). Parents know their children best and they know the most suitable way to help them pull themselves together in the current situation.

In contemporary world a new category of single-parent families appeared, namely, families with temporary absence of one or both parents. In sociological literature a sailor's family was numerously described as an example of a family with father's temporary absence. Whereas, currently, as a result of unemployment and low earnings, commercial departures of one or both parents are much more common than they used to be (Stolińska-Pobralaska, 2010). Such families constitute a new category. Childcare situation of the above-mentioned category depends on the following factors: who leaves, for how long and where. The person leaving may be a father, mother, both parents, or mother with children. In the situation of family with temporary absence of a parent, we can enumerate stages of developing a childcare situation. The first stage is connected with getting convinced of the decision to leave, which is usually motivated by unemployment, economic difficulties, lack of a flat or willingness to enrich oneself, to raise one's standard of life. At this stage there are conversations which concern looking for the possibilities of the departure, hope that it will be better, easier is awakened. Next stage is a parent's departure, waiting for first messages, getting accustomed to the new situation, discovering lacks resulting from the absence, and hope for fulfilling promises. Then, as the absence time gets longer, anxiety arises which, if the parent is in Europe, may be disrupted by a short visit. In the situation when mother or father leaves the country, parent's absence causes loneliness, lack of feeling of security, and loosening the relationship with the spouse and children (Stolińska-Pobralaska, 2011). It may also happen that the person staying at home, for example mother, grows to be more independent and self-sufficient. All means provided by the spouse facilitate maintaining the family and allow to buy new, so far unavailable objects for children. When parent's departure lasts for a longer time, family and marital relationships undergo loosening. Each meeting taking place is a 'festive,' solemn one and lasts for a short time. The absent person ceases

to understand the problems of other family members. Longer absence lasting few years may even lead to breakdown of the marriage and decay of family life. The situation when both parents are absent is especially difficult. Children are very often entrusted to grandparents' or aunts' care who tend to be over-protective or indulgent or children start earning their own living when they get older (Kukołowicz, 2005).

The review of researches conducted so far indicates that among single-parent families, the family of a widowed parent creates the best conditions for a child's development. Parent's death is a deep, traumatic experience for the whole family. However, emotional bonds in these families are most frequently defined as good or very good. The child grows up in the atmosphere of positive memories about the deceased parent, and he or she often experienced a kind relation with him or her. Children from widowed families experience fewer school difficulties and cause less childcare trouble than children from other types of single-parent families (Dyczewski, 1994). When family breakdown is caused by the death of one parent and children realize that he or she will never return, they mourn over the loss and transfer their feelings to the parent who is still alive, to regain the former feeling of security owing to it. When the parent who stayed at home is too abandoned to his or her grief and in this way neglects children who need his or her support and consolation, then children may experience the feeling of rejection. It leads to resentments and grudges that may harm family relationships. In the first years of a child's life losing mother is much more dangerous and traumatic than losing father. Taking care of a small child needs to be then entrusted to someone from the family or a paid domestic help. Their childcare methods may be different from the ones applied by mother and, apart from that, they do not provide the child with so much tenderness and care that he or she used to get from their mother. When children are older, losing father is more serious than losing mother, especially for boys. Mothers need not only to run the household, but also their jobs and, that is why, they may not have enough time or energy to look after the children as much as they need. In consequence, children feel neglected and embittered. For older boys, father's death means that they do not have such identification source as their peers, and they may be additionally outraged by female rules at home. When children lose both parents, the results are doubly serious. Regardless of the fact that there are radical changes in their lifestyle, they must also adjust to another, often unknown person's care (Hurlock, 1985). Parent's death is an extremely strong experience for a child. It changes his or her life, divides it into 'before' and 'after' the death. In everything that comes afterwards, the reality of death and loss is present.

### **3. The impact of single-parent families upon children's development**

Family constitutes a very complicated unit and its influence on developing a child's personality may be diverse depending on the family's inner structure, family's influence on the child's mentality. Composition of each family plays a very important role. Complete, nuclear family, consisting of parents and siblings, is the best for a child in respect of development. All positive and negative feelings, repelling a child from parents or drawing him or her to them, are felt before the child starts to grasp the meaning of words. That is why mental atmosphere is particularly important for a child's harmonious development. Children in single-parent families develop worse not only because of frequently deteriorated financial conditions, but also under the influence of mental depressions, neuroses and so on often accompanying such situations. The lack of one parent constitutes a drawback which may, however, be compensated by other factors like: good atmosphere, affectionate relations, proper childcare and educational influence (Czeredrecka, 1988).

All types of single-parent families, although their situations are diverse, show considerable similarity in the way of functioning and are significantly different from complete families. In case of parents who were never married and bring up children alone, emotional relationship between a child and his or her second parent most frequently does not come into being. Specific nature of this group of families is creating, from the moment the child is born, such a life pattern that does not provide a space for the second parent, most frequently a father. It seems to be a strongly negative factor influencing a child's development: in a direct way – child is deprived of the father's person, and in an indirect way – mother has a negative image of a man and she transfers it to her child (Dyczewski, 1994).

Situation tends to be different in families after the divorce. It is most often regarded by children and parent taking care of them as liberation from the shackles and ending the long period of torment and ordeal connected with divorce procedure and rows accompanying it. By the court decision looking after the children is entrusted most frequently to the mother (Terakowska, Bomba, 2003). There is a strong conviction that cooperation of at least two adults in the process of proper childcare is necessary. A person supporting mother in her childcare efforts may be any male family member (grandfather, uncle, or someone else), but some people claim that the best in this role is the child's own father, mother's ex-husband. It is also remarked that such a situation is hugely difficult for the child as he or she is suspended between the two, often hostile towards each other, homes: mother's and father's. The child needs to work out the system of conduct in this arrangement – he or she either chooses one of the houses for the 'family home' or shares his or her life between two different 'family homes.' Such a solution of the problem raises concerns and does not seem to be perfect for either of the sides. Situational crisis connected with divorce causes unfavourable

changes in the state of health of all family members, particularly children – these are delays in mental-physical development as well as speech development with children, mental disorders, occurrence of functional disorders (e.g. stuttering), and addictions. Moreover, in the population of divorcees a higher incidence rate was recorded – it even doubled during the first year after the divorce (Dyczewski, 1994). Children from broken families are much more exposed to drug addiction, premature pregnancy, dropping out of school, and suicide attempts. A good family home should prepare a child to deal with all those challenges. Children who grow up deprived of rules and restrictions at home will break the rules and ignore the restrictions binding in the society. If they are deprived of customs, habits and family celebrations, they will enter their adult life without pleasant memories, good habits, and positive values, which will be necessary to survive in the society (Eyre, 1996).

Divorce is not something felicitous or pleasant for a child. Its results may vary for different children in all sorts of families. Children's age is a factor of considerable meaning. Ten years old is a very unfavourable time for divorce. A typical ten-year-old loves not only his or her mother and father, he or she loves the whole family. They enjoy spending time with the family, doing something together. Children at this age often claim that their families are 'the best in the world,' even if there is evidence to prove something on the contrary. They do not feel this typical for teenagers need to become independent and loosen the family relationship. Therefore, parents' divorce for a ten-year-old may be a huge tremor, astonishment and the reason for embitterment. On the other hand, a typical eleven-year-old tends to be more rebellious in relation to his or her family, but still with an enthusiastic attitude towards spending time together, trips, and journeys. Former infinite admiration and worship towards parents is out of the question. It could seem at times that if there was enough food in the house, the eleven-year-old would be able to do without his or her parents. Twelve-year-old children get more and more self-sufficient. They accept the reality as it is. Friends become as important as family, if not more. That is why it is considered that a twelve-year-old is able to accept his or her parents' divorce easier than a child at any other age. Thirteen-year-olds try to isolate themselves from their families. They spend as little time as possible with their family. They prefer being alone and often close themselves in their rooms. Boys and girls do not want to confide to anyone with their problems. It could be assumed that parents' divorce will not make any bigger impression on a thirteen-year-old, but it is the other way round. On the contrary, children at this age may really suffer from this reason. Even more than expected because they will not be able to share their feelings, sadness and despair with anyone. Parents' divorce may be a traumatic experience, deeply hidden pain. However, a rebellious, vigorous, impulsive fourteen-year-old thinks that parents are his or her biggest

problem, they are old-fashioned, bizarre and intolerant. Boys and girls at this age usually have good friends with whom they can share all worries and problems. Therefore, it is easier for them to accept parents' divorce (Ilg, Ames, Baker, 1998). The moment when parents separate, children should have a chance to understand the whole situation. Trying to keep such a situation a secret or pretending for the sake of children that nothing happened is a very frequent mistake made by adults. That is why, when parents make a decision to separate, they should explain it to their child in a credible and, to the extent possible, suitable for his or her age way. It should be done in such a way so as the child could understand what is happening and why (Milska-Wrzościńska, 2005).

Another type of single-parent families are the ones in which parent's absence is caused by his or her death. Death changes individuals and whole families for ever. The life of children, parents and the whole family will never be the same again. That does not mean that they will never feel joy, pleasure or merriment again. Numerous factors influence the results of this situation. How a child copes with the loss depends on his or her capability of events assimilation. The environment in which a child lives also has some influence, if and what support it offers, what possibilities of expressing feelings it provides. Adults' attitude towards the loss is not without importance, either. The child needs love and attention from adults to mature by experiencing the feeling of sadness. It is fundamental to talk about it when the child experiences a death of a beloved person. Avoiding the subject may condemn the child to struggle with the sadness alone. Parents share with children their first challenges, taking first steps or losing milk teeth. They also share their children's first surprises, pleasures, and many other experiences. However, if the problem of death in the family appears, parents sometimes leave the children alone with this experience. It may result in children's isolating themselves from some family members in their environment and tendency to reject some feelings. Not all children want to talk about sad events. Children require the feeling of security to come out with their feelings. Because of deep sadness in the family, everything becomes different and unknown out of the blue and unexpectedly so, in the eyes of the child, it becomes dangerous (Keirse, 2005).

Children experience the death of a close person similarly do adults. They feel sad and cry although do not often express these emotions. They are frightened of the future as they do not know what it will look like after the death of the close one. They are afraid of changes. Similarly do adults, they feel anger, loneliness and anxiety. The difference between children and adults concerns the fact that children up to certain age, do not possess the ability to comprehend events or express feelings like adults do. That is why children experience grief and sadness adequately to their age. Feelings connected with death of a close person are the same, but the form of expression may be different. Behaviours of people at the

time of mourning may be compared to fingerprints: recognizable, however, different for each person. Adults are in a better situation than children as they are mature and formed in every way, while for children the loss may shutter their normal development, may block them. Children are in a much worse position as their thinking has not developed to the level of an adult person. At certain age they do not even comprehend the notion of death, they do not understand its irreversibility. They expected the deceased person to return (Keirse, 2005). The average course of reaction to death, determined by the stages of development, appears as follows:

- 1) in the first months of life – children weep when they lack the care and protection, providing it soothes the pain quickly;
- 2) from four, five months to two years old – children begin to show their dissatisfaction when mother, father or another known person is not around. They sense that something is wrong. When parents are overwhelmed by sorrow, they treat children in a different way. They use a different tone of voice. They have less time and patience and devote less attention to children, are not willing to have fun. Small children sense such minimal changes very quickly. If parents lost the joy, feel sad, the child's world is not the same, it is not secure and comfortable anymore. The child gets anxious, there are sleep and nutrition disorders, and different than usual reactions to everyday situations;
- 3) up to five years old – children react similarly to their parents. However, they are not mature enough to comprehend that death is irreversible, to understand its consequences. Despite being capable of feeling regret, children at this age lack the ability to express their feelings and memories in precise words. At the beginning they do not comprehend everything, but ask various questions. Then, they show a kind of fear, next retardation in development, like for example clinging to someone's skirt, trying to get attention to themselves. They keep asking why the deceased left, when he or she is coming back or what is doing now. Children rebel because they feel abandoned;
- 4) from five to eight years old – children at this age are susceptible to various suggestions because they understand but are not able to apply this understanding in life. Negation happens to be the first defensive action. They make the impression as if nothing happened. They hide their emotions so as not to seem immature. They often cry in concealment. Although internally moved by the loss, they do not express it through their behaviour. Children need explicit approval and support so that they would be encouraged enough to show their grief, discontent and sadness. When they do not do it, they often create an idealized and fantastic inner world. The deceased person becomes an ideal. In that way they keep this person alive, at least in their thoughts, nobody living can be compared to him or her. A feeling of guilt resulting from aggressive intentions children may have had towards the person or fear of being different



from friends may also appear. The fear of someone else from the family dying may come up as well (Stolińska-Pobralaska, 2012);

- 5) from eight to twelve years old – children at this age already know what death is, they know that everybody dies and that death is irreversible. A question that usually appears at this age is: ‘Why did this particular person die?’ Children at that time are not so dependent on adults, but their independence is still very fragile. Death of one of the parents induce their childlike feelings, but they also show a tendency towards hiding them and raising a ‘barrier’ of independence. Rebellion, which is expressed in general irritation and annoyance, is the more noticeable, the more children want to make an impression of being strong. At this age children tend to deny their own helplessness and pain. They start to worry about others ‘forcibly’ or behave in a dominative way, controlling the environment. It is also an attempt to deal with their own helplessness;
- 6) young people at puberty - they show diverse behaviours of adults, but they experience typical adolescent problems: reluctance to communicate with adults, exaggerated anxiety for acceptance of their reactions in the environment, and also other developmental problems appearing as well at the time of mourning: dependence and distance, identity, strong emotions, and sexuality. Sometimes adolescence matters characteristic for this stage may influence the process of mourning and leave it unfinished. What makes mourning particularly difficult is the feeling of guilt mixed with normal, at this age, rebellion and outdistancing from one’s own family (Keirse, 2005).

Nowadays, a long stay abroad, even several years’ does not seem anything unusual. In the course of the last twenty years lots of people departed individually or with their families, there were returns, repeated departures – our society became more mobile. These migrations serve some people well, but for others each change feels like a painful loss. It applies to children as well. Some of them adjust easily, absorb cultural diversities and return to Poland full of new resources and ideas; others suffer, long for the country and people and they plague, sometimes for a long time, the feeling of having no place in the world (Milska-Wrzońska, 2005). However, when one or both parents leave, the situation looks completely different. Lack of one parent in immediate environment leads to lack of appropriate behaviour patterns, personal patterns, patterns of performing family and extra-family roles. Children originating from single-parent families, more frequently than others, implement their roles in a partial and defective way, they have worse orientation in social roles, what may be expressed by their lower commitment in the family and home matters and may influence the range of their commitment and capabilities of functional adjustment in extra-family environments (e.g. at school, groups of people at the same age, youth organizations) (Kukołowicz, 2005). On the other hand, the parent who stays at home does not have as much



time to spend it with his or her children. Such a situation is often the reason for numerous conflicts between the parent and children and it causes an increase in their disobedience, insubordination and unruliness. According to teachers' opinions, almost 30% of children from families in which the mother is absent, cause problems at school: behave improperly during lessons, do not do homework, come late for lessons, feign illnesses, skip lessons without any justification. 35% of students experience educational difficulties, sometimes they even repeat a class. Parents' personal patterns, their presence, attitudes, behaviours play an important role in socialization and educational process. Father's role as a personal pattern is extremely important in learning, especially for boys. Growing up in a complete family and having both personal patterns of parents, children can acquire foundations for their future social roles like: the role of woman and man, wife and husband, mother and father. The presence of both patterns facilitates assimilation of behaviours suitable for each sex because parents, through their presence, provide the child with patterns of behaviour. Being in immediate contact with both parents is indispensable for children (Świdorska, 2011). Single mother will not substitute for father. Even in conducive conditions parental roles are not exchangeable. Family model without a father-figure (a long-term father's absence) usually has a negative impact on both proper development of child and mother's psyche. The significance of father in the life and development of children was proved by means of results of studies conducted on families in which fathers were absent from 9 months up to 2 years. Boys from those families chose less mature forms of play than children at the same age and did not have enough abilities as regards proper adjustment to groups of children at the same age; girls also showed much less independence (Kukołowicz, 2005).

Parents are extremely weighty in the life of children. They establish a strong emotional relationship which appears while satisfying various needs. Mother is of paramount importance in child's life. A child who was deprived of his or her mother (regardless of the fact if she departed abroad, stays in hospital or in prison) always has the feeling of his or her life being disordered and he or she becomes lonelier and more indigent. Void and loneliness is caused by the fact that mother is the carrier of feelings and emotions in the interactions with children while father is the carrier of more rational attitudes. Experiencing emotions and feelings along with expressing them to mother is an original and most important need in the child's life. Children are not able to oppose the faith that isolate them from mother or deal with the feeling of loneliness by themselves. Father is regarded by the children as the person who loves less and does not understand more. In case of longer absence children forget what kind of person their father is. Children's perception of lack of love from their father's side are particularly unfavourable in consequences for boys who, if emotionally rejected by fathers, are cheerless,

dismal, shy, timid, and mistrustful. However, loving father's attitude is favourable to fearless behaviours and correlates with boys' social adjustment (Kukołowicz, 2005).

## **Wpływ rodzin niepełnych na rozwój dzieci**

### **Streszczenie**

Wychowywanie się w rodzinie niepełnej stało się bardzo powszechnym zjawiskiem we współczesnym środowisku. Dotychczasowy model rodziny oparty na sakramentalnym związku małżeńskim kobiety i mężczyzny nie jest już jedynym, występującym w naszym społeczeństwie. Równocześnie można zauważyć, że dotychczas obowiązujące zasady i formy życia rodzinnego podlegają przeobrażeniom. Obecnie rodziny są bardziej konfliktowe niż dawniej oraz bardziej podatne na rozpad. Bardzo modny stał się również wyjazd jednego z rodziców albo obojga za granicę w celu zarobienia pieniędzy oraz polepszenia warunków życia. Jednak szczególnie trudna sytuacja jest w rodzinach, w których doszło do śmierci rodzica. Nikt jednak nie zastanawia się, co dzieje się z dzieckiem, które jest świadkiem tych wydarzeń oraz jaki to ma na niego wpływ. Nie należy zostawiać go samego, lecz być przy nim w tym trudnym okresie jego życia.

**Słowa kluczowe:** rodzina niepełna, rozwój dziecka.

### **Summary**

Growing up in a single-parent family has become a very common phenomenon in contemporary environment. Nowadays families are more quarrelsome than they used to be and more susceptible to disintegration or breakdown. Simultaneously it may be remarked that rules and patterns of family life applicable so far are liable to transformations. The hitherto family model, based on sacramental marital union of woman and man, is no longer unique in our society. Long ago families in which a divorce occurred were not approved by the other family members or neighbours. Currently we can point out that such a family in which the married couple separated arouses less interest and curiosity. The number of couples deciding to divorce increases as well. No one, however, wonders what happens with the child who is the witness of these events and what influence they have on him or her. Also departures abroad of one or both parents to earn a living or improve the financial conditions have become very fashionable. In a situation when one parent leaves the country, his or her absence may cause loneliness of other family members and diminishing the relationship between the spouses and children. In case of both parents leaving the country, children are often left in the care of grandparents or aunts, or they are left alone if adult enough. Nevertheless, particularly difficult situation affect families experienced by the death of a parent. Death of a close person is an extremely traumatic experience for each family member, but mainly for a child it is especially painful and negative. That is why we should not leave the child alone, we should be with him or her in this difficult time of their life.

**Keywords:** single-parent families, children's development.

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## **Earning emigration, unemployment and poverty.**

### **Family in the scope of social threats**

#### **1. Introduction**

Facing the transformations taking place, family is undoubtedly the most significant and closest existence to a man. That is why, perceiving man as a biological, psychical, spiritual or social entity is nowadays not enough. Realizing that man is also a family entity (Kawula, Brągiel, Janke, 1999: 82-83) becomes extremely significant, since man is usually born in family by the will of parents, grows up and forms his humanity in family as well as aspires to his own one. Thus, family becomes a symbol co-determining human life (Janke, 1997: 59).

Unfortunately, the process of rapid social changes at the turn of XX and XXI century influence family image. This social group is touched by many factors, which strengthen its functioning in some spheres but also by less favouring phenomena. Factors endangering correct family functioning and even its stability are incorrect preparation for marriage and parenthood, partners' social and psychical immaturity, insufficient family housing and financial conditions, differences in aspiring and different value system of spouses, spouses' various relation with their children and different style of upbringing and family members' long absence quite often caused by earning emigration. Moreover, it is necessary to appoint that society impoverishment, unemployment, separation caused by going abroad, ethical issues liberalization – growing number of incomplete families and divorces (Kawula, 1999: 245).

On one side, modern family clearly tries to find itself in conditions of decreasing time and space. Undertaking various initiatives on labour market and cooperating with numerous entities it is adapting to new solutions. On the other hand however, family running into barriers which are hard to overcome, it struggles with increasing impoverishment among greater part of society, difficulties and ado with

acquiring and keeping the job, pathological phenomenon of unemployment, with growing hopelessness of life among adults in society, especially during their pension and retirement status, with losing hope and faith for improving their existence and gaining peaceful, wealthy and safe family life (Wiatrowski, 2007: 22).

It is not essential to prove that most of all these are the factors endangering marriage integration with pedagogical and psychological significance, as well as factors connected with family's financial functioning sphere. In the context of undertaken subjects all interdependences between social-economical factors and correct functioning of family will be presented in details.

This article consists of three major parts. First of them is devoted to parents' earning emigration and all educational consequences related to this issue. The second part of this study tries to characterize family functioning between unemployment and poverty or earning emigration quite often accompanying the unemployment state. The results stemming from parents' decisions about staying in the country and being unemployed, and earning emigration, are presented in the third part of this study.

## **2. Family with one parent earning emigration – selected problems**

Changes in political system in Poland after 1989 encouraged transformations which caused the whole series of social phenomena such as unemployment, poverty, social marginalization and exclusion, temporary one parent earning emigration, etc., fundamentally influence conversions taking place in families. These phenomena also influence parents, adult members of family, as well as teenagers' functioning on labour market – widely implied initiative. Earning emigration of one parent will be studied more closely with regard to issues undertaken in this article. It will be a family's attempt to adapt to new social and economical conditions as a response for threats coming together with unemployment and poverty.

Emigration based on political and economical matters is not at all a new phenomenon in Polish society. This phenomenon was appearing with various escalation since more or less XVIII century (resulting from loss of independence), through interwar period and II World War until martial law and solidarity movement. Nowadays however it has more massive character and quite often concerns young people leaving their kindergarten and school-aged children at homes. It necessary to emphasize that difficult financial situation is not the only reason for earning emigration. Individual needs and goals, as well as the need to satisfy high level of consumption are sometimes foundation for leaving own children and spouse, even at the expense of family weaker members (Fromm, 2008: 291). For emigrating person, who concentrates on economical profit and loss account, aiming the highest possible consumption becomes a value connected directly with a place on social ladder (Sebesta, 2003: 115). This is so called closed

selfishness, where maximizing personal liberty and at the same time disregarding responsibilities towards others becomes the goal itself (Podgórski, 2008: 75), the very last form of fulfilling human life (Sebesta, 2003: 112). Work, career, money, consumption and gathering tangible properties – quality of life and its outer image become more important than marriage and family inner relations (Adamski, 1982).

Earning emigration of one or both parents is a significant threat to correct family functioning. Especially when we consider role of emigrating people, mothers and fathers, as well as this sphere operational cohesion. The situation country very often has to reconcile, for instance, mother and wife's role – at a distance so to say, with worker's role carrying out tasks resulting from father's absence. This situation creates many inter-familiar conflicts and throws family stability out of balance. It happens very often when spouses cannot manage work and home responsibilities. They are then depressed, resigned and accompanied by negative feelings, and this provides dangerous situation when not all tasks are fulfilled on proper level. Women's situation is especially hard since they mainly take care of running the house and raising children (Plopa, 2005: 120–121). Secondly, emigrant coming back home has to re-enter father and husband or mother and wife's role. This situation creates the basis for many stressful situations resulting in marriage conflicts, difficulties in establishing connection with children, excessive concentrating on family's social and economical situation, weakening of control function over growing up children (Kwak, 1988: 180–183). Many parents coming back from abroad believes that bestowing their close ones with consumer goods such as toys, clothes and jewellery will compensate their absence at home. Unfortunately, the joy elicited by presents, especially at the beginning when there aren't too many goods, weakens with time. Surplus goods given irregular and regular absence of parent at home results in declining of joy intensiveness and separating child from the happiness of being with parent instead of closing to the happiness (Żywcok, 2004: 120). Each case of long-term separation between parents and children is disadvantageous, especially in the context of children emotional and psychical development as well as their didactic functioning. In migration marriages and families where only one parent emigrates, both parents emigrate interchangeably or a spouse staying at home is lovelorn during migration (Danilewicz, 2006), children experience separation and longing, and parents have inefficient amount of time for their dearest ones, often including children.

Numerous theoretical and research studies emphasize that children with parents-emigrants are not motivated enough when it comes to studying, they pay little attention to doing their homework, their school results are much lower comparing to their abilities and their school absence index appears relatively high. Emigrating parents' children very often talk about lack of safety and accompanying emptiness,



sadness, longing, anger, disturbed relations with peers and lack of intimacy with parent who left. Children also lack of everyday contact with parents, love, being in the centre of interest, they feel alienated because they are raised in place which is associated with homelessness rather than home. Depriving children of proper care, not fulfilling their needs, lack of life stability as well as feeling of uncertainty towards the closest people affects negatively forming children's personality and social norms identification and internalization – process results and the process itself (Pospiszyl, Żabczyńska, 1985: 94–96, Jarosz, 1987: 85).

Earning emigration may also cause partial and total family breakdown by weakening numerous marriage life spheres. No intimacy and lack of direct contact caused by long-term departures and short-term arrivals may result in withdrawal in family and marriage relations implied as spouses' integration weakening, difficulties with passing information, thoughts, feelings and emotions and lack of mutuality in reciprocal contacts (Niebrzydowski, 1990: 10–12). Partners become more distant and they trust themselves less when intimate knowledge is not passed between them. There is no empathy between the members when there is no openness in marriage and family. Thus, interpersonal aspect of empathy showing itself in expressing your own sensations, in task attitude connected with experiencing other person's needs as well as in possible socially benevolent behaviours.

There is no joy coming from close relations with partner, when there are no emphatic relations between parent staying in the country, parent staying abroad and other members of family. In such situation, spouses tend to experience the feeling of failure in life as a result of their marriage relations, there is no tendency towards emotional intimacy, unique behaviours appear in replace – especially when spouses cannot count for a support from their close ones – they start functioning between loneliness determined with geographical distance and bond between them (Gadacz, 2003: 91).

Life without closeness and support coming from one of the spouses becomes a burden generating feeling of isolation, pain and rejection accompanied by longing after a spouse, relatives, home and family warm-heartedness. Spouses are therefore accompanied by subjective, painful and unpleasant feelings favouring functioning in loneliness "spiral", a space deprived of other people's feelings, especially individuals which are prospered with feelings (Pawłowska, Jundziłł, 2006: 24). Despite the crowd people live in nowadays, family members, especially those experiencing earning emigration, are more and more often accompanied by an unpleasant feeling of emptiness, indirect contacts shallowness, lack of feelings, necessity to resign own plans and dreams.

Earning emigration of one or both parents favours situation when children are left alone. Children however, have very strong natural need of being taken care

of and cared for, being loved and belong to someone, they also have a need to be recognized by other people, they urge for permanent interpersonal contacts and constant company. Moreover, as long as adults have their own inner world where they can shelter themselves, they can refer to and derive strength and life contents from isolating at the same time from others, children do not have it (infant) or have it partially (older children). It is however so closely related to outer world that separating these two worlds could result only in personal development catastrophe (Izdebska, 2088: 361).

Loneliness in emigrational families appears when mutual connection between emigrated parent and child weakens or is clearly broken. It can be shown as a psychical state characterizing in painful ailment of no bond and constant contact between a child and a very significant person of mother or father (Izdebska, 2004: 23). This state may be accompanied by strong feelings such as anger, pessimism and helplessness. It is a negative experience connected with emotional discomfort, disturbance of normal personal functioning, axiological emptiness, estrangement, pain and suffering (Szymańska, 2008: 284).

Loneliness experienced by children in emigrational families is to some extent a necessity which pushes them towards failures in communicating with others. Mutual connection between a child and other people from emigrational family (mother, father, siblings and colleagues) weakens or loosens. Children deprived of contact with emigrational parent or forming relation with such parent but on unsatisfactory level feel insecure and they are characterized with unsettled emotional balance. Such children do not always feel love and safe (Gawędzka, 2005: 12).

Children' loneliness experienced in families has determined symptoms such as impulsive or inhibited behaviours, difficulties in aiming distant goals, problems in the process of learning from own experience and low self-confidence and estimated value. Moreover, such children feel unloved in these families, they do not have feeling of being humiliated or humiliating others, they are usually abused physically, sexually, emotionally or intellectually, they are either offenders or victims and they could be easily manipulated. In the course of time lonely children become so separated from their emotional reality (especially from their shame), that they may have inclination for abusing and tormenting other people.

Until now, this article indicates that earning emigration of one or both parents carries the whole range of undesirable results from both, child development and as a threat for family functioning as a unit. We should therefore think what are the conditionings of such state and what are the premises, individual motifs of parents deciding to go for paid departure abroad (Lulek, 2011: 199–201).

### **3. Earning emigration as an expression of parents' initiative and means for family wealth**

In the perspective of emigrating parents, earning emigration of one or both parents is rather a response for changing conditions on labour market, initiative expression, which guarantee family's financial existence. Therefore, earning emigration includes mainly range of activities undertaken in the name of family's financial interest, although it often steps over financial issues, what is mentioned above. Funds gathered in the course of abroad work or work in other place than a place of living ease spouses and children financial needs connected with current shortages as well as with securing family's future. Earning emigration favours then realizing financial and economical functions related to getting funds which enable meeting family's financial needs, running a household, ensuring proper living conditions, gathering permanent goods, guaranteeing financial support for family members in need and covering children's good life start, on proper level (Tyska, 2001: 71-71).

Financial welfare of a family guarantees its members easy access to new apartments and ability to arrange them comfortably, sometimes even beyond status, using qualified staff for running the household – cleaning, washing, cooking, funding children's membership in various institutions with off-school and off-classes activities – these are classes where children can gain linguistic, sport, musical or other abilities, and paying attention to family members health condition. However, material welfare can also result in isolation between family members. Each household member has its own well arranged room, which often becomes sort of a separate world or solitude place for a child or an adult member of a family.

Consumption growth in emigrational families caused by improved economical situation in this group is a significant matter which cannot be excluded when describing initiative of emigrational families' members. Consumption implied to goods and services expenses in households is a natural phenomenon which favours meeting family members needs. Not only biological, financial and economical needs but also those deriving from complexity of personality such as psychical, social and cultural need are the core of consumption essence. Individual expressing certain consumption behaviours is led by two major factors, values hierarchy functioning in mind as well as economical possibilities to materialize them. Both, theoreticians and researchers indicate though, that variable determining character and consumption scale is income (Nowak, 2003: 72). Higher income in families with initiative is quite often related to possibility to buy more properties and determining family value only from this perspective.

It can be easily assumed that atmosphere in emigrational families, where there is no financial problem, should be positive and favouring correct development

and good disposition of all members. Unfortunately, as H. Marzec presents in her research, children are too often left alone with their problems in families with high financial status, since parents, or perhaps a parent staying in the country does not always have time for his or her own children. Contacting emigrational parents in this situation can a lot more difficult.

Individuals enlarged autonomy as well as lack of occupational stability are also mentioned among conditions favouring earning emigration. Subjectively, more and more primacy of family members personal goals in comparison to family goals and interests is expressed in acting for the benefit of autonomy and at least a relative independence in demanding widely understood own benefits (not only financial), as well as in devotion limited tendencies (Tyszka, 2003: 41).

However one should notice that even referring to professionally working family members, uncertainty in keeping this job and fear of being dismissed without sufficient explanation are disturbing and visible even at home. It appears that even highly qualified and competent workers live in danger of being dismisses, what is usually transferred to home or evokes immoral and antisocial behaviours. Hence, less prestigious but certain and quite well-paid job abroad favours family members foreign departures.

Earning emigration is undoubtedly conducive to family financial wellbeing, so it improves financial and economical situation of this family. However it is also a significant threat for its correct functioning in other spheres, especially emotional, protective and educational.

To sum up, it is necessary to be aware that emigrating parents, women especially, who do not take their children with them, are isolated from their parental role, thus, they are deprived of observing their children, of joy in seeing them grow up, as well as direct contact and influence on their education and development. During their absence, children grow up without mother or father's care, or sometimes even without both parents, without their tenderness and directly felt concern, which are basic for correct emotional and social development. Material possessions collected so religiously by parents cannot balance spiritual potential deficiencies (Krawczyńska-Butrym, 2008: 235).

#### **4. Family among unemployment, poverty and earning emigration**

Unfortunately, not all parents are resourceful and initiative is on high level. Living condition and financial situation of many families got worse since introducing market economy and since authorities in the country limited prestations and social guarantee. Family became an institution easing crisis consequences of previous year's transformation. Hence, there are less and less families living in relatively decent financial conditions (families' pauperization), family members although ready to take up any job, experience significant deficit of it. Accommodation difficulties are

also visible as well as dangers emerging on the basis of unemployment in some of working families and threatening family members' physical and psychical health, and proceeding cultural consumption degradation (Szymańska, 2007: 36–37).

Therefore, economical position of many families does not guarantee meeting sufficient financial needs or family's needs. The results of A. Molesztak's research (Molesztak, 2007: 66) show that nowadays one every eleven Polish considers his family conditions as poor and that it is very hard to meet basic needs. Two fifths (39%) estimate their families' lives as simple, which means that they have to be very thrifty in managing money. Increasing poverty of children living under the existential minimum and leading to biological impoverishment of their organisms (Ochocki, 2007: 172), as well as the scale of absolute poverty among families raising disabled individuals (Ostrowska, Sikorska, Gąciarz, 2001), is particularly alarming.

Poverty is very often a reason for many conflicts in families against financial insufficiency, tensions, stress, loosing faith in one's own effectiveness and low self-esteem – releases aggression towards family members and often leads to an “escape” into alcoholism. Children often become criminal offenders trying to find funds which will enable them to fulfill their own needs (often shaped on the basis of observing peers, but also ubiquitous advertisement). Sometimes, children look for them breaking moral norms (prostitution).

Major part of society becomes pauperized as a result of phenomena and processes mentioned above. Many families feel helpless and feel being harmed with regard to their financial position. This attitude affects negatively the whole family, its general functioning and family existence low satisfaction. Inter-familial relations worsen (between parents, children and parents) and all educational constellations and familiar community of values break down when face poverty. Another result of proceeding poverty on society range, in certain local environments, vocational groups and family types is family disintegration (Kawula, 2007: 46).

“Situational syndrome” characterized as a set of economical, social and cultural status negative features in definite family functioning very often appears in described families. Children numerousness, low educated parents and their pathological behaviours towards other people – especially towards their own children are additional factors appearing together with family difficult existence (Kawula, 2007: 36–37).

People with initiative and with psychophysique efficiency generally have greater chances for better life standards and taking part in social life. People not having these features of character and who are affected by their fate (illness, old age, unemployment) have significantly smaller chance for an effective functioning in society. These people are very often affected by poverty as well. In this situation, they act in the sphere of unfulfilled basic existential needs: unfulfilled food or

accommodation needs and other. Whereas, lack of integration with environment leads individual person to solitude and social marginalization (Balcerzak and Paradowska, 2001: 343).

Such a complex situation in macro and micro-social depiction as well as sometimes ineffective institutional and individual efforts to support families touched by unemployment and poverty seem to give a very effective way of behaviour – family members going abroad in searching for better and more stable employment as well as uplifting life quality measured with consumerism's scale.

### **5. Family facing unemployment**

Nowadays, work in every human life comprises for one of the basic existential conditions. It determines individual's place in society, shapes personality, influences human being physical and psychical development, liberates initiative and creative mind activity of this individual, delivers aesthetic experience and brings joy and satisfaction (Wiatrowski, 2005). Work is a source of earning and means, as well as it has the greatest influence on material needs scale and on family life (Wiatrowski, 2002).

Employed person expects proper salary and social esteem, parallel to qualifications and responsibilities required in the job. Unfortunately for many employees, work very often becomes a source of difficulties, worries and failures, leading them into dissatisfaction, discouragement and even frustration. Uncertainty towards keeping job and fear of being dismissed without sufficient explanation concerns professionally working people the most and reveal themselves as well in their homes. It appears that even highly qualified and competent employees live in danger of being dismissed, which usually transfers to their homes or evokes immoral and anti-social behaviours.

Unemployment leads to certain macro-social and micro-social consequences in family life as well as in its general situation (Tyszka, 2003: 109–120). The moment when a person loses job is very difficult because it changes individual's social status in a very sudden way. An active participant of exchange on labour market, this individual becomes an unemployed person, which means that this person becomes isolated from some social life structure beyond this person's own and individual choice. This situation makes this individual experience multiple deprivation and threat. According to H. Kubicka, change of individual's social identity is an immediate consequence of losing job. Man, when losing the job, stops devoting to everyday professional activities which results in two-fold consequences. On one hand, this person stops acting in the usual role in front of other people. On the other hand, the person does not have an institutional confirmation of it. Losing the job, usually because of external circumstances, individual feels hurt but on the other side one is accompanied by uncertainty and fear of own and family's future (Kubicka, 2007, vol. 1: 331).

The results in case of employment deficiency for men and women – families' supporters – are highly disadvantageous since they lead to poverty and even an extreme poverty as well as disturbs natural situation. Unemployment is the most immediate factor influencing economical family functions. Family members earning activity is limited or stops existing at all. Income – highly inadequate in comparison to family members' need – dwindles. Consumption, which is determined as giving away everything, undergoes limitations. Funding children's education by a family is impossible because of extreme poverty caused by unemployment.

Thus, unemployment strongly influences family condition leading not only to poverty sphere or very often to extreme poverty sphere (Graniewska, 2001: 333) but also destabilizing family life by accusations formed by family towards unemployed person, growth of conflicts number connected with unemployed retreating from social life, increased children development disorders of unemployed people – learning difficulties, long-term low self-esteem of unemployed person as well as marriage relations disorders. It is necessary to emphasize, that unemployed father loses his authority in his children's eyes and unemployed father's behavioural changes towards his children rely on strengthening of authoritarian style elements (Wiatrowski, 2007: 26-27).

Limiting contact with friends and acquaintance is a frequent reaction for long-term unemployment. Inability to clearly define you in relations with others forms isolation. Quitting previous professional role, individual takes up a new one – of an unemployed person, negatively valued by environment in an unemployed person's sense. Unemployed is convinced of losing other people's respect. Long-term duration of unemployment leads to passivity and apathy. Unemployed person is convinced that too few things depend on his activity which weakens people's intentions to change their current life situation (Kubicka, 2007, vol.1: 332).

Unable to find help and support in their families, unemployed parents or grown-up children feel helpless and frequently manifest various disorders. Family, of course, suffers the most – financially and socially. Long-term unemployment touching Polish families makes them come through specific states, i.e. concentrating strength in order to consider life problem, in case of greater problems activities are inhibited or looking for temporary ad hoc solutions. If, in the course of time, problem is still unsolved, there can be an ultimate stress coming out, inactive apathy, an outburst of distress or aggression. Long-term unemployment in family community (parents or quite often grown-up family members) may lead to life and health threat, endangered individuals' material existence and personal dignity, facing unfulfilled basic needs, especially children's needs, destabilization, functioning disorder and often losing life course (Wachowiak, 2001: 72).

Younger generations postpone their marriage decision due to unemployment, not feeling safe and growing problems with purchasing an apartment. Existing



families are made to limit the number of children due to poverty. Inability to financially support family members reflects in protective and educational function. Instability and lack of material support and spouses conflicts based on basic needs deprivation influence parents-children relations. Moreover, awoken material ambitions facing difficult material situation or simply poverty, appears to be highly stressful for both, children and their parents (Graniewska, 2001: 339).

Many people endangered with unemployment or already unemployed decide to go abroad for work, when arrangement of complex social and economical conditionings, on one side including threats appearing in the course of work (low salary, worker's availability, work stress and possibility to loose a job) and on the other side lack of work – often long-termed, as well as proceeding family poverty. People emigrating for work choose these solutions because it forms some perspectives for wealthy family life. It is a peculiar escape from family members' social marginalization and minimizing the situation when a family is excluded from investing in human resources. Emigrant themselves are convinced that earning emigration acts against establishing among social classes of people living in extreme poverty and endangered with social exclusion, inheriting disabled way of family social functioning.

## **6. Poverty as family initiative dysfunction**

Poverty in both, subject literature as well as in popular understanding is usually considered as material shortage, making it difficult or obstructing fulfilling existential needs. It is associated with lack of everything; it is a painful indication of extreme social poverty (Radziewicz-Winicki, 2008: 236). Poverty phenomena leads to unfulfilling alimentary needs – which results in individual's malnutrition (disease), and accommodation needs (creates homelessness), as well as educational, cultural and social. Persons, families and population groups' lowering life standard beyond some accepted minimum is a consequence of this situation (Okólski, 2005).

Current social and economical situation favours families' poverty. Worsening life conditions and financial situation of families' majority were caused by introducing market economy and limiting prestations and social guarantees. Family became an institution easing crisis results of previous years' transformation. There are less and less families living in relatively decent material conditions (families pauperization), unemployment becomes a significant problem and individuals struggle with accommodation problems as well as there is a proceeding consumerism degradation, especially cultural consumerism.

Society commonly disagrees for couple of reasons. Firstly, poverty is simply imposed to children. They are not responsible for conditions they are living in, they cannot change their fate. Their situation is a result of their parents' situation



and social system insufficiency, which cannot create conditions equalizing chances of children endangered with poverty. Secondly, staying in the poverty sphere leads young people to social marginalization, which to some extent becomes a next generation heritage. Staying in the extreme existential poverty sphere, means that individual's psychophysique development is threatened, and in case of long-term extreme poverty – biological threat.

Unemployment touching family members, especially parents and grown-up children, is one of significant factors often leading family community directly towards poverty (Kwak, Pascall, 2005: 11). Unemployment is a very significant factor which limits possibilities to build family wealth.

Poverty image in family is in many cases fulfilled with elderly people material situation having its source in low pensions or lack of it, and the necessity to maintain on social care prestations. Moreover, their age, health and feeling lonely also have their reflection in poverty. Generally, mentioned factors limit abilities to improve income situation by being active. It leads to feeling helpless and hopeless. Decrease of fitness or agility often means that independent existence is impossible (Graniewska, 2001: 337).

This phenomenon also evokes inability to fulfill the need to integrate with environment, thus, leading to exclusion and social marginalization of both, individuals and groups. "Situational syndrome" characterized as a set of economical, social and cultural status negative features in definite family functioning very often appears in families touched with poverty. Children numerousness, low educated parents and their pathological behaviours towards other people – especially towards their own children are additional factors appearing together with family difficult existence (Kawula, 2007: 36–37).

It is necessary to emphasize that wider context of mentioned term was stressed above. Writing about set of unfavourable conditionings in a family it was indicated that poverty is determined through prism of individual or family as members of organized society, as well as certain conditions which let individuals (or not) participate in this community's life. Therefore, poverty is all circumstances limiting individual's social participation or leading to individual or family's exclusion from full participation in collective life (Balcerzak-Paradowska, 2001: 343–349).

People that are considered poor in perspective of some time, can be those included into households (families) providing for their families thanks to non-earning sources, such as unemployment benefit as well as social care prestations, badly educated people and low vocational qualifications working for companies with bad financial condition, as well as inhabitants living in certain farming regions with high unemployment rate living in incomplete families or in families with numerous offspring.

Unemployment problem in the context of leading family towards poverty is mentioned above. Parents with initiative are able to find a job and treat it as a source for earning money and gaining funds which enable them to fulfill family members material needs. However, such a situation is not always possible. Families experiencing permanently poverty are in particularly hard situation. Some problems in families affected with poverty are: not fulfilling some basic needs (e.g. food), children social isolation in peer group as well as quite often children earning to retrieve home budget.

Unemployment and inability to find work in the nearest region or in the country push family members to go abroad for work to make the vision of family members' poverty as distant as possible.

## **7. Family in the sphere of challenges and threats deriving from social and economical changes – conclusion**

Family always had a great value in Polish society awareness. It gives the feeling of stability, provides spiritual support and help for individual. Social, economical and cultural transformations make family community face numerous difficulties. Their conditionings can be found in the sphere of difficult material and existential conditions generating extreme poverty, difficult accommodation conditions, poverty, not fulfilling family members' needs, making salaries elite (Korzeniowski, Murzyn, Szuścik, 2007: 7).

On one hand, transformations going on in our country create new chances, favour imposing challenges they want to cope with by family members, on the other side though cause numerous threats for values which social progress is based on. Social disintegration, seen in the categories of creating inequality inside families, accompanies this situation.

It is important to notice, looking at family – people's community, its existence on initiative level – that the mentioned idea brings challenges and possibilities as well as disturbs drastically family's functioning rhythm at the same time.

Earning emigration in certain social conditions improves family's material status and estimates family in categories of possessing but at the same time it is conducive to loneliness of family members staying in the country, especially children, to breaking off marriage and parental relations and generates educational difficulties. However, rejecting the possibility to go abroad for work leads families towards poverty, no certainty about tomorrow, functioning in stress spiral, inability to fulfill family members' needs and inability to "follow" after other individuals with greater initiative incomes, especially when these families which stay unemployed and have no chance for work.

The discrepancy between expectations about families' life conditions concerning majority of society and reality intensifies. Families sense that arising phenomena

threaten their existence. Small household budget and lack of social support, especially for unemployed and poor people threaten basic family goods – health and its members' lives. People on lower grades of material existence become aware that very clear economical stratification does not enable social and economical promotion, on the contrary, it makes it very difficult.

Considerations mentioned above make clear emphasize on family, its meaning and great importance, emotional spaces of the most intimate feelings and children as well as adults experience. However, it may also turn into an environment with opposite image, place of emptiness where man feels lonely. It is done when family's functioning is disturbed drastically and emotional relations are replaced with community of interests, quite often from a distance.

### **Emigracja zarobkowa – bezrobocie – ubóstwo. Rodzina w kręgu zagrożeń społecznych**

#### **Streszczenie**

Rodzina jest naturalnym i jednocześnie najważniejszym środowiskiem wychowawczym, w którym dziecko uczy się zasad postępowania i przygotowuje się do funkcjonowania w społeczeństwie. To wspólnota ludzi pośrednicząca pomiędzy jednostką a społeczeństwem. Współcześnie owa przestrzeń rodzinnego funkcjonowania jednostki, gwarantująca bezpieczeństwo, będąca źródłem zaspokojenia potrzeb, stymulująca rozwój osobowość styka się z licznymi zagrożeniami, co nierzadko prowadzi do jej dysfunkcjonalności, a nawet patologii. Powody takich trudności są zróżnicowane. Upatruje się ich w złożoności przemian społecznych, ekonomicznych, kulturowych i politycznych. Nierzadko wskazuje się na uwarunkowania tkwiące w konieczności odnalezienia się członków rodziny w nowych warunkach gospodarki rynkowej. Stąd też obserwować można często skrajne stany nadmiernego zanurzenia się rodzin w dobrobycie materialnym, konsumpcjonizmie, skoncentrowanie się przede wszystkim na funkcji ekonomicznej rodziny kosztem dysfunkcjonalności w innych obszarach. Z drugiej strony dostrzec należy wysoki stopień bezrobocia, które dotyka członków rodziny, nierzadko skrajny poziom ubóstwa, trudne warunki mieszkaniowe wielu rodzin, jak też znaczną skalę emigracji zarobkowej. Dlatego też podjęcie rozważań poświęconych emigracji zarobkowej, bezrobociu i ubóstwu w kontekście postrzegania wymienionych zjawisk, jako zagrożeń dla współczesnej rodziny wydaje się być zasadne. Prezentowane opracowanie jest próbą wskazania zagrożeń wynikających z dysfunkcjonalności rodziny w obszarze radzenia sobie na rynku pracy. Skoncentrowano się na wybranych aspektach emigracji zarobkowej, bezrobocia i ubóstwa członków rodziny i odniesiono owe kwestie do podstawowego zadania rodziny, jakim jest wychowanie dziecka. Stąd też znajdziemy w artykule refleksje poświęcone trudnościom, jakie napotykają rodziny doświadczające emigracji zarobkowej jednego z członków rodziny, bezrobocia, ubóstwa, a w konsekwencji wykluczenia społecznego.

**Słowa kluczowe:** Rodzina, emigracja zarobkowa, bezrobocie, ubóstwo społeczne, osamotnienie, przedsiębiorczość, zagrożenia społeczne.

### Summary

Family is considered a natural environment for family members. At the same time it is the most important educational environment where children learn behavioural rules and prepare to function in the society. Family is a community of people, a link between individual person and the society. An area of family functioning guarantees safety satisfies the needs and stimulates personal development. Nowadays, this space meets many threats, quite often leading to its dysfunction and sometimes even pathology. There are various reasons for these difficulties. They can be caused by complex social, economical, cultural and political changes. Conditionings lying in the necessity for family members to be found in the new circumstances of market economy may also be the reason. Thus we can often observe families immersing extremely in material welfare, consumerism in utter state, concentrating mainly on economical functioning of a family at the expense of dysfunction in other spheres. On the other hand, high rate of unemployment affecting family members, often an extreme poverty, very hard living conditions for many families, as well as earning emigration in significant scale cannot be unnoticed. That is why, deliberating earning emigration, unemployment and poverty in the context of considering these issues as a threat for modern families seems to be a relevant subject. Presented study attempts in pointing out threats which arise from family dysfunction in managing the labour market. This study concentrates on chosen aspects of earning emigration, unemployment and poverty touching family members, and relates them to a basic family task, which is raising and educating children. Therefore this thesis reveals some reflections concerning difficulties appearing in families affected with one-member earning emigration, unemployment and poverty, and consequently touched by society marginalization.

**Key words:** family, earning emigration, unemployment, social poverty, loneliness, initiative, social threats.

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## Family Diagnostic and Consultation Centers as Institutions Supporting Courts and Families In Case of Maladjusted Minors

### 1. Introduction

The process of individual's socialisation is possible only during his or her participation in the social life, ingestion of its rules, norms and systems of values and also during learning how to perform certain roles in the society. State when an individual does not respect social rules and refuses to adjust to the social environment is called maladjustment.

The literature of the subject assumes three main social environments which influence the correct psychosocial development of an individual. They are family, school and peer environments.

Abnormalities in mentioned areas are directly connected with maladjustment symptoms.

*The family* as a basic social institution has an exceptional role in each human being's life. It provides him with protection and shapes features indispensable in adult life. However, some unfavourable phenomena within the family foster demoralisation of its youngest members (Basak, 2011).

D.Wójcik pointed out some important problems connected with the family conditions of children and youth socially maladjusted. Presented by her factors are combined with each other and together they create a family situation which may be a cause of socially unaccepted behaviour.

Abnormalities of child's development are strongly influenced by the structure of the family (full or broken), by material and housing conditions of a child and by the level of education and professional qualifications of parents, which determine the social position of the family and its cultural level.



Moral-educative atmosphere of the family has also a special role in the process of child's socialisation. It consists of: parents' life together, their health and characters, emotional relationships between certain members of the family, its cultural level and parents' habits and views connected with sharing duties, educative methods, moral and custom norms and ways of spending free time (Wójcik, 1984).

Enumerated factors, according to the author, have a crucial meaning during the process of building the structure and atmosphere of the family, which is reflected in experiences and behaviour of a child being a member of it.

H. Kołakowska-Przełomiec lists four main mechanisms by which family influences social maladjustment:

- inappropriate atmosphere of the family life, often connected with conflicts between parents, family breakage, cohabitation, alcoholism or wrong attitude towards children,
- lack of full child care caused by parents' job, helplessness or illness,
- using inappropriate educative methods,
- upbringing a child in a family with criminal history record or with low morality level (Kołakowska-Przełomiec, 1984).

These mechanisms cause maladjustment which then may lead to behaviour of a criminal nature.

A.Kelm enumerates some negative factors influencing a child within family:

- lack of care (natural or social orphanhood, temporary lack of care),
- lack of material resources (a family totally deprived of material resources; in a difficult financial situation; deprived of material resources temporarily, because of some event),
- lack of adequate care caused by parents' jobs,
- family functions disorder (a broken family; destroying relationship between a child and a parent because of educative mistakes; lack of care caused by alcoholism or demoralisation) (Kelm, 2000).

Mentioned factors indicate a connection between irregularities in the process of child's socialisation and not realising its basic functions by the family.

Classifications above prove the significant role of the family in the process of developing maladjusted attitudes.

The second of basic environments influencing child's preparation to social life is *school environment*.

The school has a didactic function (providing knowledge, developing skills and hobbies), educative (introducing the system of rules and values, developing the ability to cooperate) and caring (taking care of correct physical development and child's safety, organising child's free time).

H. Spionek claims that the school may be an initial cause of children's developmental disorders and a place where already existing issues become visible. The school is referred to as one of the elements of child's pathologization if it is a place of his constant failures.

Spionek enumerates factors making school an original source of child's developmental disorders causing his school failures and, as a result, his social maladjustment. They are:

- inappropriate school life conditions (for example: too many children in a class, bad accommodation conditions),
- the set of requirements not adjusted to child's abilities and a wrong way realising them,
- teacher-educator influencing the didactic-educative process in a wrong way (Spionek, 1985).

While discussing the role of the school in the process of the development of maladjustment, it is important to emphasise the substantial role of the teacher himself. As he observes child's functioning as a student, he is able to recognise early forms of social maladjustment and can undertake some actions to block their development (por. Świdarska, 2012).

In the process of child's social development it is also vital for him to be a member of *a group of peers*, where he can satisfy his psychological and social needs.

F. Znaniecki emphasises the role of peer group in the process of child's socialisation and enumerates some of such group's features. Thus, a group of peers:

- is a strong, real normative frame of reference,
- satisfies the need of membership and social participation,
- is an important means of individual's socialisation,
- takes part in child's acquisition of:
  - models of social structure and inequality,
  - rules and values regulating living in the society,
  - accepted behaviour disorders referred to as normal,
- is a form of social control (Znaniecki, 2001).

Depending on the character of the group, participating in it may lead to correct socialisation as well as incorrect one, when the group is dominated by maladjusted persons.

In the group of peers a child feels he belongs somewhere and is understood, which is especially important for those who are rejected by parents and school. He tries to get the acceptance and support from the group by socially non-accepted behaviour, which deepens social maladjustment (por. Świdarska, 2011).

Social maladjustment of children and teenagers is a serious issue. It is absolutely needful that each case of it is investigated, causes are discovered and certain actions to foster socialisation process are undertaken.

## **2. Family Diagnostic and Consultation Centres Association**

Family Diagnostic and Consultation Centres have a really important role in helping families and courts as well as in recognising and counteracting the phenomenon of maladjustment.

They are institutions created at District Courts on the basis of:

- Regulation of the Minister of Justice from 3rd August 2001 about organising and functioning of family diagnostic and consultation centres (Dz. U. Nr 97, position 1063),
- Ordinance of the Minister Justice from 26th October 1999 changing the rules of creating pedagogical teams supervising juvenile detention center, shelter for juvenile and family diagnostic and consultation centres (Dz. Urz. M.S. Nr 3, position 22),
- Regulation of the Minister of Justice from 14th August 2001 about costs of proceedings when it comes to cases of minors (Dz. U. Nr 90, position 1009),
- Regulation of the Minister of Justice from 18th December 1975 about costs of using expert opinions in proceedings (Dz. U. nr 46, poz. 254 z późn. zm.).

Family Diagnostic and Consultation Centres undertake actions connected with diagnosing, guidance and care in cases of minors and with counteracting and preventing demoralisation. They act on behalf of District Courts as well as higher courts.

The aims of such centres are:

- 1) carrying out psychological and medical researches and giving opinions on the behalf of the court or prosecutor,
- 2) mediating in cases of minors and family issues on the behalf of the court,
- 3) taking care of minors pointed out by the court,
- 4) conducting expert counselling for minors and families jeopardized by demoralisation on the behalf of the court,
- 5) cooperating with facilities realising court ruling, institutions and organisations dealing with the issue of protecting and strengthening the family.

Family Diagnostic and Consultation Centres are usually open from Monday to Friday between 7:30 and 15:30 and additionally twice a week between 7:30 and 19:00. If examined person asks to change the date or time of the appointment for a certain reason, it is always taken into consideration.

Experts have fixed working time and they normally work in fixed pairs. In such centres all kinds of cases are dealt with, and additionally mediations are conducted and one can ask for a piece of advice or consultation. Tasks are assigned by the manager on an ongoing basis.

Pedagogical and psychological tests necessary to give an opinion are carried out in the facility.

People working in such places issue their opinions on the basis of rules created by Department of Justice.

Specialists work in teams. Some parts of tests they carry out on their own; psychologists focus on minors and pedagogues on adults. They share important pieces of information and issues to clarify immediately. The next step is to examine an adult by both pedagogue and psychologist. After discussing the issues within a team, they prepare separate opinions and then combine them together by working out mutual conclusions.

Records of Family Diagnostic and Consultation Centres is kept in accordance to guidelines of the Minister of Justice<sup>12</sup>.

These facilities keep following records:

- a list of cases needing opinion,
- a folder with all sent files,
- an alphabetical list of examined people,
- a correspondence book,
- a timetable of activities,
- records connected with investigated cases,
- an advice book,
- a facility council meetings book,
- personal records of facility workers,
- a folder with all monitions,
- a list of delegations,
- a list of office supplies and health and safety items,
- inventory of books (books, guidebooks and specialist literature),
- inventory of aids and research materials.

Cases appointed by courts to be investigated are listed in a correspondence book which is updated on an ongoing basis. Cases needing an opinion are listed in the book of cases requiring Family Diagnostic and Consultation Centre's opinion.

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<sup>12</sup> Regulation of the Minister of Justice from 3<sup>rd</sup> August 2001 about organising and defining the operating range of diagnostic and consultation facilities (Dz. U. 2001.97.1063).

The manager of the facility sends the opinion and the bill to an adequate court immediately after it is prepared and keeps a copy in facility records. Opinions are kept in separate file holders with identification numbers, court file signatures, tests, interviews, observations, pieces of advice and bills for prepared opinions.

### 3. Giving opinions in cases of minors

Preparing opinion in cases of minors is regulated by Regulation of the Minister of Justice from 3rd August 2001 about organising and defining the operating range of diagnostic and consultation facilities<sup>13</sup>, and act on juvenile proceedings<sup>14</sup>.

A Family Court asks for Family Diagnostic and Consultation Centre's opinion when a complex diagnosis of minor's personality is needed – to prepare it pedagogical, psychological and medical knowledge is required.

Moreover, before making a decision about placing a juvenile in a care and educational facility, educational center, public healthcare facility, nursing home or reformatory a court also asks for Family Diagnostic and Consultation Centre's opinion.

The essence of proceeding, when it comes to children and teenagers socially maladjusted, is to focus on minor's sake, to aim at positive changes of his personality and at making his parents or guardian fulfil their obligations towards him. The rule of focusing on minor's sake has to be realised with taking into account social interest.

During juvenile proceedings such things as minor's personality, age, health, level of psychological and physical development, features of character as well as behaviour, causes and level of demoralisation, environment and living conditions of the minor are taken into consideration.

Experts from Family Diagnostic and Consultation Centres, while choosing the best educative or reformatory means for a minor, mind court's possibilities defined by the act on juvenile proceedings. A court can:

- admonish;
- make one act in a certain way; especially make one repair the damage he caused, do something for the benefit of the victim or local society, apologize to the victim, start education or work, participate in educative, therapeutic or training activities, avoid certain environments and places or stop using alcohol or drugs;

<sup>13</sup> Regulation of the Minister of Justice from 3<sup>rd</sup> August 2001 about organising and defining the operating range of diagnostic and consultation facilities (Dz.U.2001.97.1063).

<sup>14</sup> Act from 26<sup>th</sup> October 1982 on juvenile proceedings (Dz.U.2010.33.178).

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- establish a supervision of parent or guardian;
  - establish a supervision of youth organisation or other social organisation, workplace or a trustworthy person willing to be responsible for the minor;
  - establish a supervision of probation officer;
  - send a minor to a supervised facility, social organisation or institution offering educative, therapeutic or training activities (after contacting with mentioned organisation or institution);
  - prohibit driving vehicles;
  - take away items gathered thanks to committing a criminal offense;
  - place in a foster family, care and educational facility or educational center;
  - place in a reformatory;
  - use other means listed in the act on juvenile proceedings and in The Family and Guardianship Code.

A Family Court can oblige the family of guardian to better educative, living and health conditions of the minor and to closely cooperate with minor's school, psychological- pedagogical dispensary, other dispensary, his workplace or doctor and medical institution. What is more, it can oblige parents or guardian to partially or totally repair the damage caused by the minor.

In case of minor's mental retardation, mental illness, other mental disorder or alcohol/drug addiction a Family Court can place a minor in a mental hospital or in other adequate medical institution. If a minor requires only educative care, he is sent to a care and educational facility and if he is mentally retarded and needs only care – to nursing home.

#### **4. Stages of diagnosis**

Diagnosis of social maladjustment of children and teenagers is one of the elements of proper prevention and resocialisation, includes recognising initial educative situation and initial state of examined person's personality. According to Lesław Pytka, a full diagnosis of social maladjustment consists of three basic stages:

1. *The stage of diagnosis stating* facts which are the reason why reforming or correcting actions are needed. One has to define the kind of observed disorders, discover psychological and social mechanisms leading to them and determine the influence of certain factors on observed disorders as accurately as possible.
2. *The stage of directing diagnosis* includes formulating hypotheses and postulates which are a base for choosing right preventing and resocialising actions. It is important to take into consideration real possibility of realising assumed goals and to define the connection between actions and aims.
3. *The stage of verifying diagnosis* aims at checking if the diagnosis was correct and chosen methods were adequate (Pytka, 2000).

Family Diagnostic and Consultation Centres have to take into consideration these three stages of diagnosis while giving opinion in cases of minors.

Experts from Family Diagnostic and Consultation Centres gather information necessary to prepare an opinion by analysing records of the case and carrying out pedagogical and psychological examinations.

During specialist tests psychologists and pedagogues usually use methods and techniques such as dialogue, interview, observation, analysing works, intelligence and abilities tests, projection test or questionnaires.

Tests of a minor usually take about 5 hours. In some cases it may be divided into two parts.

If a minor does not show up on examinations, facility manager asks the court to make police bring him in.

## **5. Mediations in juvenile cases**

Family Diagnostic and Consultation Centres conduct mediations in cases of minors if the court recommends it. Mediation is an alternative method, which protects minors from negative influence of the formal system of administration of justice. Negative influence means here being recognised as a person who came into conflict with the law and consequences of this fact. It is much more beneficial, especially in the initial stage of social maladjustment, to influence the minor through family, school and other institutions of informal social control.

It is advised to combine mediation with repairing the damage a minor caused and to make it teach a minor to avoid law violations in the future.

Juvenile mediation is "an attempt to work out a solution of a criminal conflict that satisfies both parties by voluntary negotiations conducted by an objective person – conciliator, who supports the process of mediation, alleviates tensions and helps to work out a solution. Therefore, conciliator is a person unbiased, not representing interests of victim or perpetrator" (Bieńkowska, 2009).

In conflicts where the basis is a crime mediation is supposed to lead to alleviating or neutralising negative consequences taken by the victim (primary victimization) and weakening or eliminating the phenomenon of secondary victimization – stress and suffering caused by wrong attitude of the society. Mediation is an element of restorative justice.

In juvenile criminal cases mediation has a great number of advantages. Firstly, it may lead a minor to understanding the essence of caused damage; understanding that he caused someone to suffer. Moreover, a victim may discover why he was hurt; what were the motifs which may restore his faith in people and diminish his fear.

Mediation is totally voluntary and requires acceptance from the perpetrator as well as from the victim. They have to confirm the most important facts connected

with the event, but a minor does not necessarily have to admit guilt. However, he has to understand the consequences of his actions repent and apologize. The subject of mediation may be a form of compensation like apology, repairing the damage or social work.

The process of mediation, reaching a compromise and reconciliation of a minor and his victim is an argument for the court to use milder punishment (Bieńkowska, 2009).

Conciliators of Family Diagnostic and Consultation Centres observe growing interest in mediations in juvenile criminal cases, but the number of conducted mediations is still low. To make this method more popular experts offer advice and consultations and some facilities even organise Mediation Open Days when conciliators provide guests with information about this method of solving a criminal conflict.

## **6. Other actions undertaken to help minors and their families**

Pedagogues and psychologists from Family Diagnostic and Consultation Centres provide expert care for minors sent to them by the court.

In such facilities one has access to specialist counselling for minors, their families and families endangered with demoralization. Workers of such centres are obliged to cooperate for minor's sake with facilities connected with courts, institutions and organisations dealing with the issue of protecting and supporting the family. They usually cooperate with custodians, workers of psychological-pedagogic dispensaries and educational centres.

Consultations in Family Diagnostic and Consultation Centres are a form of help addressed to the family, which consists of discovering the problem of person being tested. The aim is to discuss the problem, define it, learn about person's situation and to choose the best way to help him. Consultations may also psychologically help a person who needs to feel understood.

Such consultations usually have a form of one of few meetings. They are most often focused on issues connected with supporting the development of children and teenagers.

Problems most often dealt with are: hyperactivity or suppressions, difficulties in making contact with peers, difficulties in learning, absences at school, using cigarettes, alcohol or drugs.

People responsible for minors often want to master their educative skills. By asking for an advice in Family Diagnostic and Consultation Center they seek for expert opinion on educative problems and ways to solve them.

People working with families of minors are always willing to learn more and take every opportunity to participate in courses and trainings.



There are more and more members of families with problems with alcohol or violence who come to Family Diagnostic and Consultation Centres – they seek for advice and help with defining their situation.

There are many cases when minors' parents have a conflict connected with the divorce – it causes strong misunderstandings between them and makes it more difficult to adapt to the new situation. Usually in such situations educative problems and disturbing behaviour occur and parents do not know how to cope with it in a constructive way. When a family conflict strongly influences its members, they come to Family Diagnostic and Consultation Centres to get help with working out a right solution from a specialist.

## **7. Conclusion**

Family Diagnostic and Consultation Centres functioning according to the law try to support courts and families by feeling responsible for the fate of maladjusted minors, diagnosing their problems and trying to solve them.

Such institutions try to fix mistakes of the family, school and other environments and institutions which are the cause of demoralisation of a young person.

A correct diagnosis of maladjustment causes enables court to judge a minor and his wrongdoings in a proper way.

A correct diagnosis means a just decision of the court, but can also lead to finding the way to solve problems of the minor and his family if they cannot do it on their own.

Diagnostic and Consultation Centres focus on minors' sake and undertake a number of actions such as dialogue, consueing, cooperation with people and institutions dealing with socially maladjusted minors, mediation and preparing a complex diagnosis of one's behaviour with regard to biopsychological and environmental factors. These complex actions lead to pointing out and trying to solve important issues of the minor and his family as well as is a form of taking responsibility for its youngest citizens.

## **Rodzinne ośrodki diagnostyczno-konsultacyjne jako instytucje wsparcia sądu i rodziny w sprawach nieprzystosowania nieletnich**

### **Streszczenie**

Na tle zjawiska niedostosowania społecznego, autorka stara się ukazać specyfikę działań instytucji, która na poziomie państwa z mocy prawa odpowiedzialna jest za pomoc w prawidłowym rozpoznaniu przyczyn problemów niedostosowania oraz w znalezieniu najlepszych rozwiązań pomocowych skierowanych do nieletniego i jego rodziny.

**Słowa kluczowe:** nieprzystosowanie nieletnich, instytucja wsparcia.

### Summary

The author explains the term of social maladjustment and tries to show how state institutions functioning according to the law are responsible for helping to find causes of maladjustment and choosing the best ways to help the minor and his family.

**Keywords:** maladjusted Minors, Supporting Institutions.

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## **The importance of social assistance for individuals and families in difficult life situations**

Social assistance is an institution of state social policy aimed at enabling individuals and families to overcome difficult life situations, which they are not able to overcome, using their own powers, resources and opportunities. Social welfare support individuals and families in their efforts to meet the essential needs and enables them to live in conditions equivalent to human dignity. The aim of this assistance is to bring individual independence of beneficiaries and their integration with the environment. Individuals and families receiving social assistance are required to cooperate in resolving their difficult situations. This assistance has a transitional character and assumes the activation of individuals and families who benefit from it. Lack of proper attitude of a person using such assistance may result in refusal or termination of assistance. Before granting the aid, material resources of the party seeking benefits and the ability to support him through family should be taken into consideration.

There have been many changes in social legislation over the past few years. Revisions of the law were associated with economic transformation, the Polish accession to the European Union, as well as a change in the concept of social policy of the state. The effects of these changes show up specifically in the legislation concerning social welfare.

The right to social assistance was not directly expressed in the Polish Constitution. The Basic Law grants citizens only the right to social security, which is granted only to the unemployed who do not have other means of subsistence. Social security is achieved through social insurance, social supply and social assistance. Social assistance benefits are the last possibility to overcome difficult life situations. Each person should meet their needs through the income they receive from their own work, and only in the second place it can rely on appropriate protection of the social security system: a person or family may receive a social assistance (Sierpowska, 2006).

Article 7 of Social Welfare Act of 12 March 2004 lists examples of reasons for the creation of difficult life situations, they are among others: poverty, orphanhood, homelessness, unemployment, disability, long and serious illness, domestic violence, the need to protect maternity numerous children, the difficulty in adapting to life among refugees, alcoholism, drug abuse, natural disasters. Not without reason that poverty has been mentioned in the first place, because it is basic and one of the most common causes of granting the social assistance benefits. Poverty is often associated with other circumstances that cause difficult life situations. The most important today are homelessness and unemployment. Although the Social Welfare Act does not treat as privileged any of the mentioned in Article 7 reasons, in practice their classification and prioritization is necessary. It is justified on grounds of organizational - administrative and distribution of grant funds for specific services. Specific forms of assistance were included in the categories of tasks of public authorities in the Act (Dz. U. 2004, Nr 64, poz. 593).

Social assistance is the task of the state. The organs of authority are obliged to ensure the protection of individuals in difficult situations, by giving it various forms of support. Currently, these tasks consist of providing financial and material assistance, the performance of services and the preparation of specific programs, plans and reports. The tasks relating to social assistance are divided into its own and commissioned by government administration.

Social assistance is arranged by state and local government, working with NGOs, churches, religious associations and the individuals and legal entities. The structure of social assistance in Poland is as follows:

- social assistance centers operating in each municipality, providing financial assistance, services and material, and pointing to the nursing homes;
- district family assistance centers (cities in the county rights – city family assistance centers) counties keep nursing homes, provide care for children in residential institutions (eg orphanages, care ambulances) and foster families;
- regional social policy centers (with marshal offices) – are coordinating social policy in assisting local governments in the provinces;
- the offices of provincial departments of social policy – control and supervision over the execution of the municipal, county and province, including the quality of social welfare agencies (but only for assigned tasks);
- Ministry of Labour and Social Policy – is focused on coordinating social policy across the country and the preparation of amendments to existing legislation.

Community self-government through a specialized administration in a natural way should take steps to reduce differences in the process of meeting basic needs, that are caused by factors independent on the individual or family. The Social Welfare Centres are obliged to provide shelter, food and clothing necessary for

each person and family who are deprived of that. Providing shelter consist in giving temporary accommodation in places designed, such as night shelters, hostels, homes for the homeless. Social assistance is required to provide one hot meal per day to each person who own efforts can not provide it. It is worth mentioning that the provision involving the organization of food is achieved as well by buying meals for children and young people at school.

A specific group of non-cash benefits, realized by social care are variety of care services, particularly specialist care services at home and support centers. A person who due to age, illness or other reasons requires assistance and care of other people, and is deprived of it from loneliness or inability to provide assistance by the family, are entitled to support in the form of care services. The task of social assistance is also to establish entitlement to cash benefits from social assistance. Centers grant and pay: solid benefits to people who are unable to work due to age or disability, periodically benefits and targeted benefits – to meet the essential needs of existential.

Another type of benefit, which belongs to the commune, is social work. It is the professional activity performed to improve the functioning of families in the social environment. It is conducted with individuals and families to develop their life activity, with the participation of local communities and to ensure the cooperation of institutions involved in meeting the needs of members of these communities. Social Welfare Act provides the possibility of benefits of social work on the basis of social contract, ie, a written agreement with an applicant for help. It defines the obligations and rights of the parties under the joint efforts undertaken to overcome difficult life situations a person or family. The agreement aims to stimulate the involvement of the recipient and to act to improve its situation. An interested party is involved in editing the content of the contract, he points himself to the source of his problems, determine its ability and willingness to fight them. Ways of developing and written form of the agreement are intended to strengthen its effectiveness by reminding the recipient of its obligations (Barański, 1996).

Social assistance centers are often the first and essential place where persons who are in difficulty ask for help. The centers are principally engaged in setting of rights to benefits and their granting. Decisions to grant or refusal of aid admits (based on authorization) the head of social assistance center or other authorized employee. Those institutions were also granted in certain procedural rights for the representation of people requiring support. Centre for Social Welfare for example, can occur with applications for a declaration of incapacity to work and the determination of disability. Manager of the facility may also bring an claim of a maintenance for the citizens. The powers of this type create greater possibility of granting assistance to those in need, often because of their age, illness, disability or helplessness they are not able to assert their rights, they cannot afford to hire

an attorney who would represent their interests. Centers can also deal with the analysis of the phenomena causing the demand for social assistance, followed by the development and expansion of social infrastructure (social welfare homes, shelters for the homeless). In the implementation of assigned tasks by the government centers shall be guided by indications of the mayor, and while performing their duties, follow findings of the mayor.

The tasks of social assistance that exceed the financial and organizational powers of community have been attributed to county. Most of them are specialized duties whose performance requires expertise; in addition facts to justify their fulfillment are not as widespread as in the municipal tasks. Counties deal mainly with widely understood family help, including specialized counseling and therapy, the organization of care in foster families and providing assistance to those families, as well as adoption and day-care facilities. District organizes various forms of support for the care of the family and the child. In accordance with Article 71 of the Constitution, State in social policy and the economy is taking into account the good of the family. So the family who found themselves in difficult material and social circumstances, especially larger and incomplete families, are entitled to special assistance from public authorities. Family, under the Act on social assistance, in addition to financial support, receives non-monetary benefits such as: counseling and family therapy, social work and provide care and education of children outside the family. Specialized counseling is achieved to individuals and families who have difficulties or show the need for support in solving the problems of life. These benefits include legal, psychological, and family counseling. Local government deals also with: supporting families in fulfilling their natural function – care and training of candidates to serve as foster families, and candidates for the implementation of family institutions (Dz. U. 2004, Nr 64, poz. 593).

The second category of the administration tasks are integration measures for persons who have difficulty in adapting to life after their release from prison. The district is engaged in crisis intervention centers keeping, sheltered housing and the organization of training and methodological advice for welfare staff. The tasks of the local district administration are also to help the refugees. The aim of this help is to promote the integration of refugees and involves in providing of benefits such as specialized counseling and paying health insurance contributions and the payment of cash benefits (ranging from 420 to 1149 zł per month per person). It is intended to cover living expenses and the polish language learning. All forms of support are entitled to a period not exceeding 12 months and are carried out through individual integration program agreed with the refugee. Attention is drawn to relatively high value of cash benefits granted to refugees. It raises public opposition related to the amount of other cash benefits provided for in the Act on social assistance. Benefits paid to polish citizens are much lower (Dz. U. 2004, Nr 64, poz. 593).

Family Assistance Center deals with the administration of social assistance in the county. In the city on district rights instead of the center operates City Center for Family Support. District Centre and its director as well as the relevant municipal authorities have the procedural power for requests on incapacity, disability and bringing actions for alimony. Center manager or other employee authorized by the governor, may issue a decision in individual cases determinative of social assistance. As the tasks of the district are centered on family support, they correspond to the appropriate powers of organizational units. Head of the family support center can contain and resolve civil agreements with foster families in matters of entrusting the child. In addition, he works with the court regarding raising children deprived of parental care and submits to the court – at least once a year – a list of foster families. Every year he reports on the activities of the center along with a list of needs for social assistance submit to the county council. The tasks of the county family support center is also to support the governor in the supervision of foster families, adoption and nursing centers, social welfare homes and care institutions.

Tasks that cannot be realized by counties are passed to the voivodship. The role of the regional government is primarily promotional activities and inspiration in the field of social assistance, the organization of the regional units of social assistance and staff training and maintenance of public schools social services. In the province tasks in the field of social welfare carry out regional centers of social policy.

The various local government units shall develop and realize appropriate municipal, county and regional strategies for solving social problems, which include specific support programs for: prevention and control of alcoholism, the integration of persons with high risk groups, support persons with disabilities, collaboration with NGOs.

The tasks of social assistance are also supplemented by government bodies – the Governor and the minister responsible for social security. Voivod as the supervisory authority of local governments is mainly engaged in controlling, evaluating and coordinating the activities of local government in social welfare. In addition to the authorities other parties are also engaged in social welfare. One of the results of political transformation in Poland was the development of non-profit sector, including foundations, associations and charities. Many of these organizations in the statutory purposes have help to those in need, and perform tasks within the scope of social assistance. Public administration authorities, arranging social assistance, collaborate in partnership with social organizations and NGOs, the Catholic Church, other churches and trade unions as well as individuals and legal entities. In addition, government agencies and local government can outsource the tasks of social assistance to other entities, in particular non-governmental



organizations, individuals and legal entities and other agencies if they operate in the field of social assistance. It should be noted that in contrast to public administration, the activities of private entities in the sphere of social assistance is carried out voluntarily and often exclusively for business purposes. Participation of private entities in the implementation of public tasks is common today. Modern administration is seeking support in the performance of public services, mainly to reduce their costs and increase quality. Often ordering service to a private entity is for the administrative body less expensive than its self execution. Admission of non-state actors, both individuals and bodies to perform the tasks of social assistance repeatedly was accepted by the Act of March 12, 2004 (Dz. U. 2004, Nr 64, poz. 593). First of all, the objective and subjective boundaries of social tasks implemented by private entities have been identified (Niewiadomska, 1998). Administrations bodies may not delegate permissions to entities to determine the benefits and the payment of cash benefits. In addition, they can not delegate the tasks of social assistance to political parties (or trusts established by them), trade unions, employers' organizations and governments work. Acts and orders made under the implementing legislation in detail regulate the mode of entrusting the task, which is reduced to the open call for tenders similar to the tender of public procurement. Another example of the acceptance of private entities into the social sphere is regulation dedicated to the economic activities of institutions providing day care for people with disabilities, chronically ill or elderly. Cited Act also provides the possibility for non-state actors to run other social welfare institutions such as nursing homes, family care homes, family homes and centers of adoption. Currently, in the law of social assistance there is tendency to slow expansion of certain spheres of activity, authorization private entities social tasks and the introduction of commercial services as an alternative to public benefits.

In the current legal regulation of social welfare attention is drawn to define normative criteria and rules for granting benefits. In the first place the legislator determines the subjective criteria - people (and families) that are entitled to benefits. He takes into account not only Polish citizens but also foreigners, including refugees and nationals of Member States of the European Union. The objective criteria amount to a requirement of a difficult life situations and their own inability to overcome them by the potential beneficiaries. The last criterion determines income thresholds, which is rigidly defined by law. It should be noted that the material situation of people applying for help not always determines the granting of benefits. In the institutional model of social assistance, mainly carried out by the District Family Assistance Centers, the main criterion for support is the need, not the amount of income. This model assumes an active form of aid, which are primarily support services to families in all their functions and in the process of recovering or maintaining their independence and resourcefulness.

In a democratic country stepping into the realm of individual rights and responsibilities by the authorities must be carried out in certain forms of law and procedure. Therefore the granting and denial of benefits should take the form of decision issued in administrative proceedings. Determination of entitlement to benefits is under the Administrative Procedure Code and the specific provisions included in Act on social assistance. The use of administrative procedures has fundamental importance to the proper award of benefits and protection of the rights of the beneficiary, in particular by allowing them to actively participate in the proceedings, as well as the right to file appeals. It should be assessed positively that the possibility of initiating the procedure for assistance comes from the office, as well as at the request of another person with the consent of the person concerned. This solution is consistent with the objectives of social assistance and is designed to protect the interests of the recipients, which are often elderly, sick or helpless. A benefit should be preceded by investigation of evidence that will meet the statutory criteria set to the potential beneficiary.

A particular measure of evidence is a family community interview, which allows a specific diagnosis of the situation of the person or family who is trying to receive a benefit, combined with a proposal to grant specific forms of support. These forms are chosen according to the needs of beneficiaries and the financial capabilities of bodies engaged in social assistance. Thus despite the detailed regulations, laws pose a margin of discretion. It is manifested mainly in the way of appreciation and individualization of benefits. Most forms of aid is awarded on the basis of the so-called administrative discretion, which makes the body able to grant or refusal of support, match the needs of the beneficiary and determine its scope and frequency. That freedom also gives opportunity to change the form of benefits and the reduction or suspension of assistance in case of waste (Dz. U. 2004, Nr 64, poz. 593). Knowledge of administrative procedures and their application in matters relating to benefits is part of the duties of employees of social welfare agencies. Yet practice has shown serious negligence. It is not uncommon that employees do not initiate administrative proceedings. Moreover, the persons concerned are not aware that they can complain about that kind of government inaction and therefore refrain from claiming their rights. There are also cases of non-respect of the protection of personal rights and dignity of the recipient, which often comes from ignorance of the rules and principles of administrative procedure.

Currently, social assistance is often associated with the granting of benefits and functioning of municipal social assistance centers. However, the modern social assistance in Poland consists of a diverse network of agencies, services and intangible benefits. In addition to the already mentioned social assistance centers, county family assistance centers and regional centers there are also: social care homes, support centers, centers for crisis intervention, specialized counseling centers – including family, care facilities and centers of adoption and care.

Social Care Homes are one of the oldest clusters. Previously valid Social Welfare Act of 1990 (Dz. U. 1998, Nr 64, poz. 414) did not devote any attention to them, referring to the implementing legislation. Current law regulates in detail the status of these institutions, and some of the earlier regulations are now raised to the rank of the law. Currently, the rules of the Act are supplemented by the Regulation of the Minister of Social Policy (Dz. U. 2005, Nr 217, poz. 1837) defining the service standards and requirements for the building, which houses the facility. Social Care Homes have a lot of diversity in business profile and services. These centers can be private or public and can have the municipal, county or regional scale. They do take care of the elderly, somatically and mentally ill, disabled physically and intellectually. Basically to these units are sent persons requiring full time care, often without family support. Due to the nature of services and their continuous all-day work, these institutions have a special character, because they combine the features of public institutions and family homes. Their services are not limited exclusively to satisfy the needs of domestic residents, but also relate to the spiritual realm, which expresses itself in the organization of entertainment and opportunities for the exercise of religious practices. Requirement for this type of social assistance unit is still rising and interest in their services far exceeds the number of vacancies. Polish social care homes are faced with various difficulties, especially financial, which is the main reason for departing from the standards for both housing conditions and service quality. Privatization of institutions and creation of private social care homes could improve this situation.

Support centers operate in Poland for 12 years, and were introduced by the Act of 14 June 1996 amending the Law on Social Welfare and the Law on employment and counteracting unemployment (Dz. U. 1996, Nr 100, poz. 459). Currently, the legal basis for their actions are determined quite generally the law on social assistance. Support centers assist half-day care (but may also provide all-day care). The main objective of their activities is to help the person in need in their environment, and therefore the activity of centers is primarily targeted at beneficiaries who do not require full time care. The centers provide care services, including specialized services for people who due to age, illness, disability require partial assistance to meet the necessities of life. In addition, support centers provide shelter, intervention assistance and help meet the basic needs of living as well as exercise and supportive care services. Support centers are: environmental self-help homes, day social care homes, homes for mothers with small children and pregnant women, shelters and homes for the homeless and self-help clubs. The normative sources are not paying more attention to these institutions (as well as crisis intervention centers). In practice, the idea to create them is not widespread, and citizens are often unaware of their existence. This is mainly due to the statutory division of responsibilities for the creation of these institutions. Generally, running

support centers for municipal coverage is optional commune's own tasks, and the resort district - the county's own tasks. The maintenance of environmental self-help institutions for people with mental disorders is a task delegated by the municipal government. However, it is the task of district to conduct their own support centers, including homes for mothers with small children and pregnant women, but with the exception of environmental self-help homes and centers for people with mental disorders. The latter are kept in the tasks assigned way. Due to their nature the service centers should operate particularly in small communities. Keeping these facilities by municipalities makes it easier to access them and disseminates knowledge about them. However, municipalities were left there with some discretion. Local government institutions may adapt the activity to occur particular area needs may also refrain from carrying out certain institutions. This resignation is usually caused by financial considerations, in practice; often lack the resources to carry out voluntary tasks.

Crisis intervention centers have been mentioned only briefly in the Act. These are the organizational units providing support to social assistance to persons who are in difficult life situations. People who are asking for the help need emotional support mainly due to family crisis, educational difficulties and psychosocial problems. The purpose of these centers is to take action to enable the restoration of mental balance and ability to deal with problems and fight against social exclusion. The centers provide crisis intervention and specialized counseling. These centers organize individual and group meetings, often provide one-time consultation and direct the person to the competent entities of social welfare, health care or other institutions. In addition the centers cooperate with different social institutions, mainly by providing advice, consultation and execution of psychological research (Dz. U. 2004, Nr 64, poz. 593).

Providing specialist support requires hiring specialized staff in organizational units. Skilled workers are an essential component of efficient and effective social welfare system. Changes in policy and social legislation of the state and develop the legal regulation of social care needs of its employees more and higher qualifications. Expressions of these expectations are laws dedicated to normalize social workers, and the rules defining the requirements for those in charge of social assistance units and personnel performing the control. Social workers for many years were underestimated professional group. Laws to determine their status was not present until the early 90s of twentieth century. In present their legal position is defined by the Act on social assistance, however, that definition is fragmentary and rather general. One of its disadvantages is the lack of statutory definition of a social worker. Powers of this professional group are defined in general terms; more emphasis was put to the duties. The legislator has established detailed requirements for the training of social workers. Completion of higher

education is not necessarily required (although it gives some privileges, such as professional specialization), the most important thing is the directional education importing to obtain a professional title (diploma) social worker. In the analyzed profession there are two degrees of specialization, to obtain which are working experiences in relevant units of social assistance, training course and passed the exam. It should be noted that persons who have completed a master's degree in the fields of psychology, pedagogy, sociology, political science or family studies are exempt from the first degree of specialization (Dz. U. 2004, Nr 64, poz. 593). Profession of social worker, in addition to education, also requires specific abilities and personality traits, unfortunately, the legislator ignores this issue. It is worth noting that such requirements are mentioned in the legislation of other professional groups. A creation of the appropriate regulation of social workers would be desirable. It should correspond to the rules of professional activity, especially with the obligatory respect for ethics, confidentiality, management of the welfare beneficiaries, and respect for their dignity and right to self-determination and anti-discrimination. Without a doubt, the disadvantage of the current regulation is a large differentiation of responsibilities and powers in this profession. In addition to the provisions of the Act on social welfare, status of the social worker is regulated in other sources of law, according to the place of employment. This ultimately results in large variation of the rights and responsibilities of this professional group. For these reasons, social workers have been trying for several years to enact a separate law, and also are planning to make this profession a profession of public trust and create a professional self-government. However, it seems that the formation of public trust profession needs not only the revision of the law, but above all, changes in the work environment and social image of a social worker. Despite the growing acceptance of the profession, in dealing with recipient of support staffs often meet lack of partnership and trust. There are psychological barriers and the social worker is identified with indifferent clerk. Also, ensure greater professionalism and better knowledge of law, including the administrative procedure used when awarding social assistance benefits must be done.

The list of tasks to local government units in field of social is still expanding and they are supplemented by the tasks in the field of family benefits, alimony advance and social employment. Unfortunately the increase of tasks does not cause a proportional increase in financial resources. The increase in the number of beneficiaries and the expansion of local government responsibilities requires considerable investment and effective social welfare system, which places the activation of beneficiaries, their interaction with staff and units, and the so-called social self-help on the first place, not the passive distribution of benefits. A major problem in the administration of social aid is a poor control use of the awarded benefits. Aid is often wasted by the beneficiaries, and funding for basic needs

is issued for other purposes. The trend to privatize the tasks of social assistance should also be noted. Undoubtedly, the advantage of this process is reducing costs and improving service quality. However, assigning these tasks to private parties could lead to violation of the principle of equality of citizens under the law and limiting access to many services. It should not be forgotten that social welfare is the responsibility of the government, and its beneficiaries are mostly poor people and families, which are in difficult situation. Support provided to these people cannot be completely replaced by commercial services, since it is inconsistent with ideals and goals of social assistance.

Social assistance is one of many institutions that create social reality. The main elements that define its place and role among other of social sub-systems are the objectives of action. Social assistance programs are designed to meet the necessary needs of individual or family, assuming that it will not bring any profit. The social welfare institution provides direct service, targeted at specific individuals. This process is preceded by recognition of needs, a diagnosis of the situation of needy groups and the development of adequate and optimal aid plan. Services and social assistance benefits are characterized by a regular full-time assistance of specialized in this field experts within the formal institutions of social assistance.

### **Znaczenie pomocy społecznej dla osób i rodzin będących w trudnej sytuacji życiowej**

#### **Streszczenie**

Pomoc społeczna jest jedną z wielu instytucji, które tworzą rzeczywistość społeczną. Głównymi elementami, które określają jej miejsce oraz rolę wśród innych podsystemów społecznych są cele działania. Programy pomocy społecznej mają na celu zaspokojenie niezbędnych potrzeb jednostki lub rodziny. Instytucja pomocy społecznej świadczy tzw. usługi bezpośrednie, przeznaczone dla konkretnych jednostek. Poprzedzone jest to procesem rozpoznawania potrzeb, zdiagnozowaniem sytuacji potrzebujących osób i opracowaniem adekwatnego i optymalnego planu pomocy.

**Słowa kluczowe:** pomoc społeczna, cele działania, programy.

#### **Summary**

Social assistance is one of many institutions that create social reality. The main elements that define its place and role among other of social sub-systems are the objectives of action. Social assistance programs are designed to meet the necessary needs of individual or family. The social welfare institution provides direct service, targeted at specific individuals. This process is preceded by recognition of needs, a diagnosis of the situation of needy groups and the development of adequate and optimal aid plan.

**Keywords:** social, performance objectives, programs.

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## Research findings





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## **Characteristics of Polish family SMEs**

### **1. Introduction**

In Poland, family enterprises do not constitute a separate legal category, which makes it difficult to identify them and distinguish their characteristics. There is relatively little representative research analyzing the share of family enterprises in the Polish economy and describing their character. Poland is an example of a free market economy that as a result of the transformations of the 1990s came out from under the central planning system. Market transformations were accompanied by rapid development of small family enterprises, which during the last 25 years have become a dominant type of enterprise in Poland. Paradoxically, we know little about the characteristics of business entities of this type.

The article analyses the characteristics and importance of family SMEs in the Polish economy. It is based on the results of the largest, and so far only, national representative research on family SMEs. The research was concluded in December 2009 and was conducted by a team of authors composed of Ł. Sułkowski, A. Kowalewska, J. Szut, B. Lewandowska, M. Kwiatkowska, and A. Marjański, as well as by the Pentor research company, on the commission of the Polish Agency for Enterprise Development (Sułkowski, Kowalewska, Szut, Lewandowska, Kwiatkowska, Marjański, 2009).

### **2. Sources of development of small family enterprises in Poland**

A number of economic, social and cultural factors have supported the quick development of small family enterprises. The beginning of the transformations of national systems entailed new legal possibilities for setting up new business entities, which resulted in very rapid growth in the number of small business entities. Within a few years, small enterprises had become the dominant form of business activity, constituting over 90% of all business entities in the 1990s (*Poland: SME and Entrepreneurship Issues...* 2010).

The economic liberalization in Poland towards the end of the 1980s and the beginning of the 1990s gave people the chance to freely set up their own business entities. At the same time, the weakness of the banking system and high inflation were not favorable conditions for the taking out of loans in order to set up new enterprises, so family financial resources became a natural source of the initial capital necessary to set up a business entity.

The transformations had social and economic results as well, such as a high increase in unemployment, the rate of which during the last two decades amounted to 9–15% ([http://www.indexmundi.com/poland/unemployment\\_rate.html](http://www.indexmundi.com/poland/unemployment_rate.html)). Previously, in the centrally planned economy, there was virtually no unemployment or it was only a marginal phenomenon. The threat of unemployment became one of the motives for setting up small family enterprises, which soon spread in sectors with low capital barriers to entry, such as trade and services. They filled in the gap on the Polish market and created new possibilities for employment, especially for those in a worse situation on the labor market, such as people over 50, women who wanted to come back to work and people looking for their first jobs.

Quick development of small family enterprises was also caused by factors that are deeply rooted in Polish societal culture. According to most sociological research, family values are still considered by the Poles as the most important in the hierarchy of values (*Social Diagnosis 2009... 2009*: 119). S. Nowak believed that there is a “social void” syndrome in Poland, meaning that social values are focused on the family level, and at the same time there are very weak or no civic values (Nowak, 1979). Also, research on Polish social capital shows that it is very low in comparison to most developed countries (*Social Diagnosis 2009... 2009*: 119). Thus, the level of social trust is very limited, which is a favorable condition for the development of family enterprises based on family ties.

### **3. The adopted operational definition of a small family enterprises**

One of the key cognitive problems requiring a solution before the beginning of empirical research began was formulation of an operational definition of a family SME, which would make it possible to identify such entities.

Family SMEs may be defined based on different criteria. It is relatively easy to define an SME, and in fact a definition formulated by the European Union has been adopted. In fact, there is no consensus on the criteria distinguishing family businesses, although the most often indicated criteria are: family structure of the entity's ownership, strategic control exercised by a family, participation of family members in managing the enterprise, and the involvement of more than one generation in running the enterprise (Handler, 1989: 257–276). M.C. Shanker and J.H. Astrachan draw attention to the fact that the definitions of a family enterprise cover a continuum. The broadest definitions adopt a very general and

vague description of a family business, based on the following criteria: control over strategic decisions and the intention to keep the enterprise under the control of a family. According to a slightly narrower definition of a family business, the founder of the business or his/her descendants run the business, which remains under the proprietary control of the family members. By contrast, narrow definitions, apart from the above mentioned criteria, require: direct involvement of more than one family member in business management and a multi-generational structure to the enterprise. Depending on the adopted definition, family enterprises are the source of 12%, 30% or 49% of the national income of the US economy (Table 1) (Shanker, Astrachan, 1996: 107–119). Thus, the differences are of great importance, but even adopting a narrow definition of a family enterprise we end up with a large group of business entities.

**Table 1.** Family business definitions depending on the level of family involvement

Criterion	Broad definitions	Medium definitions	Narrow definitions
Ownership structure	Large family share	Controlling family shares	Majority family shares
Strategic and management control	Minimum strategic control	Strategic control and participation in management	Strategic control and full management
Inter-generational structure	Not required	Planned family succession	A multi-generational entity
Involvement of family members	Low	Medium	High
Percent of produced GDP in the USA	49%	30%	12%
Employment in the USA	59%	37%	15%

Source: own work based on M.C. Shanker, J.H. Astrachan, *Myths and Realities: Family Businesses' Contribution to the US Economy – A Framework for Assessing Family Business Statistics*, “Family Business Review”, vol. 9, no. 2, 1996, pp. 107–119.

Among the most important criteria allowing definition of a business entity as a family enterprise are: ownership, management, family involvement in the enterprise and family succession. R.K.Z. Heck and E.S. Trent compare the criteria in relation to subject literature (Table 2).

**Table 2.** Summary of definitions of family enterprises, based on the subject literature.

The essence of definitions according to the listed authors	Variables researched in the National Family Business Survey 1997
1. Ownership or management	The status or structure of ownership, joint ownership, co-owners and those making key decisions or having control or ownership of shares.
2. Involvement of the family in the enterprise (system correlations)	Number of family members working in the family enterprise, paid and unpaid relatives who do not live in the same household.
3. Family succession (intergenerational transfer)	Generations in the family enterprise, the planned change of ownership structure in the family enterprise within 5 years, striving to keep the enterprise within the family in the future.
4. Multi-criteria	Combination of at least two criteria listed in points 1, 2 and 3.

Source: R.K.Z. Heck, E.S. Trent, *The Prevalence of Family Business from a Household Sample*, in: "Family Business Sourcebook", ed. C.E. Aronoff, J.H. Astrachan, J.L. Ward, Family Enterprise Publishers, Georgia 2002, p. 610.

The analysis suggests that the dominant definitions relate family business to the criterion of ownership or management. It is quite common to use definitions that mention the involvement of the family in the enterprise, as well as combining two or more criteria. Theoreticians rarely define family business using family succession as the key criterion.

Adapting the definition of 'family enterprise' to Polish conditions, one should pay attention to the limited possibility of using the succession criterion. Most Polish family enterprises are owned by the first generation, i.e. the enterprise's founders, which results from the fact that in most cases they are entities set up during the time of the nation's 1990's transformations, so the oldest of these are only 20 years old. It seems then, that the key criteria should be family involvement, management and family ownership. As such, a rather careful definition of 'family enterprise' was taken, which assumes that more than one member of the family is involved in the enterprise and that it is necessary for at least one family member to have a considerable influence on the enterprise's management, as well as proprietary shares (but not necessarily a majority).

Thus, the following definition was proposed: *A family enterprise is each entity in the sector of micro, macro and medium enterprises, of any legal form, registered and acting in Poland, in which:*

- *At least two family members work together,*
- *At least one family member has a considerable influence on management,*
- *Family members hold shares.*

#### **4. Research methodology**

The research, taking into consideration the postulates of methodological triangulation, made use of representative survey methods and statistical analysis, as well as qualitative methods such as focus, free-form and expert interviews. The research was divided into three stages: exploratory, diagnostic and verification, and explanatory.

##### **I. Exploratory stage**

**1. Analysis of secondary sources (desk research)** – A detailed analysis of available works on family enterprises.

**2. Quantitative research of SMEs**

- a. It was necessary to conduct quantitative research on a representative sample of SMEs in order to estimate the number of population of interest to us and to prepare its description. It was also important to gather information that would allow us to conduct comparative analyses between family and non-family enterprises (structural differences, training needs).
- b. The aim of the research was to estimate the share of family enterprises in the SME sector, according to the different criteria of the definitions of ‘family enterprise’ used around the world.
- c. The general population of the research included:
  - micro enterprises – employing up to 9 workers;
  - small enterprises – employing between 10 and 49 workers;
  - medium enterprises – employing between 50 and 249 workers.

The research excluded enterprises representing the following sections of the Polish Classification of Business Activity 2004<sup>15</sup>:

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<sup>15</sup> Use of the sections of the Polish Classification of Business Activity 2004 is a result of the fact that these classifications are still used by the Central Statistical Office to prepare statistical data on the structure of the population of business entities, and also to make data from the REGON register available.

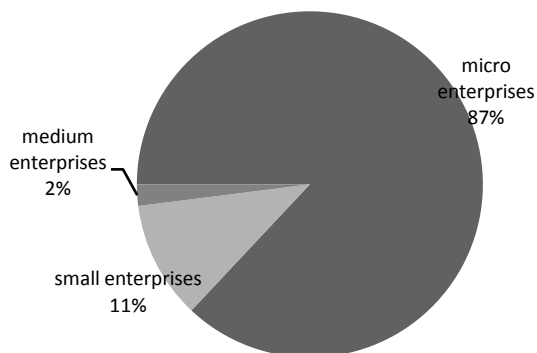
- section A – agriculture, hunting,
- section B – fishing,
- section L – public administration,
- section P – households employing workers,
- section Q – extraterritorial organizations and teams.

Also, business entities being natural persons that do not employ anyone, were excluded from the research population.

- d. The respondents (sample subjects) were the owners/co-owners or managerial staff of their enterprises (presidents, directors or their deputies, members of the board). In the case of family enterprises, they were both family members and 'other persons' (on condition they held managerial posts).
- e. Sample selection – stratified sampling.
- f. Sample size – N=1280, maximum statistical error – 2.7%. The data was weighted so that the sample structure precisely reflected the structure of the SME sector. As a consequence of weighting the data, the sums of percents in the answers to individual questions may not be 100% (usually the maximum deviation is +/- 1%).
- g. Research technique – direct, individual questionnaire interviews.

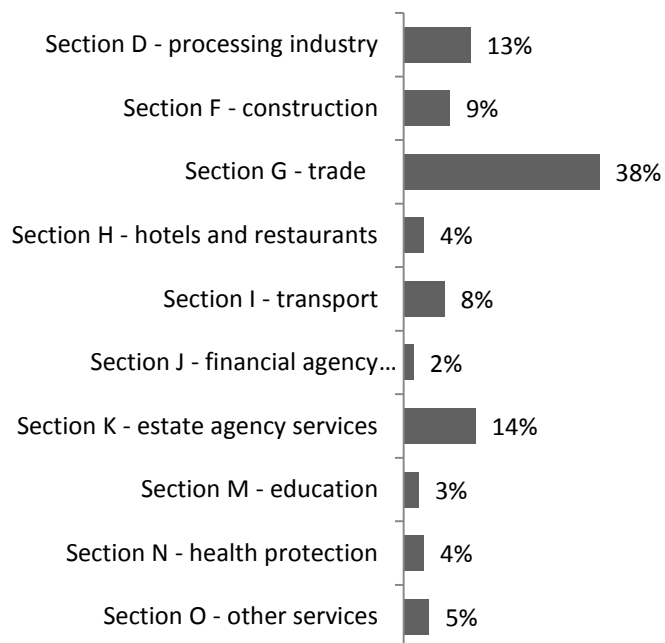
The charts below present the structure of the sample taken in the SME research, in accordance with the most important variables.

**Chart 1.** Sample of the structure taken in the SME research – enterprise size



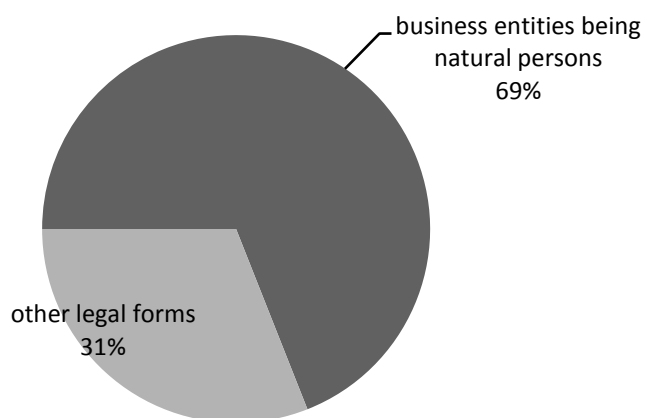
Source: SME research, exploratory stage, N=1280.

**Chart 2.** Sample of the structure taken in the SME research – Polish Classification of Business Activity sectors



Source: SME research, exploratory stage, N=1280.

**Chart 3.** Sample of the structure taken in the SME research – legal form



Source: SME research, exploratory stage, N=1280.



## II. Diagnostic and verification stage

### 1. Qualitative research

In order to better understand the problems and barriers related to running family enterprises and to determine the needs of such enterprises for training and counseling services, **individual interviews with entrepreneurs and key employees** were conducted as part of the research, together with **individual interviews with experts** (representatives of academic circles, business organizations and counseling and training companies, as well as lawyers).

#### **Individual interviews in enterprises (with managerial staff and key employees)**

- a. Stage 1 – individual in-depth interviews with the owners or co-owners of family enterprises from the SME sector. Interview duration: 90-240 minutes. Interviews at the enterprises' registered offices.

Stage 2 – individual in-depth interviews with key employees of the enterprise.

- b. In stage 2, the respondents were employees of family enterprises, chosen after the end of stage 1: after getting to know the organizational structure and specificity of the enterprises, people who have the largest knowledge of the organizational units or departments of the enterprise they work in were chosen.
- c. Sample selection method – enterprises chosen to take part in the research differed in size (micro, small and medium), trade and voivodeship (province).
- d. The total number of enterprises that took part in the interviews was 30 (27 enterprises where proper interviews were conducted and 3 enterprises where pilot interviews were conducted).

#### **Individual interviews with experts:**

- a. Respondents – people who directly or indirectly deal with the issue of family enterprises in their everyday work:
  - representatives of academic circles - 6
  - representatives of business organizations - 3
  - representatives of counseling and training companies - 3
  - lawyers – 3
  - accountants- 1
- b. Interview duration: 40-120 minutes, meeting place: respondent's workplace or a focus studio,
- c. Sample size – total number of conducted interviews: 16 (including 2 pilot interviews).

### 2. Quantitative research of family enterprises (proper research of family enterprises)

- a. The basic aim of the research was to conduct quantitative verification of the results of the previous two stages: the exploratory stage and the qualitative research being part of the diagnostic and verification stage, and especially:

- The segmentation of family enterprises, together with its key criteria and an attempt to identify relatively homogeneous segments,
  - Diagnosing current and potential problems characteristic of family enterprises,
  - Identifying and assessing the need for training and counseling support among family enterprises,
  - Determining the need for training and counseling services among family enterprises from a voivodeship perspective,
  - Getting to know the preferences in terms of substantive, technical and organizational characteristics of counseling and/or training services, determining the need for specific support tools.
- b. The general population consisted of Polish family enterprises from the SME sector, in accordance with the definition verified after the end of quantitative research during the exploratory stage (the detailed definition can be found in part 6.1). The respondents were the owners and/or persons managing family enterprises (sample subjects), regardless of whether they were members of the owner's family or not.
- c. Sample selection: quota sampling, sample structure (number of employees, trade and voivodeship) in accordance with, amongst other things, the weighting procedure<sup>16</sup> – the structure of family enterprises identified in the research on a representative sample of SMEs. The sample of family enterprises may be treated as representative of the population of Polish family representatives from the SME sector.
- d. The research was conducted with the use of direct, computer-aided interviews.

### III. Explanatory stage

The main aim of this stage was to build a model of a training and counseling program aimed at family enterprises, in cooperation with family enterprises and experts in training. This stage made use of qualitative research – individual in-depth interviews.

#### Individual in-depth interviews with the owners of family enterprises

- a. The research covered 15 family enterprises, including those identified during the quantitative research as enterprises with large training needs. Pilot interviews were conducted in three of them.
- b. Interview duration: 60-120 minutes.
- c. Interview place: registered office of a family enterprise. Individual interviews with experts.

<sup>16</sup> As a consequence of weighting the data, the sums of percents in the answers to individual questions may not be 100% (usually the maximum deviation is +/- 1%).

- a. Respondents: representatives of counseling and training companies. All respondents were experts in developing training programs.
- b. Five in-depth interviews were conducted (including one pilot interview).
- c. Interview duration: 60-120 minutes.
- d. Interview place: focus studio or the registered offices of a counseling company.

## 5. Family enterprises in the Polish economy

Pursuant to the research conducted, family enterprises constitute 36% of the SME sector<sup>17</sup>, but the share of family enterprises (in accordance with the adopted definition) decreases as the enterprise size grows: among micro enterprises, 38% are family enterprises, among small enterprises – 28%, and among medium enterprises just 14% are family enterprises.

Assuming that business entities being natural persons which do not employ any workers (excluded by the definition of a family enterprise and thus excluded from the research on SMEs, although in some countries they are treated as family enterprises) are a priori family enterprises, it should be said that 78% of enterprises in the SME sector in Poland are family enterprises. Most entities we classified as family enterprises (nearly 90%) are aware of their family character and even call themselves family enterprises. We can estimate that family enterprises produce at least 10.4% of the total gross domestic product (over 121 billion Polish Złoty (PLN) every year). Polish family enterprises employ about 1.3 million workers, or 21% of all people employed by SMEs.

## 6. Differences between family and non-family enterprises

Quantitative research on a representative sample of entities from the SME sector **did not reveal any significant differences between family and other enterprises from the SME sector in terms of structure** (enterprise size, number of employees, geographical area of activity, turnover, investment activities undertaken and investment plans). Furthermore, no significant differences were found in terms of the greatest barriers to Polish entrepreneurship, as well as the activities that

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<sup>17</sup> The research excluded entities from the following sections of the Polish Classification of Business Activity 2004: section A – agriculture, hunting; section B – fishing; section L – public administration; section P – household employing workers; section Q – extraterritorial organizations and teams. Also business entities being natural persons which do not employ anyone were excluded (even if they are unofficially supported by the members of the family of the person who conducts the given business activity).

need to be undertaken in order to improve the conditions for conducting business activity in Poland.

According to the analyses, differences are to a greater extent related to a company's size (number of employees) than a family's character, which may be a result of the fact that the Polish free market has just only reached maturity. In consequence, a large number of Polish family enterprises are still at the stage of development where no problems characteristic of the family-run business are revealed, such as generational transfer of ownership, introduction of new generations into the family's entrepreneurship, or introduction of outside managers into a family enterprise.

It also has to be emphasized that small (often of no statistical significance) differences between family and other enterprises may result from the structural specificity of the Polish SME sector. It is dominated, both in the case of family and non-family enterprises, by micro enterprises, while small and medium enterprises are very rare. In the case of such structures, it is hard to expect that problems with staff management (employees who are not family members) would be revealed, or problems with managing complex organizational structures.

**Differences between family and non-family enterprises** mainly appear in the issue of **values and organizational culture**, which are marked by both positive and negative **consequences of the family's character**. Perhaps this is why family culture and identity of the enterprise are not always reflected in its image. Not all members of managerial staff emphasize the family character outside the enterprise, perhaps thinking that this could be seen as a negative characteristic.

Employment of family members is mostly related with having greater confidence in them. Thanks to blood ties, sharing of common values and co-responsibility for the name and company reputation, enterprise founders may be sure that they will not be cheated by family members. This is why they offer them key positions and make them responsible for vital decisions.

According to the opinion of entrepreneurs, employees who are family members are more motivated by blood ties and working to the common good, and are more prone than non-family employees to make sacrifices for the enterprise (e.g. working free overtime).

The communication system developed for years within the family, using the same language code and much time spent together result in a quicker decision-making process. Close family relations allow family members to more easily express their opinions, especially negative ones.

The characteristic, family organizational culture consists mainly in a positive working atmosphere – managers and owners often transfer the family atmosphere to their business premises. In some of the researched enterprises, the previous,

negative, working experiences of their owners related to non-family enterprises, which led to them developing their own perfect workplace, wherein they would be happy to stay.

Interviews with employees of family enterprises who are not family members suggest that the attitude towards non-family employees in family enterprises is more individual than in non-family enterprises. Managers and owners often know the private lives of their employees. Direct contact between the owner and employees results in better knowledge of the human resources of the enterprise, which helps to find the most suitable posts for the employees and thus increase the enterprise's effectiveness.

Regardless of their size, family enterprises are more flexible in terms of their clients' needs. Thanks to flextime, they can easily adjust their working time to the needs of the market. Experts emphasize the fact that family enterprises very often occupy market niches, fulfilling special, non-standard orders.

Due to their flexibility and larger adaptability, family enterprises are more resistant to periods of crisis – they quickly adapt to new conditions, reducing costs to an absolute minimum and resigning from all unnecessary expenditure. Periodically, such enterprises can reduce or even stop paying wages to those employees which are family members.

A characteristic feature of family enterprises is the larger level of responsibility for the family, employees and local community where they function. When making decisions, managers remember that they are responsible not only for their employees, but also indirectly for their families, as well as the local community, which they often support.

## **7. Characteristics of Polish family entrepreneurship**

The size structure of family enterprises reflects the structure of the SME sector, with a prevailing number of micro enterprises (90%). Nearly every tenth (9%) of family enterprises are entities employing between 10 and 49 workers, and only 1% qualify as medium enterprises. The average number of employees in family enterprises is 5.8, where 2.4 are family members.

The prevailing legal form in Polish family entrepreneurship is the business activity of a natural person (81% of family enterprises). The average age of a family enterprise is about 14 years (which is similar to non-family enterprises). The largest group includes enterprises present on the market for 11-20 years (42%) but there are also numerous companies aged 6-10 and over 20 (about 20%).

Family enterprises can be most often found in the following sectors of the economy: H (hotels and restaurants), D (processing industry), I (transport and warehouse management) and G (wholesale and retail trade). In total, 76% of family enterprises are related to these sectors, and especially to sector G (45%).

The founding of a large percentage of the family enterprises in the above trades may probably be attributable to the low costs of entering the market. In most cases, family enterprises function in the nearest markets (on a local and voivodeship level). At the moment, there are only 2% of small family enterprises on the international market.

Family enterprises, just like all other enterprises in the SME sector, are not 'financial sharks'. Last year's turnover was, for most of them, below one million PLN, and the turnover of the prevailing number of such enterprises did not exceed 500,000 PLN. The investment activities undertaken by family enterprises are not different from similar activities of other enterprises from the SME sector. Modernization activities (purchasing new machines and equipment) are the definite priority, there is a low interest in training and counseling services, and there is virtually no interest in research and development investments.

Over the last two years, use of training and counseling services was uncommon (about 15% of family enterprises used such services), while the variable that diversified the extent to which such investments in an enterprise's development were implemented, was the enterprise's size. The more people are employed by the given enterprise, the higher the probability that there will be soft investments among the investment activities undertaken.

It is clear that family enterprises are more prone than non-family enterprises to financial investments using loans. This phenomenon can easily be explained by the limited financial resources of family enterprises (reflected by, among other things, their lower turnovers), which in most cases function as business entities owned by natural persons. Undertaking activities in areas that require higher financial outlays means such persons must resort to bank credit and loans.

**Ownership and management in Polish family enterprises** is, in most cases, kept in the hands of the founder (or the founder's family). In most cases (93%) families have majority interests in the researched enterprises (family enterprises, excluding business entities being natural persons). Most often these are entities where all shares are owned by the founder's family (52%) and enterprises where the amount of shares is between 50% and 70% (23%). An average amount of shares owned by the family is 87%.

Family enterprises most often employ representatives of the first generation (nearly 90%) who are also, in most cases, the owners. Joint ownership (much rarer) can often be found in the case of representatives of the first and second generations. The second generation is more often involved in working for the company (33%) than owning it (15%).

In most cases, owners manage their enterprises in person (or with the help of family members). In companies employing representatives of more than one

generation, founders have the largest influence on the decision-making process – in nearly 9 out of 10 researched enterprises the influence is large, and in over a half of the cases their influence is very large. Founders of family enterprises usually use a paternalistic management style. Such management is one-person, charismatic and power-oriented. Enterprise founders who have broad decision-making rights have to take care of their enterprise's development and provide wealth to their families and employees. On the one hand, the paternalistic style may offer a greater sense of security and stability to employees, but on the other it may strongly limit their decision-making processes and promote the 'learned helplessness syndrome'.

Employees who are not family members have very little influence on the decision-making process in the company. Only in 11% of enterprises was the influence of 'non-family' members on the decision-making process described as large or very large. At the same time, 38% of the respondents declared that such employees have no influence on the process.

Certain differences between managers from the family and those outside the family were also revealed in relation to views on managing a company, and these differences may be a source of potential conflicts concerning the directions of development of a family enterprise. Owners are more conservative when it comes to management. Decision-making employees who are not family members are more often of the opinion that investments should be based on the company's own capital (59%, in comparison to 43% of the respondents who are not family members), and that the company should develop following small steps (59% and 43% respectively), possibly in accordance with old, proven methods (42%, 29%). Consequently, they have different visions of the company's perspectives – owners, more often than people who are not family members (33% and 15% respectively), declare that their enterprise focuses on survival rather than development. This is similar in the case of medium enterprises.

Employees who are not family members have more 'sober' views of the enterprise and they tend to depict the enterprise in a less idyllic way than the owners, as they less often attribute ethics of conducting business (50%, 58% in case of owners) and a larger ability to implement innovative solutions (41% and 49% respectively) to family enterprises as features that make them better than non-family enterprises.

**Family succession** is one of the most important manifestations of functioning as a family business. In the case of family enterprises, successful succession is a crucial process, as it influences the whole development of the enterprise. Taking into consideration the relatively short tradition of Polish entrepreneurship, it is difficult to find a family enterprise that has already undergone an intergenerational transfer (about 20%). However, most family enterprises are willing to hand the company over to descendants (58%), although this is more a general declaration

than a specific plan. The scope of knowledge about planning the succession is very limited. Managers draw their knowledge from their own experience and intuition, so they often make such mistakes, such as not preparing their potential successor. The enterprises researched would then face a serious succession problem, if the succession is a consequence of a sudden, unforeseen event.

Although the family's character is seen as a positive value (the respondents think highly of family enterprises, and in most cases they see family character as a factor supporting the business), the fact that an enterprise is a family business is not strongly emphasized in business relations – just 27% of the enterprises researched admitted that they often emphasize the fact that they are family enterprises. A similar percentage (26%) of the respondents declared that they sometimes do, while 14% rarely do. Nearly one third (32%) of the companies researched never emphasize the fact that they are family enterprises.

## 8. Problems of Polish family enterprises from the SME sector

Family enterprises, just like all other entities functioning on the Polish market, face **numerous problems** related to conducting business activity.

Most of the problems are typical of the SME sector and the family character of the enterprises has little and dubious influence on them. On the one hand, managers of family enterprises feel a bit more secure, as they have someone they can trust in the company (*you always feel more secure with your family*) but on the other, some managers are overwhelmed by the greater responsibility for the enterprise and its activities, as it is the source of income for the whole family.

We can distinguish **two kinds of problems**: those that the managers of family enterprises are aware of, and those they are not aware of.

None of the problem areas they are aware of are characteristic only of family enterprises; rather, they are all problems faced by companies in the SME sector generally. However, in the case of family enterprises, some of these problems are slightly more intense.

### Problem areas family enterprises are aware of are:

1. Those related to new challenges resulting from the economic situation;  
The source of these problems are the changes consequent to local economic dynamics – thriving companies appear, the demand for products or services decreases (e.g. due to a crisis).
2. Legal and administration regulations;  
Owners of micro and small enterprises (and less frequently, medium enterprises) believe that the price of legal services is too high for them and that they are competent enough themselves in this area.
3. Financial management of a family enterprise;



Individual respondents declared that they would like to organize an external audit of their enterprises in terms of financial management.

4. The area of work organization and human resources management.

Individual respondents (who are more aware of the competences necessary for management) emphasized the fact that they would be willing to consult their ideas related to motivating employees and managing the system of wages with specialists in these fields.

The material analysis and the statements of experts allowed us to distinguish the following three problem areas that family enterprises **are not aware of**:

1. Managing the enterprise, in terms of finance and work organization;

Apart from the obvious lack of basic knowledge on entrepreneurship and management, managers are not aware of their low competencies in these areas. The situation may turn out to be a serious barrier to the recruitment of those offering training courses aimed at this group of entrepreneurs – lack of awareness of one's own needs also means a lack of motivation for taking part in training courses. The most frequent example of poor work organization in a family enterprise is the authoritative management of the company owner, which is a barrier to developing a more complex structure of subordination and dividing responsibilities between a larger group of employees.

2. Human resources management;

The analysis of the gathered data, confirmed by experts, proves that family enterprises are at great risk of problems resulting from improper human resources management.

In the area of human resources management, the following problems accumulate:

a. Reluctance to employ people from outside the family in key positions;

Both during founding and developing a company, family enterprises prefer to rely on family resources. Most of them give no access to key managerial positions to people who are not family members. In fact, in Polish family SMEs only family members are trusted with managerial positions and are given chances for development. In consequence, there is a risk of lack of access to the most competent staff, hermetic organizational culture and excessive dependence on the family. Thus, it is one of the key barriers to the development of family enterprises in Poland. It can also be expected that Polish family enterprises will strongly resist losing their controlling interests as the enterprise develops. In consequence, there is a risk that family enterprises will be quickly set up and will develop during the first generation based on family resources, but development will be stopped during the second generation by the lack of business professionalization and the lack of the family's readiness to share ownership of the enterprise.

b. Relations between the family and other employees;

In this case, two phenomena should be mentioned:

- A very high level of integration of family employees with the enterprise (in comparison with which the involvement of other employees seems to be much lower);
- A higher tendency of family enterprises to form pathological interpersonal relations, the effect of which is a low level of integration of employees who are not family members with the enterprise.

c. Inside-family relations (including intergenerational relations).

Conflict situations are transferred from the family to the enterprise. However, company owners do not think it necessary to change the situation. According to experts, such conflicts should not be underestimated. Family conflicts transferred to the enterprise often turn out to be very destructive.

3. Issues related to succession.

Polish SMEs are young and most have not undergone a succession process yet. Furthermore, their owners often try to postpone preparations for the process to an unspecified point in the future. In consequence, family enterprises lack:

- Methods of preparing successors to take over managerial processes,
- Legal solutions making it possible to carry out a succession in the easiest possible way,
- Mechanisms protecting the senior leaving the enterprise.

The entrepreneurs do not expressly declare the need for training courses in this respect (only a few would be interested in a training course related to legal solutions). Sooner or later, each family enterprise will encounter the problem, and almost none are prepared to deal with it.

## 9. Segmentation of family enterprises

The research results made it possible to define 6 segments of family enterprises, distinguished according to criteria related to:

- Attributing value to and emphasizing the family's character as the key company attribute.
- Succession processes that are planned or already under way, the consequence of which are a two-generational or multigenerational structure of ownership and management.
- The influence of the family and other people on management.
- The size and age of the enterprise.
- The existence of a formal strategy for development.

Of these factors, the first two are of crucial importance to the different demands for training and counseling services.

The following segments of family enterprises were distinguished:

- **Segment 1 'Fighting for a position'** – The largest segment of family enterprises (45%), typical of the first stage of entrepreneurship. Characteristic features: the family character of the enterprise is rarely emphasized, there is a belief that the family character does not help in business, there are no specific succession plans, young age (7 years on average, but 16% of enterprises from this segment have functioned on the market for less than 3 years), small number of employees, as well as a lack of formal development strategies (both long- and short-term).
- **Segment 2 'Collectivity and germination of succession'** (16%) – This segment includes enterprises which have a development strategy and a wish for succession. Some of the enterprises have already undergone the partial process of succession. Despite the fact that these enterprises are still mostly owned by the generation of founders, there are cases where they share ownership with representatives of the second generation (the second generation is much more frequently allowed to work together with the first generation). Over half of these enterprises have been present on the market for over 10 years.
- **Segment 3 'Management professionalization'** (12%) – Enterprises from this segment are relatively large and are distinguished in terms of the influence people who are not family members have on the decision-making process. These enterprises are mostly owned by the first generation (as there rarely are following generations). The family character in such enterprises seems to be a secondary issue, as they rarely emphasize it in business relations and reveal no great wish for succession.
- **Segment 4 'Family character enthusiasts'** (13%) – Enterprises from this segment often emphasize their family character in business relations. They strongly believe that 'family character' has a positive influence on their business activities. These enterprises lack formal development strategies and are young, which profile resembles enterprises from the 'Fighting for a position' segment. Unlike them though, enterprises from Segment 4 have a very positive attitude towards the family character as a company attribute.
- **Segment 5 'Change of guard'** (10%) – Enterprises in this segment have already undergone the succession process. They are managed by representatives of the second generation but the founders – although they are withdrawing from ownership – remain professionally active. In such enterprises, employees who are not family members have little influence on the decision-making process. These enterprises are not young but they do not belong to the oldest group (their average age is 13 years).
- **Segment 6 'Aware of the family character, multigenerational traditionalists'** (5%) – These are typical multigenerational enterprises, in terms of co-ownership,

joint work for the enterprise, as well as deliberate use of the family character in business relations. They are the oldest and relatively speaking the largest enterprises (the average age is 17 years, and a half of them have been present on the market for over 20 years). Enterprises from this segment relatively often have formal development strategies.

## 10. Conclusions

This section contains the main conclusions from the research conducted on the differences between micro, small and medium family enterprises.

### 1. Number of family enterprises depending by enterprise size

- The number of family enterprises (in accordance with the adopted definition) among SMEs is smaller, the larger the enterprise is – among micro enterprise, 38% are family enterprises, among small enterprises – 28%, while among medium enterprises – 14%.
- This is similar to the percentage of enterprises that the owners or managers recognize as family enterprises – the number is smaller, the larger the enterprise is: among micro enterprises it was 34%, among small enterprises – 27%, and 14% among medium enterprises.
- It can be estimated that family enterprises from the SME sector produce at least 10.4% of the Polish GDP (over 121 billion PLN), including micro family enterprises – 7% of the GDP, small family enterprises – 1.9% of the GDP, and medium family enterprises – 1.4% of the GDP.
- The estimated number of people employed by family enterprises is slightly over 1.3 million (21% of all people employed in SMEs), including about 850,000 employees of micro enterprises, nearly 330,000 employees of small companies and 160,000 employees of medium enterprises.

### 2. Internal structure of family enterprises in terms of the number of employees

The dominant type of enterprise among them are micro enterprises (90%). Nearly every tenth (9%) family enterprise is an entity employing between 10 and 49 workers, and only 1% qualify as medium enterprises. Such structure is also characteristic of the whole sector, as well as non-family enterprises.

### 3. Enterprise size and legal form

The enterprise's size is a factor that determines its legal and organizational form. Among micro enterprises, the prevailing number are natural persons conducting business activity (86%, among small enterprises – 64%, among medium enterprises – 36%). The larger the enterprise, the more common are other legal forms, and especially limited liability companies (4%, 10%, 36%), while civil law partnerships or general partnerships are less common.

#### 4. Enterprise size and trade

Most micro enterprises (63%) specialize in wholesale and retail trade, which is less popular among small and medium enterprises that concentrate on processing industry (16%, 29%), transport (8%, 12%). Moreover, small enterprises also focus on estate agency services (11%), while medium enterprises on health (9%).

#### 5. Enterprise size and the scope of activity

Micro enterprises function mainly on the local market (73%). Small and medium enterprises are much more often present on voivodeship (province), national and international markets (in the last case these are most often medium size enterprises). The barriers for the expansion of micro enterprises are related both to their limited size, and a certain self-restraint in terms of their activities. This is expressed in the popular belief that investments should be based on the enterprise's own capital (65%), and the best development method is the method of small steps. In consequence, every second micro enterprise feels overwhelmed by problems, functions with constant uncertainty of the future, and declares that they do not consider development but focus on surviving on the market.

#### 6. Characteristics of family enterprises

- Micro enterprises have a more positive view of the influence of the family character on business – two thirds claim that the family character helps them conduct business activities (they mostly appreciate the possibility of using family human resources, and at the stage of setting up a company, also financial resources). In small enterprises the percentage is 55%, while in medium enterprises – 57%.
- However, enterprises employing between 50 and 249 employees more often use the family character in business relations. 62% of such enterprises often or sometimes emphasizes the family character, while among other enterprises the percentage is slightly lower.
- In micro enterprises, 2.6 family members (and formally 2.1) are involved in work for the company, in small enterprises – 3.9 (formally – 3.7), while in medium enterprises – 7 (formally – 6.3).
- A multigenerational character, both in the case of shares in ownership and involvement in the work for the enterprise, also occurs more often the larger the enterprise is. A second generation's share in ownership was found in 15% of micro enterprises, 21% of small enterprises and 34% of medium enterprises, while the involvement of the second generation in work was declared in 29% of micro enterprises, 39% of small enterprises and as much as 57% of medium enterprises. However, the relation between the multigenerational character and enterprise size is interfered with by another variable – the enterprise's age (the time the enterprise has functioned on the market is strongly correlated with its size).

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- A consequence of enterprise size is its organizational structure. Separate departments are present only in 10% of micro enterprises, 30% of small enterprises and 74% of medium enterprises. Enterprise size is also related to the presence of a board of directors and a supervisory board (or a different, informal board) – these bodies are most often present in medium enterprises (board of directors – 53%, supervisory board – 26%), and are less often found in small enterprises (15% and 4% respectively), and very rarely in micro enterprises (5% and 1%). Thus, holding managerial functions by family members in internal organizational sections is most often declared by the representatives of medium enterprises (75%), and then by the representatives of enterprises employing between 10 and 49 people (59%). In the smallest enterprises the percentage was 28%. However, this does not mean that micro enterprises are more resistant to nepotism, as the result reflects only the natural structural barrier.
  - In the vast majority of family enterprises, the owner manages the enterprise in a direct and independent way, although such centralization of management is more characteristic of micro (95%) and small enterprises (92%). In medium enterprises, other family members (16%) or external managers (5%) are sometimes allowed to take part in managerial processes. The conclusions are confirmed by the data on the involvement of people who are not family members in managerial processes – in as many as 43% of micro enterprises, people who are not family members have no influence on the decision-making process (however, it has to be taken into account that a large number of such enterprises employ only family members). In micro and medium enterprises, the percentage is much lower (21% and 14%).
  - The willingness to hand over the enterprise to legal successors is not related to the enterprise's size. However, small and medium enterprises are much more often prepared for this process than micro enterprises. They often have a formal succession plan, they more frequently offer employment to the successor and training related to the enterprise's profile (this happens mainly in medium enterprises which also have a formal development strategy, more often than micro and small enterprises – 34%, 7% and 13% respectively).

## Charakterystyka polskich małych form rodzinnych

### Streszczenie

Artykuł analizuje cechy i znaczenie małych firm rodzinnych w polskiej gospodarce. Jest oparty na największym, i jak dotąd jedynym krajowym reprezentatywnym badaniu małych firm rodzinnych. Badania zakończono w grudniu 2009 roku, a były prowadzone przez zespół autorów w składzie: Ł. Sułkowski, A. Kowalewska, J. Szut, B. Lewandowska, M. Kwiatkowska, A. Marjański oraz przez firmę badawczą Pentor na zlecenie Polskiej Agencji Rozwoju Przedsiębiorczości. Badanie uwzględnia postulaty metodologicznej triangulacji oraz korzysta z reprezentatywnych metod pomiarowych, analiz statystycznych, jak również metod jakościowych, takich jak: metoda fokusowa, free-form i ekspert wywiadów.

**Słowa kluczowe:** firma rodzinna SME, polska SME, rodzinna firma polska, przedsiębiorczość rodzinna.

### Summary

The article analyzes the characteristics and importance of family SMEs in the Polish economy. It is based on the largest, and so far the only, national representative research on family SMEs. The research was concluded in December 2009 and was conducted by a team of authors composed of Ł. Sułkowski, A. Kowalewska, J. Szut, B. Lewandowska, M. Kwiatkowska, A. Marjański and by the Pentor research company, on the commission of the Polish Agency for Enterprise Development. The research takes into consideration the postulates of methodological triangulation and makes use of representative survey methods, statistical analysis, as well as qualitative methods such as focus, free-form and expert interviews.

**Keywords:** family business SME, polish SME, polish family business, family entrepreneurship.

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## **Victimization in the school environment**

### **(Results of researches realized in some regions of Slovakia)**

Violence showing up among pupils is not a modern phenomenon. Many adults have experienced it in their school time as well. But nowadays violence in schools and juvenile delinquency in the European countries are increasing under the influence of considerable social changes and its manifestations are often alarming not only to conscience, humanity, but also to professionals for education participating in criminal act.

The goal of this contribution is to present the research results in the topic of victimization in elementary and high schools in the central part of Slovakia, hereby the results revealing a danger area for commissioning victimization, which subsequently defines the orientation, as well as contents, extent, methods and methodology of preventive actions.

For a relationship to be called victimization a complete asymmetry of powers is typical, when a stronger individual uses a weaker one and that way tramples on its rights. Within this meaning victimization is seen as a mischievous and often deadly illness of group democracy. Victimization is omnipresent. It starts in families among siblings, continues in the kindergarten and later in other schools, in interest groups, in professions, in partnerships, in hospitals, among occupants as well as in the relationship to seniors in the family or old people's home. Victimization is a dangerously spreading social illness in the society, whose consequence is health damage in the widest meaning of the word to individuals, groups, including family and society ever.

## 1. Victimization as addiction

Victimization can be understood as addiction, in which a bond between aggressor and victim arises. The idea of that non-free and asymmetrical relation is “hiding the own fear and at the same time using the fear of the other”. This principle thus forces to separate the pupils in many groups into “weak” and “strong”, meaning those, who react sharply and hide their fear by evoking it in others, ergo showing their virtues and that way hiding their weakness. On the other hand “weak”, meaning those, who are thus banned by their fear that they show their weakness, which they wanted to hide. Somehow mutual and surprisingly continual bond emerges between these two poles. They need each other. In advanced stages of victimization common playing and experimentation with fear is going to turn into addiction. For the aggressor manipulation, violation and breaking of the victim’s will becomes a “drug” against fear because it gives him a feeling of superordination and absolute power. From this rank he enjoys the victim’s fear; he cannot even name this pleasure, even if it starts to control him completely. He has that way the need to innovate and intensify the victim’s suffering, he needs the victim more and more and he gets addicted to it. Later it can get out of control and brutal violence will take its place. On the other hand the aggressor’s intensifying of brutality leads very often to a burst of the victim’s fragile defense against physical and psychical pain. A consequence may be an extreme form of addiction – identification with the aggressor: the victim believes the aggressor to be a friend and admires him (Kolář, 2001).

## 2. The reality of victimization in elementary and high schools shown by the research

Based on the research results<sup>18</sup> it is clear, that the existence of victimization in elementary school (ZŠ) confirmed 60,38% of the respondents; 39,62% of the respondents state that victimization is not present in the elementary school.

Students of high schools (SŠ) state by their responds 28,00% that victimization does not exist in their school. To the contrary 72,00% of the asked said that victimization is not present but they came across it in the elementary school.

The research results show that a great amount of pupils have already been a witness of victimization to a schoolmate or a pupil attending the same school, a friend or another person as well as they show that the on-the-outside affected displays of bullying are by far more noticeable in the elementary school.

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<sup>18</sup> More than 500 elementary school pupils of all classes and 300 high school pupils participated in this research in 2008 – 2009. The research was realized by questionnaires included in the final works of students with the field of study – social work at the Pedagogical Faculty Catholic University, which were defended within the final state exams in May 2009.

The pupils of **elementary** schools were more often witnesses of victimization of other people and this happening by physical attack (53,00%), vulgar swearwords (34,00%), ironic comments and verbal threats (11,00%), aggressive behaviour (19,00%), extortion of services (15,00%), dispensation of nonsensical orders (6,00%), sexual harassment (7,00%), extortion of thing (6,00%). (possible to choose more answers)

In **high** schools the structure of victimization forms is in smaller amount in the sphere of physical attack (32,00%), but it is more significant in the sphere of verbal hazing and ill-usage (30,00%), extortion of various services (22,00%), dispensation of nonsensical orders (10,00%).

### 3. Forms of victimization in schools

The teachers themselves, the school authorities, authorities responsible in criminal acts (courts, police, prosecutor's office) as well as parents are interested when dealing with questions of safety in schools because they are directly affected. The mass media yield news about violent acts happening in schools and cause hereby the origination of fear and puzzling in the school environment. This way usually young people get used to it and take it for granted. After that only one step is left to take violent acts, which are nearly promoted to a social norm. The expression of violence in schools is a very complex phenomenon (Ondrejko<sup>vič</sup>, 2000) and its existence and expressing are dependent on many factors, from which the most important role plays family and the socio-economical situation in which the socialization, acquiring of values, norms, behaviour patterns takes place.

Immediate violence is preceded by cruelty, non-respect towards teachers, schoolmates. Violence gains a *verbal and a nonverbal character*. Violence by pupils is committed on pupils as well as on teachers. Most frequent is physical violence which has many **shapes** (kicking, beating, jostling); but also physical violence which is often worse than physical violence.

### 4. Personal experience with violence

The **confession** that a pupil (or an adult person) was or is victimized requires a lot of inner strength and courage to face threats, fear from revealing, repeated experiencing during the investigation, feeling of shame and inability to be self-sufficient, humiliation, it being a threat to one's self-confidence a. o. That is way the answers to such a delicate reality are very valuable.

Out of all pupils who have **personal experience** with victimization, 89% stated cursing as the most frequent way of victimization, 78% pupils states fights, 67% humiliation, 56% scoffing and destruction of thing, 44% stated pushing, stumbling and taking away things, 22% pupils stated excluding from games and ignoring, 11% answered that they were forced to do thing they did not want to

or it was unpleasant to them, in the possibility “other” they stated unsuitable nicknames. Based on these findings it is possible to observe that the most frequent forms of victimization are fights, swearwords, humiliation and scoffing. However there is one important finding that there is a certain **swift in looking at the forms of victimization by those who are able to look at it from outside and those who are (were) victimized themselves. People who took part in victimization have quantitative more valuable statements in the groups humiliation, scoffing, ignoring a. o., which can be hidden before others.**

The research results further show that 87,5% respondents have not been victimized in school but 12%-15% stated that they were victimized.

When following the frequency of personal victimization it was found that 8,00% of all asked pupils stated that they were the object to a one-time victimization, 5,00% admitted repeated victimization and 2,00% pupils stated that during the past school year they were regularly one or more times weekly the object to victimization.

Pupils always trust their experience with victimization to someone. Approximately every second asked pupil (49,00%) would that kind of a situation consult with its parents. 31,00% asked would trust it to a friend, 17,00% would trust it to a teacher or educational consultant of the school, however mostly they would keep this negative experience for themselves and would not tell anyone (38,00%). Every fifth pupil would tell his sibling about the experience. Approximately 10,00% asked respondents would solve this problem by themselves convinced that it is a personal matter and it is no else's business (possible to choose more answers). A positive finding is that 90% respondents would not keep it to themselves and out of those who admitted having experienced victimization, no one stated that not telling anyone.

While examining if any steps against the aggressor have been realized, all pupils who were or are victimized and told their parents or teachers or some else, stated that it did bring a change.

To the question “how and if the aggressors were punished”, the respondents answered: 40,00% stated that they were not punished. Elimination from school got 17,00% of aggressors. Nearly 14,00% of respondents stated that the aggressors were prosecuted and nearly 30,00% stated that they were reprimanded in public in front of the whole school.

Out of all pupils who have personal experience with victimization stated that the actors of victimization were in 89% boys and in 11% girls. 44% of the victimized pupils stated that the actors were older pupils, in 33% classmates and 22% pupils said that the actors were even younger pupils.

Very surprising is the fact that victimization is done by individuals as well as whole groups. The research results show that in case of victimization the aggressor in 67% was one pupil and 33% stated that there were more actors – aggressors.

## 5. The space of realized victimization

Nearly half of the respondents met victimization in school (48%) and that either in the class (27,00%) or besides it (19,00%); a little less takes place on the street (22,00%); when surrounded by friends (6,00%); somewhere else (4,00%) or at home (1,00%). If we follow the answers of pupils who met victimization, we find that the overwhelming majority of them experienced victimization in school just before lessons 48,00% in the class and 33,00% in school outside the class.

It is hard for our conscious to admit that “I victimized”. The research results show that 95% has never victimized anyone, however 5% stated they have done it.

How they stated the way of victimizing:

- I poured water in my classmate's neck and calumniated him;
- I made fun of him;
- My classmate had to obey me.

Many crimes which people commit in the society start in school. It is legitimately to point out the fact that breaking the school order, vulgarity of pupils, offences against teachers, “thefts” of snacks, pocket money, blackmailing classmates a. o. still stays without notice.

## 6. The risks of victimization

The victim is against the aggressor powerless. **We can find two kinds of victims:**

- **Typical victim** – a fearful, indrawn person with lacking self-confidence, unsure, sensitive to oversensitive. The most usual reaction to mobbing is crying, remission, retraction within oneself. This kind of victim sees itself as stupid, unable, someone who failed and is not able to assert. It feels helpless, lonely; it does not have friends in class.
- **Provoked victim** – by combining aggressive and anxious patterns of behaviour it evokes tension all around. Usually it is a hyperactive victim sending out negative elements.

The brutes are usually self-confident, courageous people. An exception builds passive brutes that accompany the main aggressors, but would never behave violent themselves. Some keep the side of the aggressors only because they are afraid of becoming victims themselves.

Victimizing breeds **destructive elements**. To the most serious ones belong:

- A significant group of pupils in state and non-state educational institution and instructional institutions is *scot-free physically and psychically tormented*. Their physical and psychical health is in long-term and sometimes irretrievably damaged. In advanced stages of victimization even the life of the victim is in danger. Sometimes the aggressor tries to kill or disfigure the victim; sometimes the victim is forced to self-destruction.

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- Victimization often has the character of a group crime and it has some marks of organized crime. Scot-free violence committing and breaking the law in great amounts *damages the character of many group members*.
  - The consequence of victimization is disparagement and overlooking of legal norms, building and fixturing of antisocial attitudes and it (even in minor forms) generally leads to *readiness for a criminal track*, not only for aggressors. For victims and witnesses of victimization it all leads to mistrust towards authorities and to loss of illusions about the society which should shelter everyone experiencing any form of violence. These people learn as they are young that no one is able to secure protection to weak and powerless and it makes therefore no sense to do something against injustice.
  - Victimization completely *paralyzes the educational function of the group* and changes its influence to the destructive form, where it humiliates human dignity, does not respect basic human rights and it does not reflect pedagogical education, but antisocial training (Kolář, 2001).
  - The victimized person can build up a so called *learned helplessness* (specified in: Výrost; Slaměník; Maier a Seligman). This situation can evoke expectations that no other behaviour of the person can control further development of the situation. This perception of a pupil's (or adult's) social reality can evoke: loss of motivation (decreased initiative), loss of ability to remark new probable possibilities to solve the victimization problem, reaction to victimization a. o. Thus it blocks-up the development of a pupil's creativity.

The situation in schools in the examined area is definitely not ideal. The brutal ways of victimization do painfully touch everyone; but the problem is that we cannot see them because they happen when no educationist is present. A better chance to see that something is happening is watching the indirect high signs, manifestations of more subtle, partly tolerated violence and the hidden cry for help. Here belong things like wiggle fingers in front of the victim's face and hair-browsing, "friendly jokes" and practical jokes to the prejudice of classmates, degrading nicknames, laughter upon bad success, pupil's loneliness and its repeatedly being late. These undistinguished signs should not be underestimated and should be checked by the educationist. A very important criterion is the "other" behaviour of the pupil who these so called "fun" is practiced on.

At the beginning it is necessary to base on less remarkable signs of violence and consider if there are any important signs if victimization present like deliberateness, repeating, power inequality and self-advantage of aggression. The educationalists are able to identify high signs of victimization with help of a "map" showing outside victimization signs.

The research was directed to the ability of pupils identify signs of victimization. The respondents stated particular cognitive signs of eventual victimization as

follows: 36,89% respondents stated that the victim is coy, anxious, solitary, have no pushingness or is always sad; 23,30% out of all asked respondents stated similar signs of victimization like fearfulness, abashedness, shyness and being afraid of touching; 18,44% asked respondents said that it is difficult to tell if someone is victimized and also 14,56% respondents do not know how to uncover victimization (possible to choose more answers).

**Table 1.** Cognitive signs of victimization identified by respondents (pupils)

Cognitive signs	% out of all respondents
Being coy, anxiety, sadness, loneliness, no pushingness	41,70
Physical ill-usage, bruises	39,80
Fearfulness, abashedness, shyness, being afraid of touching	23,30
Avoiding some classmates or areas	23,30
Anger, stress, hate	20,40
Mockery, discredit	12,60
Cogitativeness, changing behaviour	7,80
Difficult to take notice	18,40
I do not know	14,60

In some researches many educationalists in elementary and high schools do not state victimization as a problem. At least not at their school, the school needs to keep its certain prestige. Those teachers and others who think the same way are usually wrong because victimization is a problem, especially in their school. An exact survey of the problem is quite difficult because first of all for victimization it is typical to be hidden. An obvious component of this social illness is the increase of the hiding system which is built in conjunction of all direct and indirect protagonists of the cruel and violent world of fear and violence. The research methods nowadays have mostly access to advanced stages of victimization of older children and youth. Actually many forms of victimization are completely unknown; they stay hidden even if their lighter forms or initial stages intervene with a great deal of school population. Germinal stages of victimization contaminate many formal groups in schools and educational institutions where the traditional way of pedagogical work is used. Out of all these lighter forms of victimization a next stage will arise which represents an important percentage of the infected groups. Victimization occurs almost everywhere and no type of school is immune against it; it occurs where we would not expect it for example in kindergartens, among first class pupils, physically handicapped pupils, in Christian schools, universities etc.



(Kolář, 2001). The educationalists get to know victimization only rarely, usually if it is expressed extremely; and the steps they take to fix it, may be wrong and in consequence little effective.

**Some mistakes that need to be eliminated when solving the problem of victimization:**

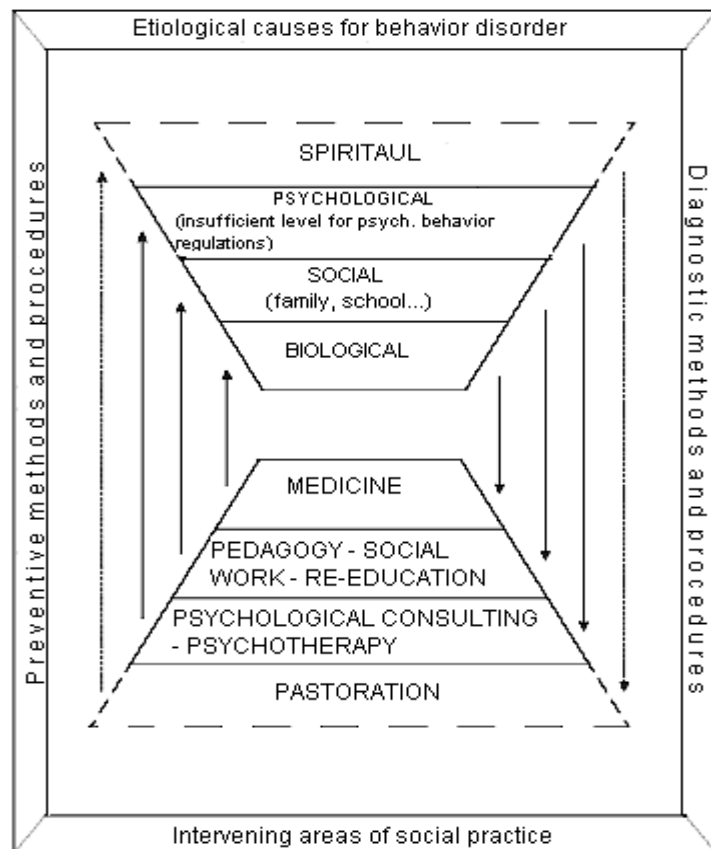
- Usually aggressors and victims are investigated together.
- False opinion evidence required by the aggressor are handled as true.
- Trauma, shame and the victim's coyness are not considered while investigating.
- The utterances of the victimized pupil and the aggressor are directly confronted.
- It sometimes happens that the victim changes classes what deepens and improves further victimization.

It is generally known that if victimization bursts out everyone will know about it, it gets on broadcast and the "destructive game" diverges in which the main goal is to find the offender. In schools usually the form teacher or the school principal becomes the "scapegoat". It is not unusual that this scapegoat is joined by the victim itself and its parents. The form teacher is blamed with the arguments that if he had talked to the pupils, nothing would have happened. The principal cannot avoid backbiting so easily because his school showed an explosion of violence among students and he was not able to avert it and that way he is incompetent. Well in good schools there is no victimization (Kolář, 2001).

"We are educated, but bad" observes M. Zelina and encourages to revaluation of priorities which a school states as a part of its instructional-educational work. Schools are being transformed and the challenge to teach children for life resonates in our society since the national program Millennium was adopted. Its intention is to develop children's and youth's communicational, personal abilities, to solve problems creatively and critically, to work with modern informational technologies. However, it is indispensable to educate and instruct a person to be morally highly competent, able to perceive needs of the others, to know boundaries of the own freedom and the freedom of the others. This complex process helps to precede social events which are socially undesirable even pathological (see scheme No. 1).

Scheme 1

# INTERGRATOR DESIGN FOR PREVENTION OF SOCIAL PATHOLOGY



Translated from source: [http://www.crime-justice.sk/3zasadnutie\\_soubory/3a.pdf](http://www.crime-justice.sk/3zasadnutie_soubory/3a.pdf).

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## Wiktyimizacja w środowisku szkolnym (wyniki badań przeprowadzanych w kilku regionach Słowacji)

### Streszczenie

Niejasne i trudne do rozwiązania dla społeczeństwa są zachowania socjopatologiczne pojawiające się wśród uczniów. Artykuł prezentuje wyniki badań nad wzrostem wiktyimizacji w szkołach podstawowych i średnich, na który w społeczeństwie słowackim istotny wpływ ma zachodzący proces zmian politycznych, ekonomicznych i społecznych.

**Słowa kluczowe:** wiktyimizacja, przypadki społeczno-patologiczne, szkoła, uczniowie, zmiana społeczna, badania.

### Summary

Undesirable to socio-pathological cases within the society, including groups of pupils, are increasing in situations of society growth, being a turning point, unclear, socially difficult. One of these changes is also the currently happening process of economical, political and social change in the Slovak society. The contribution presents some research results conducted to the problem of victimization increase in the school environment of elementary and high schools.

**Keywords:** victimization, socio-pathological cases, school, pupils, social change, research

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## **Child's emotional relationship to his or her father after the divorce of parents**

### **1. Introduction**

In upbringing, socialization and mental development of children's emotional relationships between parents and between parents and children are very important.

Proper, kind and friendly emotional relationships in the family community are the basis for the implementation of multilateral parental tasks and activities that lead to the satisfaction of social and mental needs of family members, especially children. For children parents constitute a model behaviour, develop a system of values, aspirations and goals that determine the attitude of life of old and young generations. A family environment in which a father and a mother properly function, is the group which prevents and eliminates the disintegration of the personality, by its primary biological and social nature, through a friendly dialogue with children, filling the roles of maternity and paternity, providing a positive emotional situation in the family.

Beside mother, a father performs a significant role in raising children, teaching emotional spheres in the family, creating social relations between family members. He provides an example for their children to follow, protects against family and beyond family difficulties, satisfies mental, social and material needs, is interested in the problems of his child.

Paternal love is usually conditional and learned during a close contact with a child. Kind dialogue of a father with his child brings him not only the emotional satisfaction, appreciation, understanding, but also the knowledge of the surrounding world, and particularly the social conditions of daily life. Through the father's emotional attitude to family members, as well as reflective and thoughtful treatment of a child he introduces the child to a system of social norms and values. A father in frequent intercourse with his child, answers his or

her questions, gives him or her a variety of information, supporting his intellectual development. A physical and psychological closeness of the father to the child deepens the emotional bond between them.

A presence of the father in the educational process and in the life of every family is extremely important and necessary. A father's participation in care and educational activities from the first moments of child's life provides the child with love, a sense of security and stability and stimulates further development of the child. Emotional and social relationships of a father with the child are slightly different than of a mother. That is why, his or her active functioning, educational awareness and responsibility are essential for the correct, full and multi-lateral development of the child in all spheres of life.

Along with the macro-social changes also some changes in the functioning of the family and a father's role in family life are observed. Increasingly, a crisis of fatherhood may be perceived in a family as well as various contemporary family crisis situations. They are characterized by increasing internal atomization, disintegration, conflicts, a lack of internal agreement. Consequently, this condition entails the dissolution of marriages.

A child during a divorce of his or her parents loses one of parents, usually the father. Family courts granting a divorce in the vast majority (95,6%) allocate the parental care of a child to the mother, although fathers could with greater care, responsibility and reflection meet the challenges of teaching, socialization and childcare of the child (Cudak, 2005).

A family breakdown is a traumatic situation for a child and causes severe emotional disturbance in the social behaviour. The next phases before, during and after a divorce constitute the cause of conflicts, aggression, confusion and hostile attitudes among parents. (Sokal, 2005), The child resides in this negative family environment and has to adapt to it. Then, an indifferent, unfriendly and even hostile attitude to child's father is created, which is recognized by the mother as the person causing family dysfunction, contributing to the conflict, breakdown of marriage and family.

A similar view is expressed by M. Kalinowski (1990) stating that a child's feelings towards the father in case of parents' divorce can be extremely different, from the grief and longing for him to the hatred and the satisfaction that he is not at home anymore.

Each situation of a divorce of parents and abandonment by the father adversely affects the mental and social condition of the child. Negative emotional experiences lead to the form of mental imbalance. A family abandonment by the father due to divorce causes that a child misses a close relative - the father and he or she cannot understand the reasons for leaving or the absence of his or her father at home.

At younger school age an emotional relationship of a child to the father that leaves the family is often expressed in the form of fantasizing about the parent, idealizing him among his or her peers. These feelings are kept to themselves and they express them in order to sustain existing social position in the classroom or in a peer group (Cudak, 2000).

In the first after – divorce period, even if the father rejects the love of a child and breaks the dialogue and the physical and mental contact with his family, the child still believes in the father's love, his authority and emotional closeness. However, the child does not pass to his mother - as the closest person – an inside emotional feelings to the father who abandoned his family.

A child's hope for the return of the father to the family home after parents' divorce after a certain time passes away. The older a child, the faster and in less time child's awareness raises that a divorce is an irreversible fact and must remain in isolation in single-parent family with the mother as the sole custodian parent. The consciousness of being only with the mother causes with increasing emotional strength an emotional insecurity, lack of paternal love, loneliness, abandonment, lower value, and even verbal aggression against the father.

## **2. Methodological remarks**

A divorce often causes disintegration of the social structure, a community of people and the emotional ties of family members. It causes traumatic situations for parents and a child. He or she experiences internal conflicts, aggression between parents as well as physical or mental violence. An emotional dysfunction in marriage leads to the disturbances in family atmosphere and psychological functioning of children in the family during a divorce or already broken.

After a divorce, courts grant legal custody to mothers in vast majority. Fathers often leave their wives and children, leaving their family home. Then, they lose the physical and mental contact with the child. A situation of parents during a divorce and after a divorce causes disturbances of emotional relationships between a child and the biological father.

Therefore, the aim of this study is to diagnose the child's emotional relationship rejected by his father as a result of the parental divorce and the destruction of community and family environment. A problem in the research procedure was formulated as: what is the emotional relationship of the child to the father after parents' divorce?

In the course of the study the following research techniques were used: a questionnaire, an interview and an unfinished sentence test. Taking into account the fact that the survey was constructed with high strength of standardization, the interview was unconstrained, included open-ended questions for obtaining

information on a variety of multilateral emotional and social information as a result of the mental rejection of the child by the father after a family breakdown.

The study was conducted in the second half of 2009 in selected primary schools (classes V and VI) and secondary schools in Piotrków Trybunalski. The research process was attended by 136 children and adolescents from divorced families. For the analysis, 112 respondents entered the research, including 49 boys, i.e. 43.7%, while the remaining 63 respondents were girls (56.3%).

### **3. Analysis of test results**

A development of different spheres of the child's personality depends largely on family functioning. The father and the mother are these people in the family that form emotional, social and cultural community in the family environment. Beside mother, the father is required in the functioning of the family, especially for social and emotional development of children. The absence of the father, breaking the emotional ties or rejection of the child after the divorce have the effect of economic, structural, social, and educational dysfunction. Most often, however, an emotional dysfunction in a child with a parent - the father leaving the house where the mother stays with the children or the child follows above mentioned disturbances in family life.

A lack of physical contact of the father with the child, lack of love, satisfaction of emotional needs, including safety, kindness and acceptance, lack of dialogue, rewarding, punishing and assistance in difficult school and life situations of parent-father causes mental instability.

In the research procedure the question of emotional relationship of the child to the father after the divorce of their parents was examined. The results of different expression forms of the emotional states of children to their father are shown in Table 1.

**Table 1.** Emotional relationships of girls and boys to their father leaving the family home as a result of the divorce of parents.

item	Emotional behaviour to the father after the divorce of parents	Boys		Girls		In total	
		N	%	N	%	N	%
1.	Love	0	-	1	1,6	1	0,9
2.	Kindness	1	2,0	2	3,2	3	2,7
3.	Emotional instability	2	4,1	2	3,2	4	3,6
4.	Indifference	4	8,2	7	11,1	11	9,8
5.	Grudge against father	8	16,4	11	17,5	19	17,0
6.	Unwillingness	7	14,3	12	19,0	19	17,0
7.	Verbal aggression	8	16,4	9	14,3	17	15,2
8.	Hostility	10	20,4	11	17,5	21	18,7
9.	Hatred	9	18,7	8	12,7	17	15,2
10.	In total	49	100,0	63	100,0	112	100,0

An analysis of the results submitted in Table 1 indicates that a positive emotional relationship of the children and adolescents towards their father leaving the family due to the parental divorce is expressed by a very small number of respondents – 4 persons which constitutes only 3,6%. Only one examined boy showed kindness to his absent father, whereas three girls had a warm, friendly and positive emotional relationship to his father. Love and affection expressed to the father leaving the mother and children after divorce constitutes a proof of the functioning the strong emotional relationships with parents and with the father especially then when the family before the divorce was a close community of its members. These emotional ties between the children and the father, despite the family conflict, physical abandonment by his father and trauma experienced by children and the mother during and after the divorce of the parents.

Few of the children also expressed emotional instability, and indifference to their father after the divorce. An emotional instability in the form of negative emotions in some family and beyond family situations, at different times exhibit a positive attitude to the father who caused the incompleteness of their family. This state is experienced by four of the children, that is 3.6%. An emotional instability, as reflected in the behaviour of children after divorce and abandonment by their father, may result from a major mental experiences that affect children – the victims of parental divorce, before and after the divorce. These children as a result of traumatic emotional experiences are emotionally disturbed. Therefore, they may react completely differently emotionally in everyday behaviour in similar situations, also towards the biological father. A slightly larger number of examined children whose fathers left them after the divorce is emotionally indifferent to



him. Nearly one in ten children (9,8%), including 8,2% boys and 11,1% girls, reveals indifference to his father.

A negative emotional attitude of the children and adolescents to their father leaving the family home after a divorce is expressed by 83,1% of the children. A difference in results between the positive attitude of children and negative emotional attitude towards the father leaving the family home after the divorce is statistically significant and is  $\chi^2$  [chi-square value] = 20,67, df [degrees of freedom] = 9,  $p$  [significance level]  $\leq 0,05$ ,  $T_c$  [critical value] = 0,38. It should be noted that the examined boys showed a negative emotional relationship to their father after the divorce of parents to a greater extent (86,2%) than girls (81,0%). On the other hand, the statistical calculations in the form of chi-square test do not differentiate boys and girls in a statistically significant way, since  $\chi^2$  [chi-square value] = 4,27, df [degrees of freedom] = 3,  $p$ .i.  $\geq 0,05$ . [significance level unimportant].

Grudge against the father that abandoned the family is expressed more by girls (17,5%) than boys (16,9%). Interviewees indicate that so far the love for the father was replaced by grudge against his conduct, against family abandonment in difficult life situations. Statement by the boy with initials JK, 12 years old: "When I was 11, my dad told me that he has to go to work and he will not be at home for long. At first I missed my father and I asked mom when he returned home. My mother eventually told me that my dad never went away, but he left us and therefore, she was forced to divorce him. I feel sorry for the dad, that he did not love us, that he left me, even though we were together. I regret that he does not communicate with us or with my mother, nor with me; though, he knows that I have loved him and miss him".

Grudge against the father expressed by the examined children is caused by the child's abandonment, lack of love, lack of physical and mental contact. Children experience the feeling of insecurity, a lack of psychological and social needs. They feel regret that their father failed their expectations and hopes, failed as a father. This form of emotional behaviour of children is a direct cause of expressing resentment towards the father who left the family due to the divorce. Girls examined in the research more significantly manifest reluctance as a negative emotional state in their behaviour to the father (19,0%) than boys (14,3%). An example of an emotional relationship in the form of resentment against the father who severed ties with his family after the divorce is a case of Jacek - 14 years old. For a long time he could not reconcile himself with the divorce of his parents. He always thought that both parents had loved him - and showed him their feelings. He blames his father for the divorce and the family breakdown. After the divorce, he had no desire to see and converse with his father. He did not feel comfortable in his company. The father becomes more and more a stranger to Jacek.

The examined children who expressed distaste for their fathers ceased to meet their father, were annoyed by his presence, did not want to talk about and remember their father, blamed him for causing the divorce, exhibited pain and mental suffering.

Aggression is another negative emotional attitude of children toward the father after the divorce.

Aggression against the father is manifested in a greater degree by male respondents (16,4%) than female respondents (14,3%). Children who express this form of emotional behaviour in relation to their father after the divorce, most often blame him for difficult economic, emotional, life, and educational situations. These situations trigger anger towards the father, a sharp exchange of views, conflicts and misunderstandings, and even insults that humiliate his dignity.

Hostility was the most often an emotionally negative attitude among the respondents, expressed by children in relation to fathers after the divorce. As many as 18,7% of respondents manifested such emotional state.

More than one - fifth of respondent boys (20,4%) and slightly fewer girls (17,5%) formed in their personality a hostile, unfriendly and unpleasant relationship to their father. The hostility stems from the fact that children, as alleged in the research, are devoid of dialogue with both parents, love of the father, help in a difficult situation, safety, material resources. These children often misjudge their father, issue him a negative opinion, have bad memories, do not want to talk about him. They express the view that their father hurt them and is not worth of having a family.

Hatred is the last in categories of negative emotional relationship expressed by children to the father leaving the family home after the divorce. This feeling is extremely negative which can be met by the biological father from their children. Too large proportion of the examined children (15,2%) expressing the strong negative emotions toward their father who hurt them in the pathological family before the divorce of parents is a disturbing social and psychological phenomenon. In such families, as the surveyed respondents state, physical and psychological violence, negligence of children, father's alcoholism, aggression, continuing conflicts, disagreements were present and social and emotional relationships in the family were disturbed. For them a family house was a place full of trauma, struggle with their father. Parents' divorce freed the mother and children from these difficult situations and dysfunctional family life; however, hatred to the father as the perpetrator of this social pathology, as the man who led to the disruption of family life and family breakdown remained in the children's personalities. Hatred to the father after the divorce is compounded in children under the age of puberty, especially in boys (18,7%) in single-parent family with material poverty, because single mothers are not able to satisfy the material, educational, cultural and development needs of these children.

#### 4. Conslusions

A breakdown of family due to various reasons, leaving her by the father causes disturbances of socialization, educational, economic, and emotional spheres in the family group as an incomplete social structure. Children's behaviours in relation to their father after the divorce of parents generally become even more difficult. Children cannot manage the conflict problems in the family. A breakdown of the family has a negative effect on the functioning of children. They often express rebellion, aggression towards parents and especially to the father who is blamed by the mother for the breakup of the family, for difficulties of life. This situation intensifies the disturbance of emotional relations between children and the father leaving the family after parents' divorce. Children feel unloved, alone, abandoned by their father. Children feel a lack of safety, anger, indifference, resentment and blame on the father for the breakdown of family and leaving it in difficult situations.

Children's emotional relationship to their fathers after parents' divorce has been different depending on the age of the children. In a place of the child's love expressed to the father at the younger school age, although the feeling of love was often concealed, by emotional instability and indifference of children in upper classes of primary school up to the resentment, hostility, aggression and hatred of secondary schools' students to their father – as the perpetrator of family breakdown and social, economic and emotional dysfunction in family environment.

### Stosunek emocjonalny dziecka do ojca po rozwodzie rodziców

#### Streszczenie

Obecność ojca w procesie wychowania i w życiu każdej rodziny jest niezwykle ważna i potrzebna. Udział ojca w czynnościach opiekuńczych i wychowawczych już od pierwszych chwil życia zapewnia dziecku miłość, poczucie bezpieczeństwa i stabilności oraz stymuluje do dalszego rozwoju. Relacje emocjonalne i społeczne ojca z dzieckiem są nieco inne niż z matką, dlatego jego aktywne funkcjonowanie, świadomość wychowawcza i odpowiedzialność jest niezbędna do prawidłowego, pełnego i wielostronnego rozwoju dziecka we wszystkich sferach życia.

Rozpad rodziny stanowi dla dziecka sytuację traumatyczną powodującą silne zaburzenie w emocjonalnej sferze zachowań społecznych. Kolejne fazy procesu przedrozdowowego, rozwodowego i porozwodowego stają się przyczyną konfliktów, agresji, nieporozumień, wrogich postaw między rodzicami. W tym negatywnym środowisku rodzinnym przebywa dziecko i musi się do niego przystosować. Tworzy się wówczas u dziecka obojętny, nieżyczliwy, a nawet wrogi stosunek do ojca, który uznawany jest przez matkę za osobę powodującą dysfunkcje rodzinne, przyczyniającą się do konfliktowości i rozbicia związku małżeńskiego i rodziny.

**Słowa kluczowe:** ojciec, rozwód, emocjonalny stosunek dziecka.

**Keywords:** Father, divorce, child's emotional relationship.

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## Young people and cohabitation in marriage with a marriage certificate

### 1. Objective

The objective of the contribution is to present some findings of the research realized in 2009 on the topic of reproductive and matrimonial behaviour of young people, their opinions and ideas about this. They were young people at the age of 17 to 35 who are not married/in a partnership.

The objective is also to present the findings in connection with a short historical input into the researched field and in connection with social work<sup>19</sup>.

### 2. A historic discursion into demographic and population behaviour<sup>20</sup>

The first research about marriage, family and planned parentage was realized in former Czechoslovakia in 1956 by The National Statistic Office. Other researches were based on natality decrease which happened in spite of the socialistic ideological concept that expected a better life and consequently a higher fertility level.

The demographic statistics could not have explained those unexpected changes; it would have been necessary to complete them with the ideas about possible

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<sup>19</sup> Characteristics of the respondents: Structure of the respondents according to gender is distributed in disadvantage for men (31,2 % men and 68,8 % women). Structure of the respondents according to permanent address slightly predominated in behalf of town (61% village, 39% town). Structure of age of the respondents: up to 20 years old 34,0%, 21-30 years old 48,3%, over 30 years old 17,7%. Structure of the respondents according to reached education: elementary school 8,7%, technical middle school 38,4%, high school 18,1%, university 34,8%.

<sup>20</sup> Treated according to: Fialová, Hamplová, Kučera, Vymětalová, *Představu mladých lidí o manželství a rodičovství*, Praha: 1997.

prenatal measures done by the state which would lead to a improvement of life conditions, of the service level as well as the social child care and of the increase of the amount of children in families.

The matter they dealt with was usually the income situation of young people (young meaning parents not older than 30 years old), their living situation, a women's employment, childcare for pre-school children. Special attention was paid to the opinions of women about the period of the primarily short maternity leave.

Questions about possible ways of cohabitation were of no interest to the investigation. Till the end of the 80s "full" marriage was prior in Czechoslovakia and about 90% men and 96% young women got married.

The topics of marriage, family and children did not appear in common repute researches in the 70s and 80s. They got attention only in the early 90s. The need to investigate and know the ideas about planned family size as well as anticipated marriage behaviour arose in later years when the amount of cohabitations without a marriage certificate grew.

The population situation in the 60s in Slovakia was similar to other countries of the eastern block when a so called east-European model of demographic behaviour was established, characterized as follows: low rate of students studying in high schools and universities, a greater rate of students studying in labor unions, equalization of wages what devaluated the reached education, nearly all inoperable population got employed – incl. women and mothers with small children, conditions created by the state where both working parents were able to create a family and care about their children (newly-wedded loans, longer maternity leave, a map of nurseries and kindergartens, school nursery, doped prices of groceries for children a. o.), highly doped rents by the state in state, communal, corporate and cooperative flats. About 94% women took part in the reproduction. The average age of first-time-mothers was low (approximately 25 years old) and this is connected with the low age of the bride when marrying (about 22 years old).

Qualitative changes of this behaviour in Slovakia happened in the late 80s, mainly after the year 1993. Some reasons for these changes are: freedom in running a business, the possibility to travel, a greater interest and possibilities to study at universities, a wider offer in life changes, working abroad, liberalization of prices (especially for doped goods), a noticeable increase of the price level rather than of wages and social benefits, inability to get an own flat, increasing unemployment a. o. In the process of these changes also the demographic behaviour of young people started to change, first slowly, later very fast. Changes of the average age when marrying for the first time, giving birth to the first child and others got more and more significant; those I will comment further on in the article.

### **3. Concept, acceptance and reasons for willingness of young people to get married with a marriage certificate**

Nearly half of the respondents stated that a strong factor influencing their decision to get married with a marriage certificate was their friends, one fifth of the respondents state that marrying with a marriage certificate was their own decision, 13,0% are hereby influenced by tradition, 10,0% by parents, 7,5% by fashion and 1% of the respondents state that they would do it because of religious conviction.

That means that 67,5% of the respondents are influenced by their surroundings (outside influence) when making their decision. 21,5% are influenced by inner factors, their own conviction and religious conviction. We do emphasize this fact because 66% of the asked were over 21 years old where own decisions and own responsibility are expected.

At the same time it is not possible to oversee the connection between decisions and religious conviction. Religious conviction was a voluntary choice, anyways 129 respondents out of 141 (83,7%) answered that they are Christians, what approximately corresponds with this reality for Slovaks (numbers at the last census). Only two respondents answered the question why they want to marry legitimately that they are lead to it by religious conviction. The respondents had a choice of 3 reasons, three possibilities to complete them.

A legitimate marriage would not want to enter 7 respondents out of all. Even if there are few answers and it is not possible to generalize them, I transfer main categories of their answers:

1. Category – factor of inner conviction built by 41% of the answers.
2. Category – influence of the surroundings and fashion – 17% of the answers.
3. Category – not to be bound formally – 30% of the answers.

We suppose that preferring the answer “not to be bound” notifies unwillingness to be bound by responsibility for others, by effort or need to live alone for you, not to be limited by needs and requirements of others; this shows a new start of individualism within the young generation.

### **4. Opinions of respondents on those who do not want to enter a legalized marriage**

The reflexion of those who want to get married with a marriage certificate talks about important tolerance when deciding about life of others as it does the reflexion of own potential decisions. This may be a wanted level of relationship and characteristic but the question remains: “Is this tolerance based on esteem and respect to one-another or on indifference and lack of interest?” what would also evoke connections with a high tendency to individualism.



On the other hand when officiating the meaning of a marriage certificate in marriage, the respondents preferred these three categories of answers out of all offered possible answers (3 had to be chosen):

- Category: the answers were lead by **values of relationship** moving marriage to a higher level of values (love and solidarity 28,17%, high moral value of the relationship 18,86%) (altogether 47%)
- Category: **moral level** (partly economical) 19,2% (children are from a legal marriage)
- Category: **economical practical level** 32,2% (economic security, practical institution, the marriage is more stable, being sure that the husband will not leave me a. o.).

According to that we can assume that in spite of the presented tolerance of the form of living of two people according to their own decision, the respondents rather chose the advantages and contributions of a legitimate marriage, mainly the ideas that that kind of marriage is more stable.

## 5. Concept of living with one partner

According to the high amount of divorces nowadays (The Statistic Yearbook 2009) in The Slovak Republic (in 2001 – 41,3 divorced marriages to 100 married, in 2006 – 49,0 is the highest amount of divorces in the history of Slovakia in the past years, in 2008 – 44,8 divorces to 100 marriages) we asked the respondents about their concept of life with only one partner for the whole life. The result showed an inclination of young people to the traditional form of marriage in our socio-cultural area, meaning life with one partner. The scale of deciding: the most acceptable form – I can imagine that answered 65,11% respondents. On the scale of possible answers: the least acceptable answer – I cannot imagine that answered 34,76% respondents.

The stated results confirm the psychologically known fact that it is easier to put the demand for completing something on someone else then on us personally.

It is a pity that these results cannot be compared with others of this kind and of another historical period. In spite of being hypothetical opinions, they anticipate a certain leading, a tendency in behaviour of young people in the researched area.

## 6. Concept of life without children and a partner

When finding out if the respondents would want to stay in life without children and a partner, the respondents answered open questions. 136 out of 140 answered that they would not want to stay without a partner and children. As an explanation of their opinion they stated: it makes the sense of my life (24,2%), I want to have

a family (10,75%), I do not want to stay alone (22,7%). Security, support, help were as answers to having children and a partner stated by 4 respondents (3,2%). 30,6% respondents did not state any explanation or reason. It would surely be interesting to know their non-answers, if it is comfort, unwillingness to devote to the research or if they even think about it a. o.

## 7. The average age when marrying

To complete the research situation with connection to the reproductive behaviour of the researched sample of respondents, we state the dependence of age when entering marriage.

The question of age when entering marriage directly relates to the reproductive behaviour of young people. However this is not the matter of our contribution, to complete the situation of marriage/partner behaviour we state the following facts. The research results say that the respondents think the optimal age to enter marriage is 25 years old for women (47,7%) with relation to 23 and 24 years old and 30 years old with marginal years of minimum 20 and maximum 35. For the optimal age for men to enter marriage were stated years between 20 and 30 with great preference to 25 years old (20,0%) and 30 years old (23,4%).

The reality of age when entering marriage shows the following scheme.

<i>Average age</i>	<i>80s</i>	<i>2001</i>	<i>2005</i>	<i>2008</i>
Men	24	28	30	31
Women	22	25	27	28

According to these numbers it is clear that the reality of age when really entering marriage in 2008 is shifted higher, especially with women it is shifted by 3 years. A secondary analysis of the found research results would surely give closer information even in connection to age, education, or other classified marks as well as in connection to other analyzed facts.

## 8. The meaning of chosen observed values for respondents

With the hierarchical organization of the offered values in the research it is clear that young people prefer values like a functioning family, partners, children, but as if by accident or by chance even material values entered the human and partner harmony – owning a car. Sure, it is a technical attainment to make sure a certain comfort of an individual, family or even to make sure an indispensable need; but it still is a sign of material wealth.

The other four values from the point of view of admitted point evaluation were: job, money, success in job, own house/flat are telling about the need to secure the family and about responsibility for you and your relatives.

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### Preferences of selected values

Selected values	Average	Modus	Median
Functioning family	3,74	4	4
Own car	3,73	3	3
Children	3,52	4	4
Job	3,25	3	3
Money	3,08	3	3
Success in the Job	3,07	3	3
Own house/flat	3,20	3	3
Wife, husband, partner	3,58	4	4

The middle values modus and median are about equal and dominantly frequented affiliation to the stated values in the evaluation level 4 or 3 on the 1 – 4 scale (1= completely unimportant value, 2= not important, 3=important, 4= very important). The other levels of evaluation were according to the intensity of the respected value taken by: good looks of both partners, rich and nice surroundings, vacation a. o.

For the written description of the family values the respondents classified values that are generally accepted, preferred and principally evaluated in our social and economic situation. The high score of all characteristics speaks for itself.

## Evaluating the meaning of family

Meanings of family	Average	Modus	Median
They are my relatives who always stand by me	3,84	4	4
Being loved by parents, siblings and other relatives	3,84	4	4
Support when I was in trouble	3,72	4	4
Asylum where I can come back to	3,55	4	4
Secured basic services	3,47	4	4
Financial security	3,26	4	3
Not referring to me, I did not grow up in a family	1,13	1	1
Other	0,07	0	0

Note: The respondents had the possibility to evaluate offered meanings (values) of family while 1 – no, 2 – rather not, 3 – rather yes, 4 – yes.

## 5. Conclusion

or **the significance of the research** and its results for theory and practice of social work:

In consequence to a low natality of the young population and in consequence to “postponing” the birth of children to a “later” age, **a population gap originates** in the demographic evolution of the present population.

In consequence to that, in about twenty years there will be less labour force what means that **the state and fund budget will be burdened**. That means:

- The state will decrease granted benefits for help in financial and social destitute
- Services for those who are reliant on them will be less reachable

In consequence to the effort to insure yourself, **individualism** within inter-human relations and within by the state donated inter-generation and inter-human solidarity **will grow**. Consequently there will be **greater demands** and needs (pressure) to

- The socio-legal defense
- The development (quantity and quality) of the third sector

- The legislative anchoring of responsibility for yourself and your relatives

The same assumption about behaviour and sequential risks is also true for the field of health security what in result means a decrease of the health security level for the citizens of Slovakia.

This contribution does not deal with other negative connections of the demographic development as may be the ineligible to socio-pathological behaviour of social groups in need, falling-off of the macro-economical markers of the Slovak economy a. o.

**The way to elimination** of the stated risks or **the way to civil co-action** could lead through:

- Development of the social behaviour intensity (closeness one to other)
- Support of responsibility for yourself and your relatives
- Instructions and support of how to build socio-economical premises in the own family in connection with the own future (discipline in management and counting on the own future)
- Elimination of the population gap (prenatal politics, immigration politics).

## Młodzi ludzie i wspólnie pożycie w małżeństwie z aktu małżeństwa

### Streszczenie

Artykuł poświęcony jest rezultatom badań nad zachowaniami małżeńskimi oraz związanymi z rozrodczością młodych ludzi na Słowacji. Ukazane są związki z podobnymi badaniami przeprowadzonymi w ubiegłych latach. Zawartość artykułu ograniczona jest do obserwacji, wiedzy i praktyki w pracy socjalnej.

**Słowa kluczowe:** małżeństwo, zachowania rozrodcze, wspólnie pożycie w małżeństwie, kohabitacja, nauka, społeczeństwo.

### Summary

The contribution is devoted to research results of the reproductive and matrimonial behaviour of young people in Slovakia, its connections with similar investigations in the past years. The contribution is bordered by perceptions, knowledge and social work practice.

**Keywords:** marriage, reproductive behavior, cohabitation, science, society.

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## **Parental tutoring as an expression of familial community**

### **1. Crisis in family – depreciation of values**

Family life crisis is an area of many scientific domains interest. In its scope it includes the whole structural and functional spectrum of this educational institution, since the image of family is created by parents, as well as children. Generally, the family crisis is searched/noticed “in values hierarchy depreciation, family values depreciation, procreation values depreciation, depreciation of ‘tomorrow’, authority values depreciation (father’s especially), educational process values depreciation”, what creates axiological space (Mastalski, 2009: 43–54). In its hitherto established rhythm and structure new trends valuating human life penetrated, and gave quality in the materialistic and hedonistic dimension. As J. Mastalski writes “postmodern man attributes himself divine features: full consciousness, total infallibility, absolute freedom, complete self-sufficiency” (Mastalski, 2009: 45). It may be stated, that this is full of despair effigy of a man and postmodern time family, for it is hard to submit rigour and educational impact, therefore it is educationally hard.

Family in crisis (family of social and individual risk) is usually characterized with “special set of features undesirable from social point of view and that it is not fulfilling her functions (control and protection, care and upbringing, socializing, emotional)” (Kawula, 2007: 55). Generally, in such family the complete and proper growth of child can not be reached. Infant has no support in his family, and the supporting actions are either occasional or they never happen. The educational struggles are becoming child’s individual matter, with which he needs to cope alone. Child brought up in family during crisis, draws standards from her, so as to reject them later and construe as his own. He internalize them in his identity as distinctive.

Therefore such operation system is formed, and it is focused on egocentrism and realization of personal needs. Familial crisis plays negative role – when it last longer and more intensive – in the aspect of her functionality, what enabled to formulate the term of **dysfunctional family** as such, which “is not able to fulfill her functions good enough, [...] is not able to face up to her duties towards children, [...] and successfully solve her own problems and situations of crisis” (Badora, Czereddecka, Marzec, 2001: 54). Dysfunctional home is no longer educational community, but becomes the germ of endangerment, which follow from incorrect standards, conflicts, constant tension and lack of emotional relations (Kawula, 2007: 63). There is a lack of warmth, love, encouraging talks or even care about children’s health. It is a place full of dysfunctional emotions, hostile atmosphere and strangeness. The children’s achievement need, as one of the most important in the human’s motivation structure, reaches minimalistic proportions, for her appropriate form depends, first of all, from father’s attitude and from his educational impact (Pospiszyl, 2007: 138). It applies as well to educational attainments. Studies indicate the existence of correlation between various features of father’s behaviour towards child, and the results in child schooling (Pospiszyl, 2007: 140). Depriving child of father’s care, domination of his personality, exaggerated demands, lack of freedom in thinking and acting, emotional distance, excessive control, severity of manners or excessive interference in children’s life, these are the features of fathers, whose children have the difficulties and problems in learning. It decreases the level of educational and mental achievements. When you look at that from pedagogical perspective father’s role in intellectual development, and that is in educational achievements, is significant.

For a small child there is no greater authority than parents, who while becoming a personal model in action and behaviour, to a greater or lesser extent, but always somehow, imprint their norms and rules in the mind of descendant. In such comprehension, family situation beneficial for a child is the one, which stimulates his proper development and generates the internally coherent identity, based on permanent transmission and valuable basis, when child is given a credit and can notice the value of familial relations. Behaviours from everyday family life are giving form to children’s reality here and now, for he can not anticipate future or consequences of his behaviour. Thus, what parents and siblings are doing, appears right, correct and legitimate for him, therefore worth following. But often in the crisising families, having the hallmarks of dysfunction – with long lasting depreciation situations, recession, with which he can not cope – child flees to another objects of educative impact. This might be a group of peers (not always positive), or ubiquitous medias, which devaluate the family ethos and understate

the parents authority. Light of the foregoing, also the educational process is subjected to such decrease, both in the home and school community. Therefore not only the values focused on the family and concerning the area of her proper functioning are being devaluated, but also the didactic and educational values, which have their most significant meaning in institutional forms of education.

## **2. Communitarian character of family**

“Common good can be created only with combined forces” (Łukaszewski, 1984: 324-327), that is what W. Łukaszewski writes, and he treats family as a community. However S. Baley was seeking the high level of compactness in the community and family can appear as a classical example of that (after: Janke, Kawula, 2002: 28). The fundament of community feeling is love and kindness, which spreads out from people who create it, therefore the family’s communal character expresses through personal relations of members, who are part of it. The manifestation of community is therefore “community of love and solidarity” (Gajdamowicz, 2003: 8), where through positive relations and deep emotional contacts the voluntary acts of support and help are being created. The communitarian character has its expression in every kind of help, which flows from parents to children, from children to parents, and among siblings. Norms, values and interaction of her members are common to her. Family is functioning properly when the interaction conditions are fulfilled (Badora, Czereddecka, Marzec, 2001: 52). The aspect of communitarian character of family is included in a special form in the family definition propagated by Z. Tyszka, which is shown in such aspect “the family’s structure is defined by: number and quality of family members, (number of children, number of other relatives), family status system and social roles, spatial location, strength of institutional and psychological relations binding each of family’s individuals, which proves about lesser or greater consistency (cohesion) of family, allocation of factors and interfamilial power and authorities connected precisely with system of social positions, and also interfamilial distribution of love and favors” (Tyszka, 1979: 60). There, the personality of each member is a subject of common living for all, and a children while being a witness and participant of these positive relations, may experience sense of security and certainty, that in crisis and rough situations full of tension, he can count on his family. It is provided to him by family bonds, which as a specific kind of social bonds, are the result of relations and systems ruling in family, and also emotional attitudes derived from a fact of being a family, with family and for family. Therefore family constitutes the most significant area of emotional world, which is the result of personal relationship and attitudes (Badora,



Czeredecka, Marzec, 2001: 24). It is especially important for a small child struggling with many problems of his life, arising from lack of experience and undeveloped actions strategy. Generated dysfunctional emotions have their counterweight in strong emotional relations functioning in the group of closest people. It is considered that familial relations reveal in two different dimensions, **subjective and objective** (Badora, Czeredecka, Marzec, 2001: 19; Brągiel, 2002: 104). Separation of these is difficult or even impossible, because they follow from the essence of family and her marital and social functioning. What is understood through *subjective dimension* is communitarian awareness of people who are part of family and belonging to her, as a concrete, unique social group. This dimension's symptom is *specificity of thoughts* about her, *feelings, hierarchy of values and actions* done in her favor for the sake of these internalized values. This dimension is conditioned and integrated with *objective dimension*, which is sanctioned by *law regulations* in certain state, imposing obligations and offering rights derived from the fact of family's existence. A factor of initiating that dimension are also *customs*, arisen on the base of cultivating family customs and microcommunity's rituals. *Religion*, based on faith in God and His causative power in human's life, is playing a significant role due to family bonds emerging on that dimension. *Society*, and more precisely *economic conditions* is such relevant factor combined with objective dimension, where social norms and rules are somehow enforcing this particular, and not other family, and state's economic situation lets and favors her functioning. Within this also earning money as a purpose of Polish family's emigration takes place. Parents while courting for better social and economic status leave abroad, and do not notice the dangers and problems which flows from that fact (Lesner, 2009: 396). Considering it all family needs to work out a compromise, consisted on having something personal, specific, and characterizing her among other families (uniqueness), and assimilate features common for every family, in a purpose of not only familial but also social community. Any kind of microcommunity's isolation alienates family outside the life of macrocommunity, what makes her elements (people) feel worse.

Nowadays, in modern families the meaning and increase of personal bonds grounded on esteem, mutual kindness and friendship are being emphasized (Brągiel, 2002: 106). However her feature appears to be an attitude to satisfy needs, support progress, individual talents of children's possibilities. That specific concentration on child may come from increased parental awareness, evolutionary changes in the attitude for child and at child and also aware and awaited motherhood and fatherhood. It is confirmed by conversations with parents and observation of their actions: "my child is most important to me", "child is the essence of my life", "no

money are worth as much as my child”, “I love my children most”, “for a child, I would give anything, even my life”<sup>21</sup>. Relationships in family therefore appear as demonstrating of real coexistence of parents and children, united by personal and essential relations (Gogacz, 1995: 34-37). When personal relations determinate love, faith and hope, confirming all the people and assuring in her lasting, then essential relations have their basis in the aspect of soul and body. Thus, they are established in human’s conscience and they are expressed through care about life and health, which conditions her lasting and proper functioning, both in community and individually. This particular point of view on the community in family is based on the presentation of human as a tridimensional creature, and these dimensions are physical, psychological and noetical (spiritual) (Popielisk, 1993: 31, 37, 141). Through their noeticity all family members cooperate as the subjects of autoreflection, freedom or dignity, because that exact dimension determines specific human functioning, being and becoming an appropriate to human sources of motivation and objective-personal dynamic of existence. This dimension fuses family in one, unique and communal integrity. That’s her value and privilege.

Considerations of this article concerns parents support for children in the area of educational actions. Thereby community in these circumstances will apply to **common teaching, studying** and achieving **fullness of intellectual development**. Since studying and aspiration to didactical achievements is a value, than in the circle of family’s actions it is a common value, even though it concerns certain, but “our” member of family. Education (formation) is perfecting the intellect and child’s will. This allows knowledge formation, and furthermore it is affecting himself and world around. Community of family in this area, applies to cooperation for satisfying the achievement needs of her subjects. Its objective side is teaching and learning done in progress of two-subjective actions with emotional tone and diffusive ties character. Speaking about familial community in such way, I want to emphasize science as a common good, fruit of ties and all family members effort. That’s the effect of coexistence.

### 3. Tutoring in family and its manifestations

Occurrence of difficult situations in child’s life have its place in the moment when he begins going to kindergarten as well as when he starts studying in school. For exceeding these levels generate new roles and tasks connected with functioning of institutions like kindergarten or school. It indicates also the intensification of family’s care and education tasks. These tasks broaden the scale of competences

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<sup>21</sup> Mothers’ statements in interviews with the Author of the article, done during survey studies.

and grant them cognitive character. This kind of functions that family should fulfill aspire to enrichment of knowledge by parents, and that concerns the needs of child in a specific developmental period. When for a small child the need of help in education is minimalistic, than in the age of 6-7 it is becoming a new, important need connected with a fact of starting school. Therefore family as an interpersonal system based on the sphere of feelings and actions is an irreplaceable and natural protective community and this creates it as a source of intensive educational actions. Through identifying with family members and being their follower child acquires the norms and rules of proper functioning and valuing. He experiences his rights but also duties, which determinate roles he fulfills in familial community. That conditions also the harmonious coexistence rules and communitarian character of family. He experiences help from family members and advantages of this help, so that later he would want to and would be able to provide this help to others. Within the help for child the term of tutoring constitutes. It should be natural and obvious educational activity, concentrated on the child and around him. In the original assumption it is a method of training and developing individual personality through individual relation between student and tutor. During this cooperation student is setting subjects and work area. The global growth is a subject of it<sup>22</sup>. Although tutoring as an educational method, method of care and education, appears more often in scientific considerations in area of teacher–student or student–student (peer tutoring) activity, nevertheless its multi-areal understanding does not exclude parent-child activity. If we accept interpretation that tutoring means direct meetings of tutor and child, one on one, during the far-reaching meetings with friendly atmosphere, esteem and empathy which leads the way of proceeding with child (Król-Mazurkiewicz, 2009: 207)., then parental tutoring is essentially and methodically correct. After all, no one knows child more than his own parent, and therefore he often know (and that may not be on the basics of knowledge from books, but on the intuition), which influential methods of education are the most effective for his child. Parent is this specific person who during tutoring will not verify child's knowledge, but will enable such study conditions which would reveal abilities and talents. Tutoring features are personal approach to child, strong emotional bond between tutor and child, basing on dialogue (personal dialogue), adjustment to personality and his possibilities, partnership and autonomy. It enables also describing which skills should be developed, which should be strengthen, and what child still lacks. Such a strong individual character of this process enables child for being creative. That is far-reaching realization of school's tasks and aims, not only within it, but also in the dimension of family bonds and strong emotional ties. Surrounded by friendly

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<sup>22</sup> [alacz.edu.pl/files/znaczenie%20tutoringu.pdf](http://alacz.edu.pl/files/znaczenie%20tutoringu.pdf) (29.11.2011).

people, child is more willing to build his own paths of development and his own strategy of achieving educational/life successes. Even mistakes and errors do not generate such destructive emotions as they do in different community of growth and development. Interactivity of this process is unquestionable advantage, since child in every moment can benefit from parent's direct help, and is not left alone with his struggling. Furthermore mutual relations between child and parent experience escalation, because parent can repeatedly discover carefully hidden secrets of his daughter or son. Interpersonal bond is strengthen and so is the child's sense of responsibility for personal growth and studying. It is a specific way for a child to take responsibility for building his own development plan. Although child is not always aware of this, tutor's role is to help him in his own aspirations and projects.

Generally, the crux of tutoring is its *exclusivity* manifested in this, that not many people are professionally trained and chosen to be a tutor in a school<sup>23</sup>. Concentrating on this method's functioning in school is actually its specific, for it is selecting tutors as people predisposed to fulfill this role. Although while transferring it to the base of parental support, the exclusivity becomes less transparent, because every parent is for his own child unique, the one and only. Also a child is for every parent special because of his individuality and uniqueness. Albeit exclusivity will therefore not be the crux of parental tutoring, *love* will undeniably take this place as an unconditional factor of child acceptance and a stimulus to cooperate with him. Based on this autotelic value parent will do a lot for that development progress of his child would follow, and so it will create the paths and ways of individual growth.

Parental tutoring has its fundament also in parents authority, which flows naturally from the relation between its subjects (Ferenz, 2009: 45). Child shows wide confidence in relation to them, he believes that what his parents are doing is right and necessary. Children entrust them their worries, dilemmas but also happiness and successes. Therefore parent's knowledge about his child is wide, and the continuous observation of child's behaviour also blends with it. Parent appears then as first – albeit not always objective – expert of successes and fails. As an unprofessional tutor, he puts the maximum effort in helping activities, which are obtaining features like regularity and intentionality. They become a source of child's growth, the ember of creating and choosing the educational paths.

The occurrence of tutoring requires integrated actions in many communities, groups such as students, parents, teachers and other school workers. This kind of

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<sup>23</sup> [alacz.edu.pl/files/znaczenie%20tutoringu.pdf](http://alacz.edu.pl/files/znaczenie%20tutoringu.pdf) (29.11.2011).

cooperation realize tasks designated by this method, and this is studying, what is building inside and outside school a community of students (studying youth) on the basis of individualized tutorial system.

#### **4. The Damoclean sword of modern families**

Value of children's life depends on the value of his family's life, which not only should provide him proper conditions of growth, but is also exposed to different impacts and endangerments arising from itself. Indirectly it affects life of particular members, who are dependent from functioning of the family. They can be more or less aware of these endangerments and their effects. Detailed analysis helps creating the dichotomous division, namely (Badora, Czereddecka, Marzec, 2001: 42):

- 1) **Socio-demographic endangerments**, and within it: models of family life, attitude to formalizing relationships (unregistered partnerships), birthrate – structure and types of families, family disintegration, health condition of family members,
- 2) **Socio-economical endangerments**, and among them: material situation, professional activity – unemployment, having many children, living conditions, family cultural level.

All aforementioned is hanging over Polish family like the Damoclean sword, now in the time of social and political changes. These are not guaranteeing improvement of conditions, but dictate to adapt to them through changing attitude and activities. Constant moral and existential uncertainty forces searching for alternative solutions, which will give better perspectives for the future. In postmodern reality the ambivalence concerns many life areas, what does not allow for certainty and life stability, but enforces the creativity for which not everyone is prepared and predisposed.

A considerable and actually really noticeable endangerment of modern family may be parent's social coexistence and socialization level. As a factor active in education it was widely degraded in favor of privacy and aversion to make your person (or family) public object (Staszak, 2009: 178). Social isolation causes child not to experience life of another families. He can not relate his family situation to others, and he does not get to know the diversity of roles, styles or family functioning roles. This impoverishes his recognition and narrows the meaning of the family only to his own or the one transmitted through mass media. Therefore the unification of this image follows, and not the heterogenic form in the sphere of cultural conditioning.

Parent's unpreparedness for a child with disability or developmental disorder, which does not fulfill their expectations – that is also a significant factor of modern

family endangerment. There may appear extreme parental attitudes towards child, from excessive protectiveness to rejection and alienation (Wiatrowska, 3/2007: 11–15). As students write in their essay, people with untypical appearance or physical defects are often not accepted, rejected and isolated. Similar symptoms concern people with lower intellectual possibilities (Wiatrowska, 8/2005: 42–43).

It disturbs emotionally not only child, but emanates also on the other members of family. What is comforting here, is the fact that in case of children with difficulties in learning, parents are aware of these problems existence in the life of their children. They understand it, and therefore they support and accept child. They also express the will of help, what is extremely important for a proper functioning and positive relation between child and his community (Wiatrowska, 3/2007: 11–15). This kind of awareness indicates the procedure and creates the educational style, which often – as the most pedagogically desirable – has the hallmarks of treating child democratically. In this style the interpersonal skills permits to penetrate deeper into child's problems and may be the reason of effective help in situations of endangerment. School problems are unquestionably such situations. Overcoming them is not only matter of entity suffering this, but also parents who are communally bound with him. For as the studies show, children who are achieving good results in learning derive mostly from families with proper educational atmosphere and generally favorable situation (Çeçelek, 8/2005: 44–46). Although the majority of parents prefer this style of upbringing which denotes its democratic character, still it has the context of wishes and it is based on intuition not on the parental awareness (Wiatrowska, 9/2006: 26–29). Child's happiness is therefore placing him in such family, which will base all his educative and helping actions on knowledge, not on power.

In situations of endangerment in family child experiences changing of his role and position in family more than once. He experiences ambivalence placed in his attitudes to people who are close to him. Thus his psychic is strained, because he needs to oscillate between extreme references. R. Templer referred to crisis functioning in modern families, which generates endangerments for his structural and functional regularity. He proposed families to use certain principles related to acting towards children who are counterweight for stereotypes placed in parent's mind (Temper, 2010: 210–229):

- do not use child as an ammunition (in the situations of divorce, conflicts),
- let them get over on their own way (in the situations of marriage breakdown),
- being younger does not mean that everything is happening faster (children are not coping with unpleasant circumstances faster than adults, they need help),
- consequences of unpleasant circumstance may last through tough whole life (and these may be: divorce, death of a close person, serious illness, injury),

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- inform them about what is happening (even though children may not understand everything, they feel the destructive emotions hanging above family),
  - teach them to loose (for a child every failure may mean tragedy, failed exam, difficulties in school),
  - it is better to agree, than to prove your right (just does not always mean right, especially when as a result child is emotionally hurt),
  - your acts are much more valued than all your words (child is intently observing parents behaviour, thus their acts are much more meaningful than verbal communicates),
  - show him that he is your highest priority (putting child on the first place, surrounding him with love and attention indicates that he is the most precious and important,
  - there are things which can not be retrieved (it is a fact that sometimes you are not able to do anything, and child is not expecting miracles from parents).

The rules aforementioned of parents acting towards child are not the golden mean or panacea for solving problems which occurred in family life. They rather constitute signposts which are setting the rules. These priorities should be adapted to parent's and child's personality and to the arisen situation in which child was involved, because familial problems narrow child's possibilities in the area of coping with life. Thus every help from parents, rooted in love, understanding and acceptance lead towards faster stabilization and overcoming crisis.

## 5. Own research

Research was conducted in June 2011, in the area of the Brzeg city and its surroundings. 180 parents who are struggling with their children's learning difficulties participated in it. Population of the research was diversified in the meaning of education level: **4 percent** of parents were **elementary** educated (**group I**), **17 percent** **vocationally** educated (**group II**), **58 percent** with **secondary** education (**group III**), and **21 percent** with **higher** education (**group IV**). They originated from various communities, both from city and villages, because the aim of research was to determine to what extent parents are orientated in child's school situation, and also if they provide support and help to their children in this area. Thus the education became the variable, which should characterizes them in the issue mentioned above.

Most often, the first symptoms of difficulties in learning were noticed in the 1<sup>st</sup> grade (26 percent), what was confirmed by parents with vocational education (30 percent), secondary (27 percent) and higher (21 percent). They started to be noticeable also by children in kindergarten (22 percent of the whole group of respondents) what is stated by 29 percent of parents from group I, 27 percent from



group II, 19 percent of group III and 13 percent of parents from group IV. Quite a meaningful group of children are these, who were revealing their educational problems later, in 2<sup>nd</sup> grade (17,25 percent of the whole). According to parents it is the following division: group I – 29 percent, group II – 7 percent, group III – 22 percent and group IV – 11 percent. What is visible here, is the symptom of these problems disclosing along with starting to write and read, and that takes place in zero grades (six years old children) and first grades (seven years old children). The fact of noticing symptoms of educational difficulties late in grade IV (what is signaled by 24 percent of parents of research population) appears to be significant. Majority of parents with opinion like this are placed in group IV (34 percent). Most likely, children of parents educated on the highest level are of such intelligence, that they may hide their studying problems by learning fragments of the reading books by heart. As a result the good technique, fluency in reading and familiarity with letters are not causing parents' anxiety, for children's results are comparable to other peers. This skill of developing learning strategy makes parents' vigilance weaker, for children's problem are not disclosed. In many situations child is not aware of it, because remembering short texts makes no problem to him.

Although children have most schooling problems in the sphere of Polish Language (60,5 percent), and that is stated by 86 percent of parents in group I, 67 percent in group II, 47 percent in group III and 42 percent in group IV, however their expansion might be hidden as a result of easy tasks which children needs to face on the elementary level of learning. It concerns also mathematics, although in that scope the difficulties in learning are showed by 56,5 percent of surveyed parents' children (57 percent from group I, 67 percent from group II, 55 percent from group III and 47 percent in group IV). It is easily seen that biggest number of this kind of children are placed to be from families where parents have the vocational education. Many children have also problems with learning foreign languages (30 percent), what is probably compatible with difficulties in learning mother tongue.

Lack of possibilities to focus is the biggest problem of modern child (62,25 percent), what in similar proportions is mentioned by parents when thinking about their education level (gr. I – 57 percent, gr. II – 77 percent, gr. III – 60 percent, gr. IV – 55 percent). Significant part of children have problem with understanding the meaning of text they read or orders directed to them. 53 percent of surveyed refers to this, and most parents who said this are the ones with higher education (60 percent) and elementary (50 percent). Thus it is surprising that a child of parents with higher education, who rather have contact with sophisticated vocabulary, who broadens his verbal possibilities and its semantic aspect, predisposes to such kind of difficulties. A result close with children brought up in families of parents



educated on elementary level does not show a positive correlation between parents education level and understanding verbal or written statements. On the next place we can find child's difficulties in reading (38,25 percent) and writing (22 percent), where the most number of such children is declared by parents with elementary educational level (reading – 43 percent, writing – 14 percent) and vocational (reading – 47 percent, writing – 30 percent). In the group number III it is divided in: 32 percent reading and 31 percent writing, and in the group number IV: 31 percent reading and 13 percent writing.

**Table 1.** Frequency of parental help in learning

<b>How often parents help child in learning?</b>	<b>Gr. I %</b>	<b>Gr. II %</b>	<b>Gr. III %</b>	<b>Gr. IV %</b>	<b>Total %</b>
a) everyday	57	50	58	66	57,75
b) twice a week	0	37	19	18	18,5
c) once a week	0	0	3	3	1,5
d) couple times a week	0	0	2	5	1,75
e) very rarely	14	0	3	0	4,25
f) never	29	0	0	0	7,25
g) when he asks me	0	13	15	8	9

Source: own research.

As it results from the indicators in table 1, the everyday learning help for children appears most often (57,75 percent of the whole), what is alike in certain groups. Although slight increase is seen in case of parents with higher education who are systematically helping their children in educational struggling. It is undoubtedly a symptom of parental tutoring in which neither time nor effort is spared, for the properly understand good of child. However, what is observed to be disturbing is the phenomenon of total lack of help for children from parents with elementary education (29 percent), or just the occasional help (14 percent). What can be seen here better is the little parental awareness in the sphere of helping activities role. This might be a result of low education, and that is also lack of knowledge in this area. In such families child is compelled frequently to self-dependence or help from teacher or peers. It is because he has no support in parents and therefore his school situation is worse than he would expected. But this does not mean lack of love and other feelings to him, although it often flows from unawareness about the meaning of parents in child's development in all of his functioning spheres. It is not enough to give food or to dress child to satisfy his needs and proper growth. Caring about child is something more than investment which enrolled in every area

of his life. Often, such parent's behaviour are generated from personal experiences, when their parents were not participated in process of learning, and his greater or lesser effects of studying were not a subject of their considerations or parental care. Therefore attitude of these parents should be changed through actions of different people who would in authoritative way show them their significant role in scholar achievements of their son or daughter.

During the helping actions in child's learning parents usually care about his intellectual hygiene. It is expressed by this, that mostly they help children during afternoon hours (51 percent of surveyed) or in the evening (29 percent). When in the groups II-IV this schedules are similar, in the group I fairly large parents' percentage answered about helping only during the weekends (29 percent), what is not enough for a child. It impoverishes his development and first of all, gives child no certainty of help in every situation appearing also on the other days of the week.

What is used commonly as a method of help is conversation/explanation (69 percent), what is close to results in groups II-IV. However, parents with elementary education are using this method in much lower percentage (43 percent). They use instead rewarding (43 percent), punishing (29 percent) and exercising/repeating (29 percent). Other groups of parents are also adapting exercising/repeating as a method of working with child (gr. II – 60 percent, gr. III – 58 percent, gr. IV – 66 percent), yet rewarding functions in a lesser extent (about 20 percent in each group). Punishing is either never used or very rarely in case of parents with higher or secondary education. This proper approach to child's achievements and actions is highly desired from pedagogical perspective. For the punishment does not eliminate wrong behaviour, but on the contrary, it may contribute to child's destruction. Its application is rather sign of parent's weakness and lacks in area of basic educational influence. Positive correlation between the level of parents' education and practicing educational methods is visible here. These methods ought to encourage child, not to be next, unpleasant experience.

**Table 2.** Relations between parent and children during the learning help process

What kind of relations occurs during help?	Gr. I %	Gr. II %	Gr. III %	Gr. IV %	Total %
a) partnership (cooperation)	14	40	43	45	35,5
b) I'm the leader	29	20	10	18	19,25
c) I wait for child's initiative	14	13	23	16	16,5
d) I support him in his activities	43	40	35	21	34,75
e) different	0	3	0	0	0,75

Source: own research.

Indicators in the table 2 show, that during the parent's educational help for child mostly the positive and wanted relations occur. These are partnership and cooperation – 35,5 percent of the whole surveyed group. However, this tendency is noticeably lower in the group of elementary educated parents (14 percent). In other groups it oscillates between similar numbers (gr. II – 40 percent, gr. III – 43 percent, gr. IV – 45 percent). Thus education has positive correlation with connections (relationships, attitudes, biases) generated between child and parent, who additionally encourages child in his actions. That is what 34,75 percent of questioned states (gr. I – 43 percent, gr. II – 40 percent, gr. III – 35 percent, gr. IV – 21 percent). Cohabitation of these cooperation symptoms is therefore the strength, which mobilize child to work in the sphere of educational actions. It also enhance self-confidence and putting trust in parent as a tutor in failures and difficulties. The determinants of this particular positive cooperation, which are mentioned above, could occur for most of parents, if they had greater awareness of its meaning and would have more time, apart from professional work. However, existing in this kind of reality these are actually positive expressions of their activity. When they lean on children's initiative (16,5 percent of total), they teach him independence and working out his own strategies of coping with problems. This kind of initiative is especially expected from child in the group of parents with secondary education – 23 percent. In the rest of the groups this division is – gr. I – 14 percent, gr. II – 13 percent, group IV – 16 percent. Because every kind of child's resourcefulness has its layback in personal experiences. Thus every act of parent's help is enriching these experiences and it broadens the possibilities of coping with many personal situations.

Communication with children is undoubtedly significant aspect during the process of helping child. This is what generates the attitudes towards him and

what is the evidence of regularities or disorders in the dimensions of understanding each other. In this issue parent may display different attitude or position. Acting as a work companion, this one have its positive expression for 42,25 percent of surveyed. Nevertheless parents with elementary formation are still characterized like this in the slightest percentage – 14. With secondary and higher education this position will be taken by 53 parents each group, and for the group of secondary education it is 61 percent. Most parents praises their child, and that may be seen in 54,25 percent of surveyed, what in case of all groups oscillates between half or even more than half of parents (gr. I – 43 percent, gr. II – 57 percent, gr. III – 59 percent and gr. IV – 58 percent). What highlights here is the verbal rewarding, which both with accepting child is motivating him to work. Delighting about his achievements is a kind of reward as well, which is used mostly by parents with elementary education – 43 percent. In the rest of groups it occurs as much lower percent: gr. II – 13 percent, gr. III – 14 percent, gr. IV – 18 percent, what all in all gives 22 percent. But these are actually not the only symptoms and attitudes during communicating with children. They often coexist with others, what gives these relations positive overtone. Not very many parents are stooping to child's level (6 percent), makes their speech childish (0 percent) or replace child in his struggling (13 percent, the most in the group of vocationally educated – 20 percent). For every kind of development requires accomplishing tasks of certain (adequate) difficulty level. That raises the motivation to make the effort. What is mentioned above would actually cause the educational regression, which has nothing to do with educational tasks.

**Table 3.** The meaning of parents' help in child's learning

To what extent helping child in learning increases his educational chances?	Gr. I %	Gr. II %	Gr. III %	Gr. IV %	Total %
a) very large	44	17	25	39	31,25
b) large	0	40	47	37	31,00
c) moderate	14	33	23	16	21,50
d) little	14	0	5	5	6,00
e) very little	14	3	0	3	5,00
f) not at all	14	7	0	0	5,25

Source: own research.

Sense of helping child importance is a sign of proper parental tutoring, thus his positive reception is undoubtedly to the child's benefit. The vast majority of parents is sure about very important or important meaning of helping child in learning as a factor which increases his educational chances (62,25 percent). With this kind of awareness most of the children experience parents' help in the moment of problems occurring in studying. Furthermore this tendency is increasing with education, where it is shown by 44 percent of parents with elementary education, 57 percent with vocational, 72 percent of surveyed in the group of secondary education and 76 percent with higher. That positive correlation of education and parental awareness indicates for the relations and child's situation, depending from the educational level of his parents. Therefore better chances for help are for children whose parents legitimates with diploma of secondary school or university. The rest of children have these chances half lesser. Propagating among adults the permanent education is state's task in the educational policy. That is also task of school, who is concerning child's good as the most valued. 21,50 percent of surveyed declare the importance of help in moderate extent. Among these the most parents with vocational education (33,00 percent), and the least with elementary education (14 percent) and higher (16 percent). Its total lack of meaning is declared by surveyed with elementary education (14 percent) and vocational (7 percent). Parents with secondary and higher education are totally not demonstrating this kind of feeling. This is confirmed also by statements that education increases parental awareness connected with the meaning of helping child in cases of occurring difficulties on this dimension of existence.

## 6. Post-empirical conclusions

Investigation of reality leads often to conclusion, and in the result of this new postulates, ideas or theories are being created. Later, they are spread in society and generate changes. It is probable that these changes may constitute a new image of real existence and functioning, for they can change life for better. In the empirical proceeding it was all about showing in what extent are parents actually familiar with their children in the sphere of educational activities and help/cooperation given them in this range. Calling it the parental tutoring caused that parental undertakings were also revised, as they have been manifested in different forms for fulfilling children's need. Thus conclusions are as follows:

1) Period of age 6–7 is a symptomatic time concerning the noticeable symptoms of difficulties in learning. In this time parents who systematically observe their child's activities notice first signs of difficulties in learning. However, it does not mean that this is exclusively the time of such behaviours. Also in the 4th grade the difficulties in learning may become visible and would occur in its fullness, for child needs to cope with severe material and larger amount of it. This concerns

especially children of higher educated parents, who can easily learn to operate with the memorizing strategies in classes 1-3, so that they can camouflage their developmental disorders and as a result also the difficulties in learning.

2) The biggest problems in studying are appearing in the range of such subjects like Polish language and mathematics, thus parents' concentration on these subjects should be their priority. That applies also to learning foreign languages, and results in common aversion to them and low motivation based on the reluctance to language as a foreign and unfounded in school programs.

3) Differentiator of difficulties in Polish language are problems with reading and writing, which children can not comprehend on the level required by school programs. It is often accompanied with not understanding what is read or the verbal communicate, and this concerns many children with difficulties in learning, no matter how educated their parents are.

4) Significant feature of difficulties in learning is lack of ability to focus, and this is undoubtedly required in the procedure of learning. Disorder of this function generates problem in studying and motivation decrease in this sphere. Modern child, entity of rush age and constant run, cannot concentrate for longer on one activity or material, for he is always anxious and mentally diffused. Little children are not able to hide it under different pretexts or faking, and that is why it is symptomatologic for many children, no matter how educated their parents are.

5) Half or parents display constant, systematic help in their child's learning process. That means, that the other half is doing it rarely or just occasionally. This distressing symptom of lack of parental awareness applies mostly to parents elementary educated, where help in their opinion is useless and does not contribute to educational success. Stuck in this thinking they do this only in weekends, what appears to be far from what is enough.

6) The existing parental tutoring has its manifestation in helping strategies used towards children. Persuasion takes the dominating place in it and so is rewarding and admiration for children for accomplishing the task. In case of elementary educated parents negative reinforcement occurs, for in their opinion these help discipline. However, punishments are totally not used by parents with secondary or higher education.

7) Partnership and cooperation as hallmarks of parental tutoring are special tutorial symptoms during helping activities. This could be seen in most of the relations with child. This way of cooperation is observed mostly in case of parents with secondary and higher education, while parents with elementary education are not using it that much. Not being aware of how great role is played by parent's help they do not have proper attitude or relation. Parent as a comrade of work is the best and the most wanted style of cooperation.

Occurring of parental tutoring has connection and dependency with parents education. Their higher education means greater probability of right form of this phenomenon, furthermore greater chances for fair start in school. Dissemination and continuous knowledge enrichment in this sphere gives better chances of parents' help success and also better school situation of his child. This benefit is not only for a entity, but also for society, showed by happiness of people who create positive ethos. Modern families are featured by both symptoms of cooperation and co-working with their child. In this way, they fulfill properly the care and educational function. It is a sign of regularity of their functioning, although not all of them are able to totally fulfill this duty. This finds its reasoning in parents' education. These with lower education, are not able to use adequate strategies, methods or styles. It determines low knowledge level, which is limiting their possibilities of educational impact.

### **Tutoring rodzicielski jako wyraz wspólnotowości rodziny**

#### **Streszczenie**

Kryzys życia rodzinnego i związana z nim deprecjacja wartości prowadzi często do nieprawidłowego rozwoju dziecka. W takim środowisku rodzinnym dziecko często nie ma oparcia, a działania pomocowe związane ze specyficznymi trudnościami w uczeniu się sporadycznie lub nigdy nie mają miejsca. Zapobiec temu może nadawanie rodzinie jej wspólnotowego charakteru opartego o miłość, życzliwość i solidarność w stosunkach i działaniach generujących jednocześnie progresję rozwojową jej członków. Wyraża się to poprzez relacje osobowe składników jej struktury, jak i wielokierunkową pomoc okazywaną na różnych płaszczyznach. Rodzina taka, otwarta na sprzeczności funkcjonujące w jej indywidualnym, jak i społecznym życiu, dokonuje dialektycznych wyborów w imię kreowania pozytywnej tożsamości dziecka. Zdecentrowana jego „innością” wspiera go do samodzielności i pokonywania kryzysów, zyskując w zamian kohezję (spójność) jako źródło wszelkiej przyczynowości. Zaistniała w wyniku takiego modelu rodziny metoda tutoringu, skupiająca działania wychowawcze na dziecku pozwoli na wydobywanie jego potencjalności, które przewyższą trudności towarzyszące indywidualnej drodze poznawczych poszukiwań. Sprzyjające warunki rozwoju, które tworzą rodzice to nie tylko ich niezbywalne prawo, ale i obowiązek wobec dziecka. Korespondują one silnie z jego potrzebami, jakie powstają w edukacyjnej rzeczywistości nadając sens życiu osobistemu i wspólnotowemu.

**Słowa kluczowe:** rodzina w kryzysie, wspólnotowość rodziny, wsparcie dziecka, tutoring, współpraca (współdziałanie), zagrożenie,

#### **Summary**

Family life crisis and depreciation of values related to that often leads to abnormal child's development. In such familial milieu child is not able to experience support, and the helping activities related to specific difficulties in learning occur occasionally or not at all. What can prevent it is attributing family with the communitarian character based on love, kindness, and

solidarity in relations and actions which are simultaneously generating the developmental progression of members. It expresses through personal relations of members of this structure, and furthermore through multidirectional help provided on various dimensions. Such family, open for contradictions which function in its individual and social life, make dialectical choices in the name of creating positive identity of a child. Confused about his "difference" family supports and encourages him to independence and to cope with crisis, so he could gain cohesion (unity) instead, which is the source of any causality. The tutoring method which occurs as a result of this kind of family model, while concentrating educational activities on child enables the revelation of potentiality, which overcome difficulties accompanying the individual path of cognitive explorations. Favorable developmental conditions created by parents it is not only their inalienable right, but obligation towards child as well. It correspond substantially with his needs, which arise in educational reality, giving meaning to personal and community life.

**Keywords:** family in crisis, familial community, supporting child, tutoring, cooperation (collaboration), endangerment.

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## **Birth rates and reproductive behaviour in the population of the Slovak Republic**

### **1. Introduction**

The birth rate of the Slovak Republic is alarmingly low for more than a decade, the number of children born per annum has been even lower than one percent of the total number of the Slovak population for years. During more than the last ten years the number of children younger than 15 years by 300 thousand, has decreased to one quarter.

The total fertility rate, number of children born to a woman over her lifetime, dropped below 1.3 and it is one of the lowest rates within the European Union. If the population of Slovakia in recent years didn't decline and if this won't happen in the following years, it is the consequence of the prolonged life expectancy and growing immigration in the Slovak Republic. However, despite of increasing population, development prognosis show, that Slovakia will experience drop of population after 2025 and its extensive decline till 2050. With high probability Slovakia can't count on achieving fertility rate that would maintain the population in the current numbers.

The number of people over 65 years is expected to continue its slide from 12 percent to 19 percent in 2025 and to 30 percent in 2050. Economic dependency ratio (number of people under 15 or above 65 per 100 of those who are between 15 and 64) supposed to increase from 38,9 to 51,9 percent in 2025 and to 76,1 in 2050. This demographic development poses risks for economic and social development of Slovakia. (according to: Kde sú tie deti Slovenska. Slovak National Council's Declaration of the demographic future of Slovakia).

### **2. Birth rates in the Slovak Republic**

The demographic development in Slovakia shows phenomena that don't have similarity in the country's history and claim attention of the political institutions

and the entire Slovak public. Birth rate in the Slovak Republic has been dramatically low for over a decade. This birth rate drop has no parallel in the past of Slovakia.

In 1960, 90 thousand live-born children were born in Slovakia. In years 1976-1969 this number dropped below 80 thousand per annum, so that it could increase again. At the turn of 1970s and 1980s the birth rate reached its highest level when the number of live-born children came up to about 100 thousand per annum. In 1980s the birth rate experienced a minor decline. In 1986 it decreased to a level of 90 thousand, in 1991 to 80 thousand and in 1994 to 70 thousand. The birth rate dropped below 60 thousand for the first time in 1997, while it was constantly decreasing. The birth rate reached an all-time low in 2002 when the number of live-born children fell to 50 841. In the following years the birth rate slightly increased. In year 2005 it achieved the number of children 54 430 and notes a stagnant tendency ever since. In years 2006 and 2007 the birth rate did not reach the level of the previous year. This low birth rate is all the more dramatic since the “baby-boom” generation of the late 1970s, so-called “Husak’s children” attained parental age. This generation has very few children.

Substantially reduced birth rate causes alterations in the age structure of the Slovak population. According to the Statistical Office of the Slovak Republic decreased markedly the number of children under 15 over a decade. In 1996 represented the number of this age group 1 164 897, whereas in 2006 only 870 622, which is one quarter.

Total fertility rate, number of children that are expected to be born to a women of child-bearing age, in Slovakia is 1.3 and is one of the lowest among the EU countries. The European Union as a whole has also a very low total fertility rate of 1.5. It is known that the total fertility rate should not fall below 2,1, if the population intends to keep its actual numbers.

The prognosis count on a increase of the total fertility rate not greater than 1,5 by the year 2025. The most important fact from 2007 about the total fertility rate is: “With a high probability can Slovakia not count on maintenance of current numbers anymore”.

In the debates about the long-lasting low birth rate is being discussed the danger of dying out. It is to be mentioned that in spite of reduced birth rate the population of Slovakia does not fall because of two factors. One of them is the prolonged life expectancy of Slovakia’s population, the second one is the migration in the Slovak Republic. Migration nexus, i. e. the difference between the number of residents who entered a locality and those who left it, registered a large increase. At the present time it is more accurate to talk about the aging population rather than its extinction. This aging is already in the progress and it will be one of the most intensive in Europe.

In the discussions about the massive decline of the birth rate is necessary to take into consideration the significant difference between the number of children that people have and the number of children that people would like to have. There are sociological researches in Slovakia and the whole Europe showing that people consider the ideal number of children essentially higher than they practically have. This factum proves impossibility of settling the matter with a simple statement that people have as many children as they really want.

**Table 1.** Avarage – **general** – ideal number of children for the men and for the women in SK by age

	Men	Women
15-24 years	2,01	2,01
25-39 years	2,11	2,10
40-54 years	2,12	2,24
55+ years	2,39	2,42

Source: Gerbery D.: *Sociálny štát a podpora rodín: skúsenosti a perspektívy*. www Inštitút pre výskum práce a rodiny.

**Table 2.** Avarage – **personal** – ideal number of children for the men and for the women in SK by age

	Men	Women
15-24 years	1,92	1,95
25-39 years	2,13	2,08
40-54 years	2,14	2,29
55+ years	2,34	2,60

Source: D. Gerbery: *Sociálny štát a podpora rodín: skúsenosti a perspektívy*. www Inštitút pre výskum práce a rodiny.

According to the results of the research is obvious that besides presented „general“ and „personal“ ideal number of children, the higher age group in both categories considers to be ideal a higher number of children. It concerns people:

- who have smaller chances of having children,
- who consider the number of they own children,
- who inclinate to traditional way of thinking about the Slovak multiple children family.

With the demographic prognosis of Slovakia's population deals the Demographic Research Centre of the Statistical Office of the Slovak Republic that in 2002 issued "Prognosis of Population Development of the Slovak Republic by the year 2050" (in original: "Prognóza vývoja obyvateľstva Slovenskej republiky do roku 2050") and in December 2007 published its updated version "Prognosis of Population Development of the Slovak Republic by the year 2025" (in original: "Prognóza vývoja obyvateľstva Slovenskej republiky do roku 2025").

According to this prognosis, the impact of prolonged life expectancy together with the migration factor, it will be above the low birth rate factor and therefore the Slovakia's population will grow until 2025 by about 100 thousand, to approximately 5,5 million. However, in year 2020 the number of live-born children is supposed to drop below the number of deaths. In 2025, despite of migration, will the population of Slovakia fall rapidly. By the year 2050 is it predicted to go down below 5 million. This decline is considerable because of its occurrence in spite of the hundred thousands of migrants expected to arrive in Slovakia during the next decades.

Demographic structure of Slovakia's population could be described as follows: The population has few children already but still small number of pensioners, which reflects a short-term economic advantage.

#### **Risks of the mentioned demographic development of Slovakia's population:**

In light of medium- and long-term prognosis it is assumed that the long-lasting and low birth rate could be the cause of serious problems. On the number of economic active population depends **the sustainability of pension and medical security.**

Low birth rate of today leads to labour scarce economy in twenty years, namely lower income from the Social Insurance Agency and consequently lower rental income guaranteed by the government.

In the field of health security occurs the same situation. Higher number of pensioners will lead to an increased number of the medical service users, at the same time the low birth rate will cause a drop in the number of payers for the medical services. This could eventuate in sliding the medical security level of Slovakia's population.

Further risks of population, besides deteriorating **macroeconomic indicators of the Slovak economy**, is: **rising demand for social services** of elderly people as consequence of ageing process, **increased pressure on intensive migration from abroad** to the Slovak Republic and other factors that reflect in economic, political, social, cultural and other dimensions of life of Slovakia's population.

## 2. The European Union and Slovakia

The demographic factors of the Slovak Republic are **similar to those of the EU**, however, the demographic crisis afflicted the EU a few years earlier than Slovakia, that achieved the EU rates very fast. Other countries of the European Union vary only in a different state of the this trend. On 21. February 2008 passed the European Parliament a Resolution on the demographic future of Europe. According to it is **migration one of the demographic crisis solution**.

(modified according to: Explanatory report to the Declaration of the National Council of the Slovak Republic on the demographic future of Slovakia)

## 3. Research results – Reproductive behaviour, attitude towards the children, birth of children, marriage planning

This part of article deals with the research results obtained within the research project pursued in years 1997–1999 in the Czech Republic. Considering the similar development conditions in both countries (used to be Czechoslovakia till 1993) is it possible to apply the results of this research also in Slovakia.

The majority of the examined population considers a family with two children to be ideal (73% of respondents), one child desires 11% of the respondents and three children is an ideal number to approximately 23% of respondents.

The children as a value were varied as follows: 2/3 (72%) of women out of the total number of the respondents perceive the children as a joy of life (only 57% men). For the demographic development of society is important that only 56% of the young people consider children as the only joy of life. Every third woman and 47% men responded that the children are a great restriction for the parents.

Higher age of married couples<sup>24</sup> and higher age of women giving birth for the first time are another factors creating the so called “generation gap” for the coming 20 years.

In 1996 the ideal age of the marriage was considered to be 26,1 years for men and 22,6 years for women.

According to the research in 1996, the first child should be ideally born to a women at the age of 24 and to a man at the age of 27,6.

The study in years 1997–1999 shows that young people in the order to have children need: self-contained home (93,5% of respondents), financial security (83,3%), family and partnership background (32,1%), employment (30,0%),

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<sup>24</sup> According to Pavlík Z. till the end of 1980s was in the Czechoslovakia a full marriage rate (contracting of marriage with a marriage certificate) and people entered the marriage mostly (90% of young man and 96% of young women) in young age.

about 10% maturity and responsibility as well as family support and help. Other conditions such as government benefits and help, health, household equipment and perspective in the future were important to 3,0% to 9,0% of respondents.

It is assumed that contemporary results of a similar research nowadays would move the numbers further from the “traditional” founded in the research in 1996 and in years 1997–1999.

Lower number of children, higher parental age at the first child's birth, creating of conditions to start a family a. o. is to be seen as a responsibility growth of young people, on the other hand as a reflection of the life conditions and family living in their own country in comparison to other more economic developed countries. A significant role play good living and unwillingness to sacrifice themselves for children in the terms of not having barriers in building a career ladder and in sense of meeting their own life ideas and expectations a.o. In the research (1997–1999) was the relevance of life planning on a 5-point scale (1 = the least, 5 = the most) evaluated with following results: to have an interesting and useful job (4,1 men, 4,0 women), to live for their own family and children (3,7 men, 4,0 women), to have sufficiency and good living (3,8 men, 3,6 women), to have a peaceful life without risks and tension (3,5 men, 3,8 women), to have success and recognition (3,6 men, 3,5 women), to have time for interests and hobbies (3,6 men, 3,6 women) and others with lower ranking (research results from year 1996 and 1997–1997 – likely until 1999 modified according to: Fialová, Ľ. – Hamplová, D. – Kučera, M. – Vymětalová, S.: *Představy mladých lidí o manželství a rodičovství*. Prague: 1997).

**Challenges to avoid the developing problems** in connection with ageing population and to eliminate already existing problems in the field of social work and in other socioscientific fields of human care:

*a) In relation to an individual (client):*

- to help individuals, families to recognize their own social potential
- to support development of this potencial
- to predict the barriers of development and the realisation of self- potential
- to support the improvement of self-responsibility and responsibility for others (for own and their social status)
- to support the improvement of social responsibility of an individual, group, community (towards the community in which the individual is living in), including improvement of the responsibility for reproductive behaviour supporting birth rate with respect for the eminent private and free determination of parents in certain areas.

*b) In relation to the helping professions and the academic environment:*

- to bring up knowledgeable professionals in the field of social work, eventually in other helping professions

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- to predict the social development, possible critical situations and intuitive focus the fields of study on educating professionals at least 5 years in advance (time of completing a university education)
  - to reflect the developing multiculturalism of social environment of Slovakia's citizens in time of study preparation, student practice and profession implementation
  - to support the increase of respect and reverence to parenthood and family
  - to support the keeping and maintaining of traditional values and customs of the Slovak population in field of individual and social life
  - to take the initiative in adequate social and other helping and supporting services for people dependent on such help, but above all for the seniors and so avoid the decline in level of taking care of this population group.

### **Wskaźniki urodzeń i zachowania rozrodcze w populacji Republiki Słowackiej**

#### **Streszczenie**

Artykuł omawia wyniki badań i analiz statystycznych dotyczących wskaźnika urodzin i zachowań reprodukcyjnych wśród populacji Republiki Słowacji. Skupiono w nim uwagę na różnych „nowych” typach zachowań młodego pokolenia, które stara się zapewnić ekonomiczną stabilizację w dziedzinie wynagrodzeń, opieki medycznej i wzrostu naturalnego na Słowacji.

**Słowa kluczowe:** przyrost naturalny, zachowania rozrodcze, ludność Republiki Słowackiej.

#### **Streszczenie**

The contribution deals with research outputs and statistic observations of the birth rate and reproductive behaviour of the Slovak Republic population. Attention is focused on a different “new” behaviours of the young generation, which is providing economic strenght for sustainability of its pension and medical security and natural popoulation reproduction in Slovakia.

**Keywords:** birth rate, reproductive behaviour, population of the Slovak Republic



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## Social care for psychosocially disabled juvenile girls in correctional establishments in the Slovak Republic

### 1. Introduction

The contribution comes out the research intended for analysis of the social and demographic characteristics of psychosocial disabled juvenile girls that were under the authority of judicial order to undergo to institutional education or correctional one. The object of research, besides other, was to identify the most frequent social and demographic connections occurring in the families with children and girls suffering with psychosocial disablement.

If the individual is not able to respect the norms of given society at the level corresponding his or her age and intellectual abilities, his/her doing can be characterized as a deviation in the scope of socialization. This deviation is considered to be as “behaviour disorder” (Vágnerová, 1999: 274) Psychosocial problems have very often only passing character in the adolescent period. Among *general symptoms of the behaviour disorders in the youth in the period of adolescence* we can classify e.g.:

- **non-respecting the social norms** in given society (in this case the person is not able to grasp the meaning of values and norms, it can not be spoken about behaviour disorder),
- **inability to keep up acceptable social relations**, non-respecting of the norms regulating coexistence (to people, to nature, to property...) and no sense of guilt while breaking these norms,
- **aggression** (Vágnerová, 1999: 274–275).

We can classify these symptoms more concretely as: disobedience, lies, conflicts, laziness, various offences and criminal activity, tightness, interpersonal relations disorders and concentration, aggression, truancy, escapes, toxicomania and others (Chaloupka, 2004: 77).

Behaviour disorders can be expressed as symptoms of other serious psychical disorder connected to somatic affection which are accompanied by the occurrence of variety manifestations of behaviour disorder (Tisovičová, 2004: 10).

According to International Classification of Diseases (ICD) – 10 actual from the 1992 **the behaviour disorders** are characterized as repeating and persisting, asocial, aggressive or eccentric behaviour. So behaviour can seriously cause a danger for an age adequate social demands. Behaviour disorders can be characteristic also for other psychice disorder. In this case is better to prefer basic diagnosis. **Examples of behaviour** that are *the base for diagnosis* are: exess beating and terorizing, cruelty against other people and animals, vulgar property derogating, pyromania, thefts, repeatedly lies, truancy and escapes from home, unusual frequently and massive anger eruptions and disobedience. If this behaviour is very expressive, it is enough for a diagnosis but not for individual asocial acts<sup>25</sup>.

Psychosocial dissabled juvenile girls are by their behaviour excluded from intact social groups, they very often pass through conflict relations, they are lonely and they have not opportunity to live their life by full-value. The behaviour of psychosocial disabled person is perceived by the society as a social problem because of threatening and damaging of this society.

The juvenile girls with psychosocial disorder diminish a quality of their own life eventually also the life quality of persons in their environment. Psychosocial disorder of one member of the family is the signal of possible disturbance of the whole family function in which this person lives. Psychosocial disabled person can exist as a weak chain link for securing of economic and cultural society development.

## 2. Outcomes of the research

### Demographic characteristics of respondents

Respondents of the reasearch were psychosocially juvenile girls that are located in correctional establishments for youth in the Slovak Republic. Here is provided education and care as a substitution of family surrounding.

From these research outcomes about demographic characteristics of all respondents located in the correctional home for juvenile girls in the Slovak republic it is possible to confirm – the highest number of socially disabled girls have permanent address in the district of Bratislava – 22 percents, from the district of Trnava and Košice it comes 14 percents of resondents, from the district of Žilina it comes 12 percents of respondents and from the district of Banská Bystrica it is 12 percents. Permanent stay in the district of Nitra indicates 10 percents of

<sup>25</sup> [www.uzis.sk/infozz/mkch/mkch-10/cast0500.doc](http://www.uzis.sk/infozz/mkch/mkch-10/cast0500.doc) (12.01.2007).

respondents, in the district of Presov it is 9 percents and at least respondents come from Trenčin district – 7 percents of respondents.

Part of the juvenile girls with psychosocially disablement illustrates following table where we can see that greater number of respondents is connected with regions of bigger towns: Bratislava and near Trnava and Košice.

**T 1 Number of inhabitants and number of juvenile girls with psychosocially disablement in the individual districts of the Slovakia located in CH**

*District Number of inhabitants number of psychosoc. disabled promile*

*k 30.09.2008 girls from the number of inh.*

Žilina 696 194 18 0,026

Banská Bystrica 654 009 18 0,027

Trnava 558 978 22 0,039

Nitra 706 511 15 0,021

Trenčín 600 064 11 0,018

Prešov 803 633 14 0,018

Košice 775 073 21 0,027

Bratislava 615 309 34 0,055

Permanent stay according to urbanistic statute's locality is following – in the town there live 53 percents of respondents, in the village 16 percents of respondents. Permanent stay according to urbanistic statute's locality has not evidenced in 31 percents of respondents.

If we evaluate demographic characteristics of respondents according to statute of urbanistic locality, we can state that majority of respondents indicates the permanent location of stay in the towns. In the towns there are a greater anonymity according the view of social relations and the low social control, too.

### **3. Social characteristics of respondents**

All data about the social characteristics of respondents we were finding out by content analysis of available social documentation – judicial decision, psychology exploration report, school characteristics, final report from diagnosis centre, questionnaire on personal and family surrounding of the child, declaration about personal and family relationships of the child, personal sheet, declaration about property ratio in the family and the plan of social work.

We found out in connection of **the family function** of respondents by statistical elaboration following statements. 12 percents of respondents lived in complete family before location in the correctional home; in complete but not functional

family lived 18 percents of respondents. From incomplete functional family comes 26 percents of juvenile girls located in CH and from incomplete and not functional family comes 39 percents of respondents.

*The most of our respondents comes from incomplete and functionless family.*

In many cases there were not the same place of permanent stay with the real stay before the location in CH of our respondents. This fact can be influenced that the law representatives of the children do not fill their parents duties. Permanent stay in mother was reported in 58 percents of respondents but according to real state there were in common household with mother before the entry to CH lived only 33 percents of respondents. Permanent stay in father was reported in 12 percents of juvenile girls but really lived with father only 7 percents. In both parents there were reported permanent stay 23 percents of respondents but only 10 percents of them lived with them. Respondents that had permanent stay in foster home and in adoptive parents they lived there in reality. From the whole research sample there were 10 percents of respondents living in grand parents though no of them have reported the evidence of permanent stay. Other psychosocially disabled juvenile girls, it means 33 percents before location in CH lived alternately in various persons in various families – the aunt, the uncle, friend of their mother, their friends and in others. *From the research outcomes follows on that more than 50 percents of respondents in time before the location in correctional establishment they suffered from the lack of family background within their own family.*

From the view of **family size** of respondents it was found out that 22 percents of respondents have two siblings, one or two sibling has 27 percents of respondents. None sibling has 27 percents of respondents. Evidence about the number of siblings was not elaborated in 24 percents of respondents. *Globally it is possible to present that more than half of respondents comes from one child or maximum two child families.*

From the view of application of the parents at labour market there were reported that in 35 percents of the families mother is unemployed, in 21 percents father is unemployed and in 9 percents both parents are unemployed. We have not succeeded in indication about employment of both parents in 35 percents of research sample. We recorded that 35 percents families of the whole research sample receive **dosis in material pressure**. Finally we can predicate that with connection of psychosocially disablement of juvenile girls here is *more often occurrence of unemployment of one or both parents because 65% of respondents presented it in the research.*

Other factor that can influence negatively the child education in family is **parents drug addiction**. In these families here are not only financial problems but also problems with internal relations caused by emotional conflicts. Here is

the presence of emotion relations overbalance of people close to child, the lack of safety, fellowship and positive emotional fixture on adult person. We found out the occurrence of alcoholism in one of parents in 29 percents, 15 percents in mother and 14 percents in father. In both percents was longterm alcohol addiction in the extent of 1 percent. Hard drugs addiction was registered in 3 percents.

We have been monitoring also **criminality of legal representatives of respondents**, the outcomes are as follows. In 90 percents of families there were not record criminal activity of parents, in 10 percents was recorded criminal activity – stay in correctional establishment passed 7 percents of father and 3 percents of mother from the whole research sample of respondents.

One of possible indicators of the behaviour disorder can be also **psychiatric disease of parent** where was diagnose psychiatric disease and it was only in mothers of respondents, it was 4 percents.

On development of child personality there are the factors influencing it negatively also physical, or psychical **cruelty to children**, eventually sexual child abuse. This situation was monitoring as follows: aggressiveness of father against psychosocially disabled juvenile girl was registered in 6 percents, aggressiveness of mother in 2 percents, aggressiveness of other member of family in 4 percents. Psychic abuse has occurred in research families in 4 percents of juvenile girls located in correctional homes, 2 percents were psychically abused by father and the same number in mother, 96 percents of respondents were not confirmed this abuse. Sexually abused juvenile girls before location into correctional home by some member of the family were registered in 1 percent of respondents and the suspicion from sexually abuse were in 5 percents of respondents. Other research scope that can influence negatively the personality development is **educational manners**. We introduce the following facts. The careless educational manner were registered in 53 percents of families, anxiety educational manner were applied in 1 (one) percent of judicial representatives of respondents. It results above mentioned facts that carelessness in education is one of possible indicators to influence the development with possible psychosocially disorders of the child personality.

The research was focused at **number of parent's partners** from the child birth because also this fact can influence the educational situation in the family. 65 percents of parents changed the partners more three times, 12 percents of parents have lived with one or two partners during the child's life and in 23 percents of the whole reserch sample this indicator was not mentioned.

In the life of juvenile girls there can exist **hard life situations**, that can be a initiator of psychosocial problems. We have detected by this research that in 9 percents of our respondents the period of formation of educational problems were diagnosed after parents' divorce, after mother's death in 3 percents, the mother's illness was starter mechanism of psychosocial problems of juvenile girls in 1 (one)

percent of research sample, the illness of father also in 1 (one) percent, the father's death in 1 (one) percent of the whole number of respondents.

**Manifestations of behaviour disorder** in juvenile girls before their location in correctional homes we can detect the most often in following table (T2):

**T2 The most frequent manifestations of disorders in juvenile girls with psychosocially disorders**

*Manifestation frequency of manifestation in %*

lie 82,0

truancy 77,0

inappropriate friend's group 35,0

home's escapes 35,0

alcohol drinks taking 25,0

thefts 24,0

early sexual life (before 16 years of age) 22,0

smoking 22,0

hard drug use 10,0

suicidal attempts 7,0

use of analgetics 3,0

**Markedly bad outcomes** were recorded, before the entry of juvenile girls into correctional home, in the field of **education**. The educational results during attendance at the I. grade of basic school were compared with educational results during attendance at the II. grade of basic school and continual education in secondary schools, secondary professional schools and vocational schools. There was **detected**, that:

- Excellent educational results were detected only in 1 (one) percent of respondents, the same respondents had the excellent results also during the II. grade of basic schools, but at secondary school achieved below the average educational results.
- Average educational results achieved 23 percents of respondents during the attendance at the I. grade of basic school but during the II. grade of basic school achieved only 6 percents of respondents and during further education only 1 (one) percent of respondents achieved average educational results.
- During attending the secondary school, vocational school and apprentice schools were 31 percents of juvenile girls unclassified because of non attendance the school.

- Below the average educational results during the I. grade of basic school achieved 37 percents of respondents, the number of these educational results was markedly enhanced at the II. grade of basic school till 54 percents and the educational results during further education were below the average in 29 percents of respondents. Other 32 percents of juvenile girls were unclassified, it creates together 60 percents of unsuccessfully respondents or they are on the border of school fruitfulness. (In documentation during the school attendance at the I. grade of basic school there were not registered educational results in 39 percents of respondents).

*We can confirm from the above mentioned that psychosocially problems of juvenile girls are connected with the decline of credi during the school attendance.*

#### **4. Conclusion**

Questions of psychosocial problems of individuals in the period of adolescence were actual problematics for laic publicity dealing with juvenile persons for centuries and they constantly look up for the answers. Answers about intervention possibilities the professionals can provide at three levels:

- the level of the help to problematic person,
- the level of the help to closest family of psychosocially disabled person,
- the level of society (conception of solution including the tools for its realization).

The work with psychosocially disabled people is very difficult, because it requires a high professional knowledge, skills and longterm cooperation to come to active and positive change of disabled person. In case of psychosocial disablement the change of family function as a whole is needed, if we wish the return of disabled people to their family after stay in the correctional home. The change of one family member is a probability of the changes of other family members, the higher probability of permanent success is there where are motivated all competent family members.



## **Opieka społeczna dla młodych dziewcząt niedostosowanych psychospołecznie w zakładach poprawczych w Republice Słowackiej**

### **Streszczenie**

Autorzy opisują obecny system zarządzania opieką społeczną dla młodocianych dziewcząt, które poddane są kurateli sądowej, aby mogły zostać ponownie włączone do systemu edukacji instytucjonalnej. W artykule zaprezentowane są ponadto wyniki badań ukazujące społeczną i demograficzną charakterystykę rodzin ryzyka socjopatologicznego wykolejenia dziewcząt.

**Słowa kluczowe:** psychospołeczna niepełnosprawność, opieka społeczna, młode dziewczyny, zakład poprawczy

### **Summary**

The authors describe the present system of administering of the social care for juvenile girls that were under the authority of judicial order to undergo to institutional education or correctional one. In this article there are also presented the research outcomes to explore the risk social and demographic characteristics of the families of the psychosocial disabled juvenile girls.

**Keywords:** psychosocial disablement, social care, juvenile girls, correctional establishment

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Anna Žilová

## **Gender equality – factor supporting social inclusion in Slovakia**

### **1. Aims of the paper**

The aim of the article is to present the factors gained through research in the Slovak Republic in the realm of gender equality, or inequality, at the level of European Union, which can be one of the indicators of social exclusion as well as lowering of quality of life.

### **2. Gender equality in the European Community**

Equality of men and women is one of the fundamental principles, which Slovak society understands as a natural one, similar to EU, which perceives this principle as a natural one since the Treaty of Rome of 1957, which stipulates in article 119 the principle of equal reward for men and women.

Later, in the Treaty of Amsterdam of 1999, the issue of gender equality was made a key principle both at the European and Slovak level. The most important articles of European treaty, dealing with the issues of equality of men and women, are the following:

2 Article 2: in which the equality of men and women is defined as one of the key roles of the community.

5 Article 5: which deals with elimination of inequality in all community activities and also with the support of equality of men and women (gender integration),

6 Article 13: dealing with the new possible measures for the fight against discrimination based on sex,

7 Article 137: supports equality of opportunities for equal treatment of men and women on the job market,

8 Article 141: embeds the principle of equal reward for the same work and supports meeting of positive measures in the realm of compensation of handicaps in professional career, which are based on sex.

### 3. Contribution of gender equality

Gender equality is important for both individuals and for the society, for it is a new realisation of democracy, which is the fundamental value of the said community in all realms of life, namely:

- 1 in the economy
- 2 in the decision-making process
- 5 in social, cultural and civic life.

Particularly, it means that e.g. equal participation of women in job market (increasing of female employment) is of enormous economic value, which is not to be squandered.

**Framework strategies** of community for gender equality are oriented in the following sectors:

- a) support of gender equality in the economy
- b) support of equal participation in the representation of men and women
- c) support of equal access to the social rights of women and men
- d) support of gender equality in civic life
- e) support of the change of roles and stereotypes.

As for the particular strategies:

**As for a) Support of gender equality in economy.** Gender segregation in occupation.

It is important to talk about gender segregation, for gender segregation is believed to be one of the sources of gender inequality. Its results are differences in income of men and women, which contribute to e.g. different pensions of men and women, feminisation of poverty, and also to differences in possibilities of professional development of men and women in the segregated professions.

Gender segregation has serious economic implications:

- 4 it negatively influences utilization of human resources (exclusion of a large number of men and women from certain types of professions),
- 5 it contributes to rigidity of job market
- 6 it limits equality of opportunities and freedom in the choice of men and women on the job market,
- 8 it contributes to the stereotypical attitude toward education and preparation for professional life of boys and girls,
- 9 it boosts stereotypes in requalification.

This issue is not discussed enough in Slovakia. Selective findings in human resources supports the well-known fact that as it is the case in other EU nations, also in Slovakia, men dominate the sector of industry and agriculture and women dominate services (according to: Kvapilová 2006).

#### **4. Job market and economic independence of women and men**

In 2007, in the age group 15 – 64, 68.4% men and 53% women were working, which is an increase by 6,2 percentage points in men and 1.5 percentage points in women, compare to 2000. The gender difference in the employment of women and men between 2004–2007 was increasing and reached 15,4 percentage points in 2007 in disadvantage of women.

In the first decade of the new century the unemployment rate was disadvantageous for men (19,5% of men and 17,6% of women). Since 2004, the development has been turning in favor of unemployed women than men. In 2007, the unemployment rate of men reached 6,9% and of women 9,3%, i.e. the gender difference in unemployment reached 2,4 points in disfavor of women (*Summary report...*, 4–6).

The issue of discrimination in hiring and firing process was subject of representative research of the Slovak National Centre for Human Rights, undertaken in November 2005. From its findings it follows that from the point of view of gender equality, hiring and firing process face the following troublesome issues:

- a) employer asked about the age during job interview (such experience included 15% men and 25,2% women),
- b) employer preferred male over a female candidate despite the fact that the female candidate met more requirements (such experienced was included by 1,8% of men and 5,0% of women),
- c) being fired after completion of maternity leave (such experience included 1,8% of men and 5,0% of women).

#### **As for b) Support of equal participation and representation of men and women. Gender equality in political decision making.**

In the field of gender equality in political decision making, EU Council defined and approved of the following factors in October 1999:

- 1 share of women in national parliaments,
- 2 share of women in regional parliaments,
- 3 share of women in local assemblies,
- 5 measures oriented towards boosting of equal participation in elections,
- 6 share of women in national councils and in European Commission,
- 8 number of women and men in ministerial and lower ministerial positions

according to the sphere of their activity (elementary and economic functions, infrastructure, socio-cultural functions),

9 share of women in state offices and two highest positions bellow ministerial position or chairman of parliament and also respective positions in European institutions,

10 gender make up of high state officials according to various spheres of activity,

11 share of women in top courts at European Court of Justice. Given slow, or no progress in this field, **a European network for the support of women in top leading political and economic positions**, for securing of synergy principle in this field<sup>26</sup> (*Summary report...*, pp. 25– 30).

**As for c) Support of equal access to full enjoyment of social rights by women and men.**

Social protection in the Slovak Republic is realized in three fundamental ways – by social insurance, through state social help and through social help, which relates to people of both genders. Despite this fact, there exist certain gender differences in some sectors of social protection, which are related to or are the consequence of gender-related uneven construction of society.

Amongst the beneficiaries of pensions is more women than men, in the total number in 2007, 63% of all beneficiaries of pensions were women, 67% of all old-age pensions were women. This imbalance was caused by relatively sooner inclusion in the old-age pension system of women, as well as by a longer life expectation of women, hence longer period of living on old-age pension payments.

As to 31<sup>st</sup> December 2007, average monthly old-age pension payment was 330.8 Euro (9 968,-Sk) for men and 268.2 Euro (8081,- Sk) for women. Old-age pension payments of women were on average by 19% lower than of men, this ration was around 17% in 2005.

The issue of poverty is closely related to the issue of financial remuneration of the two genders as well as the sum of their old-age pension payments. In Slovakia, the risk of poverty is not greatly differentiated, when dealing with men and women. Since 2005, when this factor was firstly determined, a downward trend has been evident. In 2007, some 11% of women and 10% of men were endangered by poverty. Poverty rate of women and men has a downward tendency, which is more prominent about men (*Summary report...*, pp. 8–9).

<sup>26</sup> KOM (2008) 760 finaldraft: „Priebežná správa o plnení plánu uplatňovania rovnosti žien a mužov na (2006-2010 )”, of 16th November 2008.

One of the criterion in equal enjoyment of social works is the intake of parental benefits, benefits for caring of family member older than six years of age, employment of men and women for short period and others, which are described further on. In the family care for members older than six years, more than 82% of women and around 18% of men were active.

One of the factors of Support of equal access and full enjoyment of social rights by women and men, is the employment for shorter period of time.

The most prominent model of traditional care for children in the West is the one, when women work part-time and men work full-time, which is rarely applied in Slovak environment (only 2% of people aged 20–49), mainly because of the need for two full incomes per family. In families with children up to 12 years, both parents are fully employed. Employment of Slovak women between 20–49 years with children until 12 years of age is around 80%, the EU average being 60%. The most frequent organization of working time in Slovakia are fixed working hours. Fixed working is the case of 82% of all employed women and 81,2% of all employed men in the age group 25–49 years. In families with children is the fixed working hour's model more prominent than with families without children until 12 years of age. At the same time, it is more prominent work form for single mothers than for single fathers. In single-parent household, where logistic is the key problem, fixed working hours and working in shifts is as frequent as in two-parent households. It is more prominent with single fathers than with single mothers (according to: *Summary report...*, pp. 19–21).

#### **As for d) Support of gender equality in civic life. Violence on women**

Violence on women is a multi-faceted social phenomenon and it is an instance of gender-unequality, gender-unjust and power-imbalanced social structure. In a society, of prevalence of men over women in governing positions, some situations are created through gender stereotypes (such as economic dependence of women in families), thus belonging to gender supports the idea of imbalance, ultimately leading to violence (Filadelfiová, 2005: 10).

At the end of 2002, first representative survey took of domestic violence perpetrated on women took place (Bodnárová and Filadelfiová) Results of this survey proved the following:

1. Domestic violence affects relations in the family, but especially the partner relationship (especially marriage),
2. Women are more frequent victims of domestic violence,
3. Domestic violence pertains not only to troublesome families, but also to economically deprived ones,
4. In Slovakia, we acknowledge all forms of domestic violence, be if physical, sexual, psychological and economic,

5. It has been shown that women are not victims of one instance of violence only. Physical violence is perceived by psychological or social violence. Sexual violence is accompanied by psychological and social violence. Economic violence is accompanied by psychological violence, etc.,
6. Domestic violence on women is by definition a long-term one,
7. There is no such thing as one or primary impulse for the creation of domestic violence on women.

Analysis of data on violence on women in Slovakia proved that this problem is not taken seriously by the society. Domestic violence is believed to be a significant problem by 87% of adult Slovak population. Up to 80% of people believe there an outside intervention is important, remaining 20% think the domestic violence is an inter-family matter (Kvapilová, E. In: Slovensko na ceste k rodovej rovnosti, 2006).

#### **As for e) Support of changed gender roles and stereotypes**

The issue of gender roles and stereotypes pertains numerous spheres of life of the individual. It transgresses a number of spheres and themes, which deal with gender integration, gender balance and gender justice. It is also the case of gender segregation of jobs as well as for the political participation of women, combination of job and family and also the case of domestic violence on women. Therefore, our paper will deal with only one of the aspects of gender stereotypes, i.e. the realm of education, science and research.

### **5. Education and vocational training**

Regarding the overall structure of Slovak Republic population, with slight prevalence of boys in younger generations, we can assume that **nursery and primary** schools copy the overall structure of population, i.e. slight prevalence of boys in the overall numbers of students. In the case of **middle level** students – secondary grammar schools and other types of secondary schools and vocational schools, the gender structure is more balanced. At **universities**, women and girls prevail in both full-time and part-time form, despite the fact that in the age group of 15–25 years of age prevail boys and men in the overall population. The trend to continue in education is higher amongst girls than amongst boys.

**Table 1.** Number of students at particular school levels according to sex and form of study (school year 2008/2009)

	Nursery schools	Primary schools	Secondary schools		Universities	
			Full-time	Part-time	Full-time	Part-time
<b>Girls</b>	66555	224999	148869	7249	81460	57640
<b>Boys</b>	71631	236716	48657	3949	63191	28228

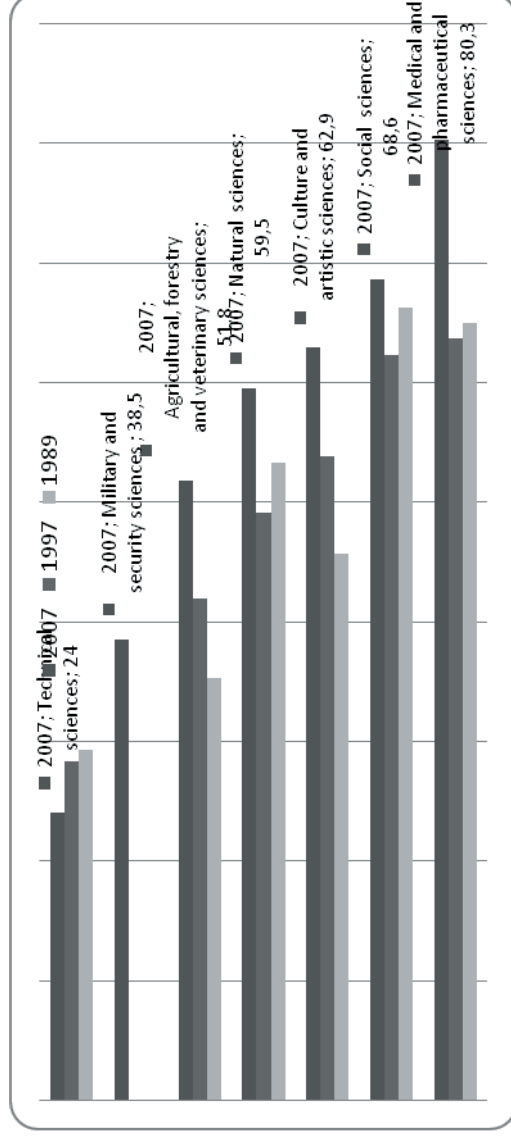
Source: UIPŠ, Štatistickáročenka.

On the other hand, more boys than girls study at secondary schools and vocational schools (almost 71% in 2006), generally, at secondary schools is gender ratio almost identical (56,6% girls in 2006). Girls tend to choose secondary schools with school leaving examination. Far more girls study at secondary grammar schools than boys (58,3% girls in 2006), which gives the girls far greater chance to study at universities (Filadelfiová, Bútorová et al., 2008).

Vocational girls' schools are a particular matter, for their establishment in the year 1990 meant an obvious boost to gender-related stereotypes, with their intention to educate future housewives etc. Vocational girls' schools are primarily oriented to business and the development of entrepreneurial skills. Generally speaking, it is the case of preparation of middle administrative workers or sole proprietors. The very name "Girls' vocational school" is no proper, for its field of expertise is also good for boys.



**Chart 1:** Development of share of full-time female university students according to particular field (in %, years 2007, 1997, 1989)



Note 1: share of female students.

Note 2: rating of lowest share of female students, in %, for 2007, female students at military and security sciences in 1997 and 1989 provided no data.

Source: ŠÚ SR – Slovstat.

Greatly overfeminized university study fields are medical and pharmaceutical schools and also social sciences. Within the last 20 years, women studying at these schools reached up to 40%<sup>27</sup>. Particular fields, where women have not been able to penetrate, and which have experienced radical decrease of female students recently, are technical study fields, which numbered only 24% female students in 2007.

A higher level of female students at universities has also contributed in a higher percentage of female university graduates, namely in 2006/2007, it was 54,7% out of all graduates, which meant more than 10% male graduates (*Summary report...*, 34–38).

## 6. Research and science

Besides education in the field of Support of the change of gender roles and stereotypes, gender problems are also studied in the field of research and science.

Discussion about inequality of male and female opportunities in scientific institutions (the question of remuneration, access and possibility of professional growth, filling up of leading positions, etc.) has not been opened by the EU only for abstract, humanistic, or human rights issues. The need to change the organization of science and research was initiated in the 1990s as a consequence of lagging behind in quality of European science compared to the one of USA and Japan.

Highly qualified women (DrSc., CSc., PhD., Dr., prof., doc.) make up some 30% of all researchers with higher qualification. Despite the fact that over past ten years their share went up by 4 points, highly educated women are greatly misrepresented.

Despite the fact that in Slovakia, as it is in the majority of European states, women form a majority among university students, the more to the top of academic hierarchy one climbs, the fewer instances of top class female academics one tends to find (vertical segregation). The scissor diagram shows that men advance far faster than women in their careers (*Summary report...*, 40–45).

## 7. Conclusion

Slovakia, by being a part of international, economic and political structures, is a member of global evaluations and comparisons relating to the equality of men and women. Complex international indices and their parts serve for identification of weak links of particular states and for the formation of public policy composed of experienced nations more successful in the support of women and men.

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<sup>27</sup> In 2007, professional female soldiers shared 9,4 % of all soldiers of Slovak Armed Forces (Ročenka MO SR, 2007, accessible on [www.mo.sk](http://www.mo.sk) ).

Lasting gender differences in the access to sources and opportunities are perceived not only as an obstacle for increasing of the quality of life of half of world's population and as a factor of social exclusion, but also as an important risk for attaining of a long-term development and welfare of nations. Nations, which do not utilize the potential of half of their population to the fullest, can lose their competing strength.

## Równość płci jako czynnik wspierający integrację społeczną na Słowacji

### Streszczenie

Artykuł omawia wyniki badań dotyczące równości płci na Słowacji, w identyczny sposób, w jaki dokonuje się tego w Unii Europejskiej, ponieważ jest to jeden z podstawowych czynników inkluzji społecznej.

**Słowa kluczowe:** równość płci, nierówność płci, inkluzja społeczna, Unia Europejska, przemoc zależna od płci, jakość życia.

### Summary

This paper discusses research data regarding gender equality in Slovakia, the same way as this is researched on the EU member states level, for it is one of the fundamental factors supporting social inclusion.

**Keywords:** gender equality, gender inequality, social inclusion, European Union, gender-related violence, quality of life

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## **Family as a basic social unit responsible for children's participation in culture**

### **1. Introduction**

Over the past few years, there are more and more discussions about the crisis of the family. People working in the care and upbringing always highlight the importance of this subject. In particular, much attention is paid to the functions of the contemporary family. According to the Stanisław Kawula, functions, such as “reproductive, economic, cultural, emotional and educational should be perceived as the key indicators of the quality of life of our society as a whole, the ways of life of its individual layers and environments (different types of villages, small towns and larger), and also within specific categories of families in terms of their structure”.

In the time of flowering of different forms of mass media, particularly noteworthy is the quality and level of the realization of the cultural functions by the family. Kawula points out that this functions together with caring and educational function “has a strong influence on the development and growth of the life aspirations of children, their educational success and failure, the choice of career and educational pathways, and finally sets the conditions for their professional start”. Thus, you can say that the family educates children to society through intended and unintended educational activities. Mechanisms, such as identification and imitation, the mechanism of social control, as well as the stimulation of the child to the active participation in the widely understood culture.

Issues related to culture have a lot of components, hence the variety of definitions that describe the concept of culture. On the basis on the literature we can divide the definition of culture into many groups. Antonina Kloskowska

draws attention to:

- Genetic definitions that emphasize the sources of culture.
- Definitions based on history, in which culture is used to define the concepts of inheritance, tradition and heritage. These definitions treat culture as the collective achievements of human groups.
- Definitions based on psychology, in which “the emphasis is put on learning and imitation as the key processes responsible for the assimilation of culture, its role in meeting the needs of individuals and finally, enabling the adaptation to the conditions of existence”.
- Normative definitions that emphasize the subordination of human to commonly accepted norms, values, formulas or models.

Culture, in her opinion, should be treated as “a kind of the subordination of the individual’s life, on the way he or she acts which is not specified directly in the genetic structure, but instead, is shaped by the historical experience of human groups”. It is worth noticing that Jan Szczepański also perceives culture as “the totality of the products of human activity, tangible and intangible values and accepted practices, objective and accepted in any collectivities, transferred to other collectivities and transmitted to future generations”.

Larry Samovar and Richard Porter define culture as “learned language, values, beliefs, traditions and customs shared by groups of people” Stanisław Kawula stresses the fact that “culture (including its various aspects) is a property of a particular human community, a particular way thinking and behaviour of its members”.

The definition implies that culture shapes the people but also people affect its shape. This means, among other things, that the existence in a given culture affects mental processes and functioning of individuals, but individuals who function in a given group can also change its culture through its own activities, participation in the environment and the educational processes.

Stanisław Mika on the basis on various studies discussed also the issue of the impact of the culture on the behaviour and mental processes of humans. In his view, culture influences the mental sphere through:

- the development of the linguistic patterns and categories among its participants,
- (For example, the same word can be interpreted differently by representatives belonging to various cultures),
- the shaping the way in which the individuals perceive the world, as well as their own self-image,
- the changes in the processes of memory and thinking,
- (for example, while playing and memorizing texts from other cultures, an individual will transform and understand them in accordance with the elements

- of their culture - Bartlett's test),
- the intellectual processes,
- (for example, belonging to a given culture causes changes on an intellectual level - according to the principle the more time you spend with someone the more you become like them),
- the formation of certain attitudes and values, etc.

Maria Żebrowska also pointed out the influence of cultural factors on the mental development of children and young people while analyzing the impact of educational processes, in other words, the social nature of children's games, science and education through work values.

Żebrowska understood education as "the way we organize child's activities (his or her plays and learning), which promotes the development of cognitive processes, habits, skills, interests and abilities, and comprehensive personal development".

Models, methods and forms of education prepared by the family are to a large extent conditioned by social factors. If the family apply to specific, clear and well established principles of the preferred values, the negative external influences are always limited (Świdorska, 2012). However, it sometimes happens that the social environment influences the types of education adopted by the parents. In such a situation, it shapes and changes them, affecting not only the methods used by parents who are responsible for education but also the level of tolerance, discipline and the child's level of participation in culture.

Antonina Kloskowska describes participation in culture as "a reception of basic resources and transfers present in the relationships and dependencies between various elements which constitute every social structure". According to Wojnar the development of appropriate participation of children and young people in culture would not be possible without effective educational activities.

Such actions should be initiated at home, and then developed at various stages of school education. However, schools due to various factors do not always fulfill this task. Increasing bureaucratization of school life, the omnipresent chase for good results, too high level of parents' decisiveness in school, the lack of "fashion" for high culture, and sometimes the need to start cultural education of pupils from the very bases are responsible for the fact that schools seem not to be interested in developing the skills of appropriate participation in culture or deal with it only half-heartedly, with no links between the various stages of school education.

Thus, it is obvious that only families can teach children the appropriate participation in the culture. Unfortunately, the above-mentioned task is becoming increasingly difficult to achieve due to the ongoing crisis in the Polish family. It is getting even more difficult because of the process of globalization, which prefers cultural pluralism, the lack of any authority and common changes in the traditional hierarchies of values and finally, the lack of difference between low

culture (mass) and high culture (elite).

In a global society participation in culture means the same as:

- An easy access to culture

This phenomenon is positive, because on the one hand, it enables children and young people to get acquainted with achievements of culture. On the other hand, a wide range of media is responsible for making contacts with culture in an indirect way - through TV, DVD, radio and the Internet.

- Creation of the universal hierarchy of values

Without dividing into the canons existing in a given society, in a particular culture.

- Treatment of culture only as entertainment

From this perspective, participation in the culture means the selection of only those contents which are pleasant, easy and nice and do not encourage us to deeper thoughts.

- Treatment of culture as an object of consumption

This may cause a situation in which "the consciousness of the recipient (or rather the consumer) of art and popular culture today is shaped by the belief skillful trade and advertising specialists who believe that the aesthetic taste is not worse than the representatives of the so-called intellectual elites' taste" (Szkółut, 1999: 155).

The changes at the global level have impact on the quality of the social environment and consequently the quality of family functioning, while imposing on the family specific tasks in preparation for participation in culture.

In my opinion those tasks include:

- the familiarization of children and youth with cultural heritage,
- the ability to function in the world dominated by the media,
- the teaching of how to receive culture,
- the creation of the aesthetic taste,
- the training of how to make use out of culture.

Thus, it seems that the parent's role is to show the culture in its various forms - from traditional culture, characteristic for Polish region, through culture that we can call nationwide to the European and world culture. It also means familiarization with various forms of culture - from mass culture - the most popular at present to the high culture, which requires proper preparation of the child to its perception.

It is advisable for the child to get know the culture not only through the media and audiovisual sources but also through direct participation in the "real time". Most beautifully recorded disc cannot be treated as the substitution for the direct participation in the concert.

The ability to deal with education in the media means that the child should

be through the ability to “filter” information coming from the media, being prepared for the proper reception of the culture. In terms of preparation for the participation in culture, this means the ability of proper reception of the cultural content without focusing the attention on advertising and PR coating which promote artists and products or culture of a given region of the country.

Teaching culture is the same as acquiring skills necessary for the proper acquisition of popular entertainment, relaxing and having fun, but it also (and in fact, in particular) means the encouragement to explore new forms and contents of the art, the proper response to them and attempts to interpret culture in an appropriate way. We should not forget at that point about the ability to start a dialogue between the creator and the recipient of the work. All these things will affect the interest in high culture and undertaking ambitious steps related to various cultural activities.

The development of the competence for the proper participation in the culture we must not forget about the role of aesthetic taste. The family should teach the child to distinguish valuable and culturally important achievements from widely promoted products whose value is determined by the level of sales and the number of reviews. Children should also know that things which are said to be good may in fact, not be good or that what is foreign achievements do not have to be better than ours (from another culture or the culture which is dominant). The role of parents is to educate the child in accordance with its values and principles in order to encourage the child to distinguish what can be treated as an art and what is simply kitsch.

Participation of children and young people in culture also means the ability to use it. Parents should ensure that their child, as a young man or woman is able to use the available cultural resources, develop their knowledge of the culture through their active participation in it. He or she should also be familiar with galleries, concert halls and theaters, where they can learn about the culture.

It follows that the role of families in preparing children to participate in culture is undeniable. However, we should try to answer the question whether Polish families really prepare their children to the participation in culture. Research carried out by me in 2012 shows only an outline of the phenomenon. To answer the question completely, we have to conduct a much larger study involving a larger population.

## **2. Research questions**

Assuming that the goal of my research is to pre-determine the influence of family on children's participation in the creation of culture, I have formulated the following research questions:

1. To what extent does the family shapes the attitudes to culture?
2. What factors do the contemporary parents take into consideration while shaping



children's ability to participate in the culture?

3. What factors determine the level of family cultural participation of children?

### 3. Method of research

The study used the method of a diagnostic survey. I chose the categorized interview as a technique. This technique helped me to organize collected data and at the same time, to have direct contact with patients, and thus, a more detailed analysis of certain topics of our conversation. Five questions were closed, two of them were half-closed ones and one opened.

### 4. Research Group

To obtain material for research, I asked full-time students of the Academy of Social Sciences in Lodz for permission to participate in research in January 2012. The study embraced a group of 20 randomly selected students of education. In this group, there were 16 women and 4 men aged 20-25 years. All of them are residents of the city. The study population is not representative, therefore, it would be based on only a general picture of the phenomenon.

### 5. The results

I treated the level of understanding as the starting point for further research concerning the respondents' participation in cultural activities. So I asked them to choose among three statements which were in accordance with their views. The results are presented in Table 1.

**Table 1.** The concept of participation in culture according to the students' opinion

How do you understand the term 'participation in culture'?	Number of respondents
a / the ability to receive new and trendy cultural content	1
b / the active part in the large number of cultural events	1
c / the ability to select particular cultural phenomena	18

Source: own research, 2012.

The above table shows that the students' knowledge about the concept of participation in culture is at a satisfactory level since only two people have chosen to treat the formulation of this concept in a limited way. I was also interested in the extent to which a child, who took part in my research shaped his or her attitudes toward culture due to the family's influence. All responses are listed in

Table 2.

**Table 2.** Influence of family on the formation of attitudes towards the culture in the opinion of the students

Do you think / you that parents have shaped you / your attitude to culture?	Number of respondents
a) definitely yes	4
b) rather yes	8
c) rather no	8
d) definitely no	-

Source: own research, 2012.

These responses confirm the essential role of families in the process of teaching children to participate in culture. 12 of 20 people surveyed identified their parents as people who have influenced their current attitude towards culture. I asked for additional clarification those respondents who have chosen the answer “rather no”. It turned out that in their case, the peer group has shaped their attitudes toward culture then their parents. Two children said that their local environment.

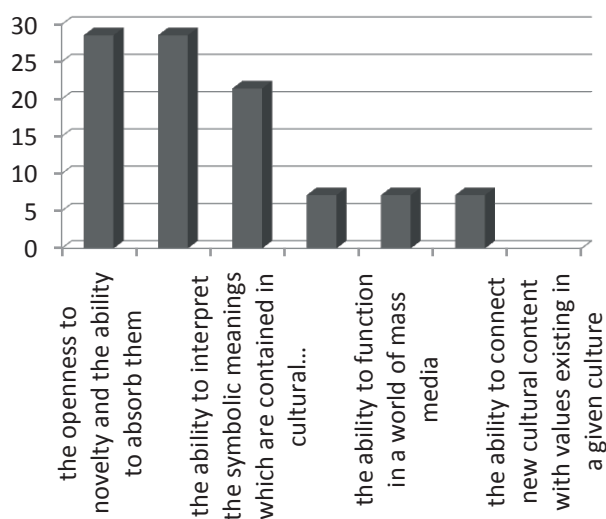
However, those of respondents who have chosen the question “rather yes” should be asked another question: What specific actions are undertaken by your parents to shape your attitude towards culture? Based on experiences from their own families, the surveyed students mentioned openness to new things and ability to absorb them most often (28,57%) and the ability to function in a world of mass media (28,57%). The detailed responses are presented in Table 3 and graphically in Figure 1.

**Table 3.** Elements for which parents pay attention while shaping the attitudes of students towards culture.

What were your parents interested in while shaping preparing you to participate in the culture?	Responses	
	number of responses	%
a / the openness to novelty and the ability to absorb them	16	28,57
b/ the ability to receive cultural content	4	7,14
c / the ability to interpret the symbolic meanings which are contained in cultural communications	12	21,44
d/ on showing different aspects of culture	4	7,14
e / the ability to function in a world of mass media	16	28,57
f / for the participation in the so-called. high culture (eg theater, gallery, opera, etc.)	4	7,14
g / the ability to connect new cultural content with values existing in a given culture	-	-
h / Other (specify) .....	-	-
TOTAL	56	100%

Source: own research, 2012.

**Figure 1.** Elements that the parents pay attention while shaping the attitudes of



students towards culture.

A well functioning family should teach children how to act properly on the basis of its own value system, its own experiences and beliefs, but also on the basis of a system functioning in the surrounding reality (the preferred environment in which family members exist). I was also interested in elements which determine specific actions taken by the parents. So I asked respondents what condition were responsible for the development of cultural participation in families in which they grew up. Responses are presented in Table 4.

**Table 4.** Family determinants of children's cultural participation according to the students.

What factors influence your / your family in shaping children's cultural participation?	responses	
	number of responses	%
a/ parents' social background	20	33,33
b/ financial conditions of the family	16	26,67
c / social and professional affiliation of parents	12	20,00
d / the amount of free time	8	13,33
e / place of residence	4	6,67
t/ other (specify) .....	-	-
TOTAL	60	100%

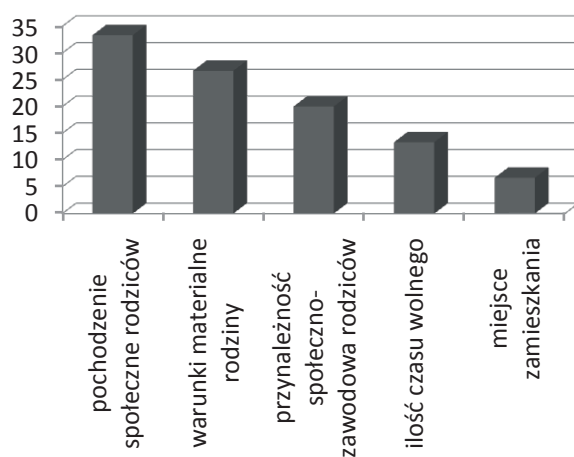
Source: own research, 2012.

As is shown above, a social background of their parents plays the most important role in the level of preparation for participation in the culture. All students who participated in the research chose this answer. The conditions of the family (the answer that has chosen 16 of the 20 people involved in the study) occupied the second position. For me, the result is quite surprising, since the material conditions of parents should not be a factor determining so strongly attitudes to the culture. The lack of financial resources can obviously reduce the possibility of the participation in culture (especially the high culture), but not that much. Moreover, we should take into consideration the fact that most cultural events are public and as such they do not require large financial outlays. At the same time, you have to take into account the fact that the students do not come from rural areas where access to culture may be more limited and where the cost of participations includes the travel costs.

The least frequent answer relates to the place of residence (4 answers) and the amount of time off (8 replies). The location of these factors (usually referred in the literature as dominant) appeared at the end. Thus, the fact seems to be interesting

because it informs us about the changes occurring in contemporary Polish society. However, the development of this hypothesis requires more detailed-studies. The above-mentioned results are shown in Figure 2.

**Figure 2.** Family determinants of children's cultural participation according to



the students.

Source: own research, 2012.

In the last phase of the study, I asked the respondents to provide elements of cultural participation, which, as a parent he or she would like to develop in their children. The question was open. At the beginning, the received replies were to be grouped according to the children's individual skills necessary for the proper participation in the culture. Respondents, however, focused only on three areas of participation:

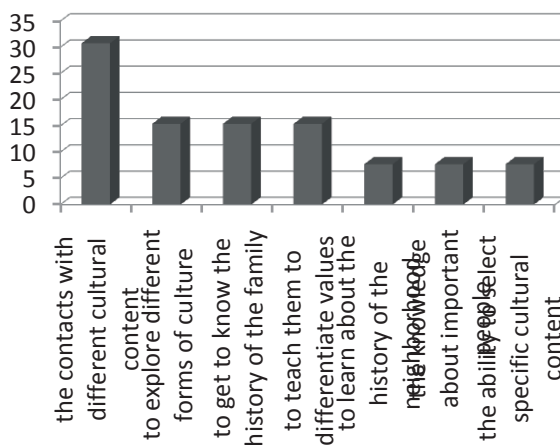
cultural – dealing with different forms and cultural content (46,15% of responses), getting to know the culture associated with their own families, the region and country (30,77%) and the ability to evaluate the cultural content (23,08%).

The detailed summary of responses is presented in Table 5 and Figure 3.

**Table 5.** Elements of participation in culture to which the respondents would pay attention while being a parent.

On what factors would you pay attention while developing your children's skills for the proper participation in the culture?	Responses	
	number of responses	%
a / the contacts with different cultural content	8	15,39
b / to explore different forms of culture	16	30,76
c / to get to know the history of the family	4	7,69
d / to teach them to differentiate values (good - bad, beautiful - kitsch)	4	7,69
e / to learn about the history of the neighborhood	8	15,39
f / the knowledge about important people	4	7,69
g / the ability to select specific cultural content	8	15,39
TOTAL	52	100%

Source: own research, 2012.



**Figure 3.** Elements of participation in culture to which the respondents would pay

attention while being a parent.

## 5. Conclusion

The significant family's impact on the formation of attitudes towards culture is apparent even while researching a small number of respondents. In a study conducted by me, more than half of students (12 of 20 people involved) has chosen that answer. However, it should not be treated as a good result. 8 replies, "rather than" highlights the lack family's impact on shaping attitudes toward culture. It informs us about the decrease in the effectiveness of educational and cultural patterns transmitted to children by their parents. Families are rarely supported by the external educational institutions. The support usually appears when the family has some serious problems. On the basis of my own experience, I can say that the role of parents in the pedagogical processes existing in our schools (especially middle schools and high schools) is in many cases, fictitious and usually realized during short meetings organized by teachers or schools. Unfortunately, nobody there usually talks to parents about the culture in a broader sense. The school rarely develops the children's skills to youth participation in culture. Cultural activities in the average Polish schools are limited to the realm of personal culture, occasional going to the cinema or theater and special events. I am convinced that a third of Polish high school student has never been in a large gallery, theater or opera.

It is obvious that parents do not have the same education. They do not have the same level of educational culture and that they do not educate their children in the same way. Therefore, schools and other educational and culture institutions are to support families in the processes of education, including education to the proper participation in the culture. I think that the school level reflects the cultural level and the level of youth participation in high culture. Furthermore, I took part in the party before final exams in the secondary school which was similar to ordinary disco party deprived of any high culture background. Finally, a student in the final class of high school does not know how to behave at the theatrical performance, or how to dress appropriately for the theater, because he has never been there.

The absence of cultural and educational organizations' support is responsible for impoverishment of the cultural life of Polish families. This phenomenon is also evident in the results of research carried out by me. The participation in high culture, familiarization of children with various aspects of culture or the ability to receive cultural content appeared only in 21,42% of the responses concerning elements which were taken by the parents into account while preparing children to participate in the culture. None of the surveyed students mentioned the

ability to combine the current value in a culture with its new (contemporary) content. Research shows that parents focus their attention mainly on education skills concerning new cultural phenomena and the ability to deal with a world dominated by media (57,14%).

The study also shows that the level and quality of participation of children and young people in culture is also affected by social factors, particularly those which relate to socio-professional affiliation and social background of their parents. They appeared in 53.33% of the answers. Thus, the origin of parents and their professional status is responsible for the formation of specific values and attitudes, including attitudes towards the culture represented by family members. However, the choice of certain forms of cultural activity is determined not only by the place of residence, or amount of free time (20% of responses), but also by the conditions of the family (26,67%). This phenomenon is largely understandable, since it is difficult to expect from people with low socio-professional level of activity to participate in culture. I think that this is not the rule. There are in fact families that, despite the low professional status and the resulting financial constraints take some attempt to introduce children to culture and its different forms. In my opinion, the educational and cultural institutions' appropriate stimulation and support for families would undoubtedly strengthen these efforts.

Well planned activities, in particular the actions of a systemic nature (activating different institutions) could help to encourage children and adolescents to take part in various cultural activities. The good news is that young people who will soon set up their family declare their willingness to familiarize children with the knowledge of their own region, family and cultural heritage of Polish (30,77% of all answers). Their attitude, despite pervasive media will stimulate the further development of the Polish culture.

## **Rodzina jako kreator uczestnictwa dzieci w kulturze**

### **Streszczenie**

Artykuł porusza zagadnienie roli rodziny w kształtowaniu i rozwijaniu uczestnictwa dzieci w życiu kulturalnym. Autorka przedstawia w nim szerokie ujęcie definicji kultury, jak również jej wpływ na rozwój procesów psychicznych, przedstawia także elementy składające się na uczestnictwo w kulturze oraz kompetencje, które w tym zakresie powinny posiadać dzieci. Artykuł zawiera także wyniki badań, których celem było wstępne określenie wpływu rodziny na kreowanie uczestnictwa dzieci w kulturze.



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**Słowa kluczowe:** kultura, uczestnictwo w kulturze.

**Keywords:** participation in culture, culture.

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Alena Novotná

## Social Relations of Voluntarily Modest People

“[...] are not poor. They are the property-less. He is poor who would like to be rich and is not. Lack of means is a voluntary state and view of life. They do not need that our pandemonium from catalogues.” B. Filan

The idea of B. Filan (1999: 32) might be unprofessional in terms of theory of social work, social policy, sociology and other disciplines concerned, inadequate, but it gives a true picture of the essence of the phenomenon of voluntary modesty with which we also encounter in our socio-cultural conditions.

The aim of our contribution is to define and describe the phenomenon of voluntary modesty, which has already been described in the context of socio-cultural-ecological conditions of the Central Europe by many others, such as from the Czech Republic H. Librová (1994, 1997, 2003), L. Musil (1997, 1999), E. Kohák (1998) and others, among sociologists in particular, and in Slovakia exclusively (according to our knowledge), ethnologists and ethnographers, cultural and social anthropologists. Furthermore, cultural ecologists, humanities environmentalists, and partly theologians<sup>28</sup> are generally devoted to this phenomenon. Our contribution is more oriented on social relationships of people living modestly on a voluntary basis in the socio-cultural environment of the Slovak Republic. We want to present the results of the research which we implemented in 2006-2008. This is a qualitative research of attitudes of voluntarily modest people as to their own way of life and chosen social factors, from which in this work we present

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<sup>28</sup> Another area to examine the given social and cultural phenomenon is seen also from the aspect of etnoscience, ethnomethodology, ethnopsychiatry, etnopsychology and ethnosociology, sociology of family, culture, values, religion and others.

social relations with the closer and wider social environment. We were interested in social relations of the voluntarily modest in connection with the way of life, its change, the impact of this change on social relationships and the quality of such a change.

The research group consisted of eight research participants with whom we conducted in-depth semi-structured interviews. A supplementary method was represented by participatory observation and an analysis of the conversations of the participants with other researchers (ethnographer, editors of selected journals and monographs). The research participants were chosen deliberately based on performance component of an attitude towards voluntary modesty, specifically according to the visible signs of voluntary modesty - a way of life, household equipment and other indices.

### **1. Voluntary modesty as a counterpoint of poverty as well as consumerism**

When consumerism - (from lat. *Consumare* = consume) is understood as a tendency to consumer lifestyle connected to individual and social value overestimation of the material goods consumption, resulting to the "consumption for consumption" (Velký sociologický slovník, 1996: 532) and poverty as a condition threatening an individual in his bio-psycho-social development, mostly associated with deprivation and social exclusion, than we understand voluntary modesty as modesty of an individual in consumption or selection intensity (Kohak, 1998: 81), which does not threaten an individual in their bio-psycho-social existence while combining the reduced tangible consumption. We agree, however, (on the basis of the research carried out by Novotná, 2009) with L. Musil, that between environmentally favorable and harmful ways of life, there is a wide variety of transitions (1999: 24 to 40), which definition and analysis are not the aim of this work.

### **2. Social relations of voluntarily modest research participants with a broader social environment**

Based on the research carried out we can conclude that voluntarily modest research participants are confronted with incomprehension of the social environment towards their way of life, perceiving a different degree of this incomprehension. In the context of the range of incomprehension of the way of lives of voluntarily modest people by the social environment, we found a few connections:

- the connection with the place of residence in terms of regional cultural-historical differences and population density,
- the relationship with local and regional concentration of people leading a similar way of life,

- the connection with the frequency and quality of mutual interaction with the social environment.

In this research we also found out that incomprehension of the social environment towards the lifestyle of voluntarily modest people and towards the phenomenon of voluntary modesty is not in a form of an enmity and hatred. Comprehension towards the way of life of the voluntarily modest and them within the social environment is limited and ambivalent (admiration and perception of such a lifestyle as non-problematic and easier, good with rejection at the same time, misunderstanding of the significance of individuals' subjective reasons for this way of life, and pointing to the inability to live this way of life at present).

The voluntarily modest research participants link the development of social relationships with their own contribution, such as mutual assistance, regular contact with the social environment. At the same time they perceive the social relationships development as a means to understanding them and their values and their way of life by the social environment.

All research participants strongly expressed a feeling of shortage in the scope of social networks, while they see their future in the development of social structures and relationships in the place of residence or in the nearby region. The research participants do not distinguish the development of social relations and structures from the point of presence of voluntary modesty as a phenomenon and system of values. The participants, however, have some idea of "attracting" people living voluntarily modestly into their neighborhood, as people who are close to them by their values and way of life. The research data, however, is the view of the participant living in the social environment made up of more people, who can be characterized as voluntarily modest based on their way of life. Such a research participant perceives the lack of older people in their environment as a natural element of a demographically structured society which is absent in their surrounding with all aspects and benefits of the presence of older people in the relationship and social structures.

We realize that the results of our implemented and partially presented research can not be generalized, though it is considered beneficial and clarifying the issue of comprehension of poverty as a social phenomenon, which has broad socio-cultural, but also individual context, especially with an impact onto practical social work. When presenting the results of the research we are deliberately avoided stating the findings, assessments and contexts of the research results with the social work profession and theory, or with other scientific disciplines. In this research we also discovered a number of other connections and facts that may be a challenge or a topic of the further research on the phenomenon of voluntary modesty.

## Stosunki społeczne ludzi dobrowolnie biednych

### Streszczenie

Autorka prezentuje w artykule częściowe wyniki badań przeprowadzonych na grupie ludzi żyjących skromnie z wyboru. Ukazane zostają relacje społeczne badanych osób, ich cechy szczególne, wzajemne związki, relacje wynikające ze stylu życia, a w szczególności ich cechy z subiektywnego punktu widzenia badanych.

**Słowa kluczowe:** dobrowolna skromność, konsumpcjonizm, bieda, stosunki społeczne, wartości społeczne, styl życia.

### Summary

The author's contribution presents partial results of research carried out in a group of people living a voluntarily modest way of life, which relate to the social relations of the participants, their particularities, mutual connections, connections related to the way of life and partially their quality from a subjective point of view of the research participants according to their responses.

**Keywords:** voluntary modesty, consumerism, poverty, social relations, social values, the way of life.

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Veronika Žilová

## **Risks of Social Exclusion in Connection with Natality and Nuptiality in Slovakia after 1990**

Even though it may appear that reproduction behaviour has, at first sight, little to do with social exclusion, the opposite is true. This will have a significant influence on society behaving in this manner, in the senior age. It is the aim of this paper to point out one area of reproductive behaviour of the Slovak population of young people, characteristic for the current development in the respective region, in all economically developed countries and the risks associated with it in the social sphere.

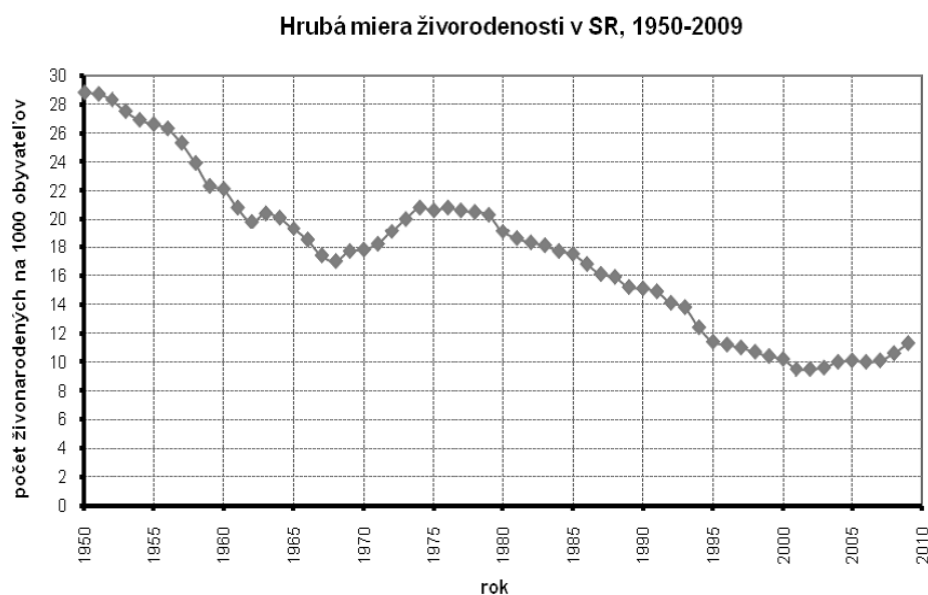
### **– Natality**

In the demographic development of Slovakia, we may perceive phenomena, which have no past history in Slovakia and require the attention of political institutions of Slovakia as well as of the whole Slovak society. The natality rate in Slovakia has been worryingly low for more than a decade. Such a drastic drop in natality is unprecedented. This low natality rate is even more worrying, when we realize that it is the strong generation of the so-called “Husák children”, who is reaching parental age, born by the end of the seventies. They were part of the “state real socialism”, when the state introduced a policy for a beneficial social development, to ensure a future growth of a population that would be able to perform labour and of future soldiers (Fialová, Hamplová, Kučera, Vymětalová, 2000). This generation bore very few children. Such a significantly decreased natality brings along changes in the age structure of the Slovak population. Prognoses expect a growth in average natality rate up to 1,6 until 2025, but no more. The most significant statement from the 2007 prognosis is that concerning the average natality rate: “With a high degree of certainty, Slovakia can no longer expect to reach a maintenance value”.

In discussions about the possible causes of such a radical decrease in natality, it is necessary to realize the obvious difference in the number of children people have and the number of children they would like to have. There is some sociological

research performed in Slovakia and in Europe which says that people consider a significantly higher number of offspring that they really have to be ideal. This fact indicates that the problem of low natality may not be explained by a simple statement that people have as many children as they want to have. According to Jurčová (2005: 17-18), child birth is a complete expulsion or extraction of the new-born baby from the body of the mother, except for cases of abortion. Extra-marital birth is a birth of a child from a single mother (single, widow, divorced), which is currently becoming a more common fact. Marital birth is a birth of a child from a married mother. Natality shall further mean the birth of children, understood as a social demographic phenomenon. In anglophonic literature, the term birth of fertility is often used. Natality is shown in the below chart.

**Chart1.** Gross natality in Slovakia, 1950–2009



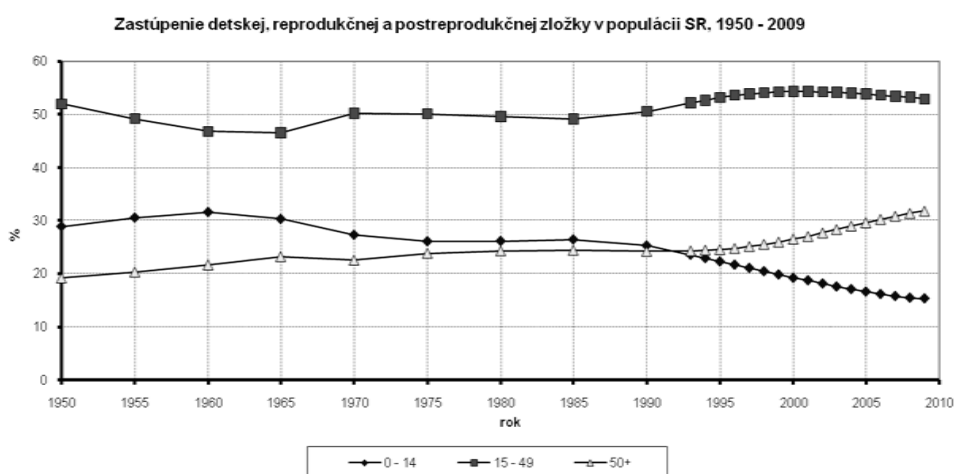
No. of life-born per 1000 inhabitants.

Source: VDC (Slovak Demographic Research Centre, [www.infostat.sk](http://www.infostat.sk), 2011).

Net reproduction rate (NRR) is the average number of life-born girls, which would have been born to one woman in the course of her whole reproductive period, maintaining fertility and mortality of the respective year. If the NRR equals one, we speak about simple reproduction. If the NRR is lower than one, we speak about lowered reproduction. Fecundity is the biological ability of a man, woman or a couple to incept or give birth to children. In French, fecundity is

called *fertilité*. Crude birth rate is the number of life-born children in relation to the median value of the population, usually in one year. It is usually expressed in ‰. It is also called Crude life-birth rate. If we consider all life and dead born, it is called crude total birth rate. Gross reproduction rate is the average number of life-born girls who would have been born to one woman in the course of her whole reproduction period (ages 15 to 49), maintaining the fertility rate of the respective year and presuming zero mortality. In a longitudinal sense, it expresses to what extent the respective generation cares for its replacement, if there were no mortality. From a transversal point of view, it expresses in what manner the respective population would reproduce, maintaining the fertility regime of the period. Child-woman ration is the index of the number of children aged 0-4 in relation to the median number of women of reproductive age. It is usually expressed in ‰. It is used in countries with an incomplete record of life-born children. Completed fertility rate is the average number of life-born children to one woman of the same generation, presupposing zero mortality of women during the whole reproductive period. The sum of generation fertility rates. Mean age at childbirth is the mean age of mothers, usually in a year. It is calculated from fertility rates according to age. Special attention is paid to the mean age of the mother at first childbirth. Reproductive age is the age, in which a woman is able to give birth. Generally, it covers ages 15-49, sometimes 15-44. Age of mother at birth is the age of the mother at birth. Especially the age of first birth is recorded.

**Chart 2.** The percentage of children reproductive and post-reproductive component in the Slovak population, 1950–2008



Source: VDC (Slovak Demographic Research Centre, [www.infostat.sk](http://www.infostat.sk), 2011).



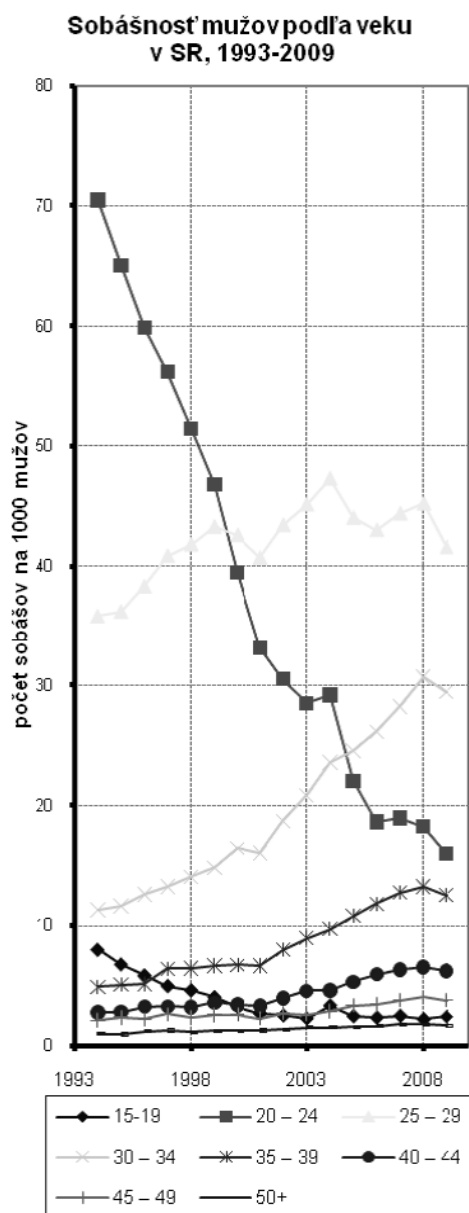
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### – Nuptiality

The family as a network of relationships par excellence and as a place of reproductive life and protection of its development finds in itself, based on these very two grounds, the imperative for the application of moral norms and values. If relationships are concerned, these cannot lack ethical norms for their individual and mutual regulation (Matoušek, 1993). Jurčová (2005: 13-15) defines marital status as a demographic, social, legal and statistical trait, which marks the status of a person, based on its position towards a family and marriage. Divorced persons are those, the marriage of whom had legally ceased. Crude nuptiality rate is the number of marriages to the median state of the population, usually in a year. It is usually expressed in ‰.

Cohabitation, consensual union, non-marital union is the union of a man and a woman without wedlock. Cohort marriage rate is the average number of marriages per one person of a respective generation. It is usually expressed in per cent. The indicator is calculated for 49 year old persons, separated by sex. A married couple includes partners of opposite sex living in wedlock. Marriage. Minimum age at marriage is the lowest age marriage is legally allowed. In Slovakia, it is 18 years of age, i.e. adulthood, or 16 years of age with judicial consent. Marriageable population is a set of a population, which meets all conditions for marriage in a society. In Slovakia, these include single, divorced and widowed persons, having reached at least the minimum marriage age, who are legally able and who are not related in any way (ancestors, descendants, siblings). Mean age of marriage is the average age in which people get married. It is calculated from nuptiality rates according to age, separated by sex, for persons aged 15-49. Mean age at first marriage is the average age at which single persons get married. It is calculated from nuptiality rates based on age, for persons aged 15-49. A legally and socially approved relationship between two partners of the opposite sex. The following charts show male and female nuptiality according to age (charts no. 5 and 6).

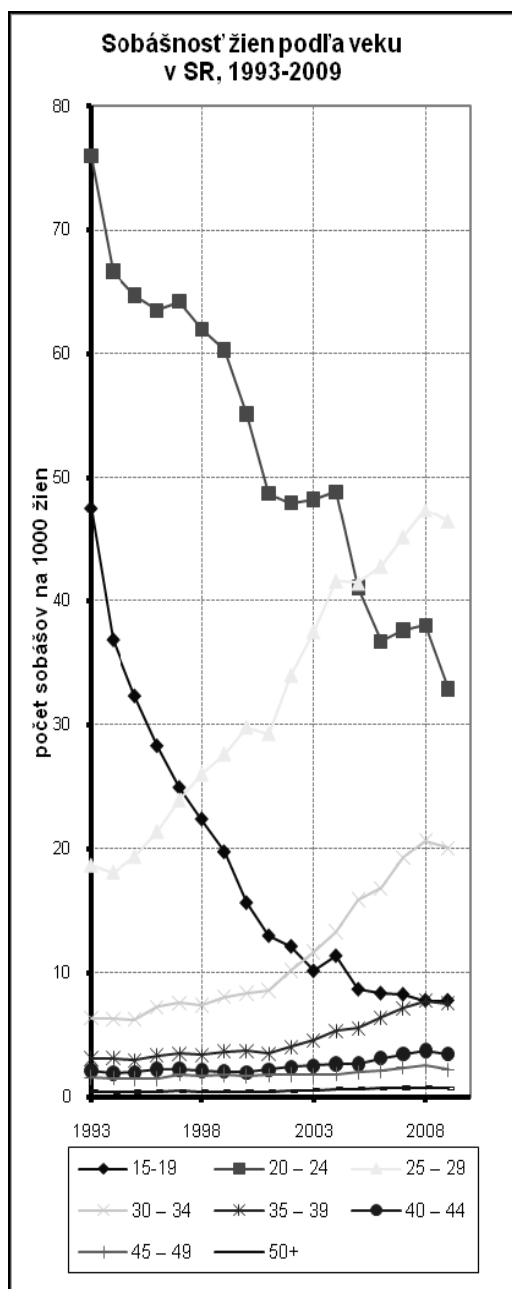
Chart 3. Male nuptiality rate according to age in Slovakia, 1993–2009



Number of marriages per 1000 males.

Source: VDC (Slovak Demographic Research Centre, [www.infostat.sk](http://www.infostat.sk), 2011).

Chart 4. Female nuptiality rate according to age in Slovakia, 1993–2009

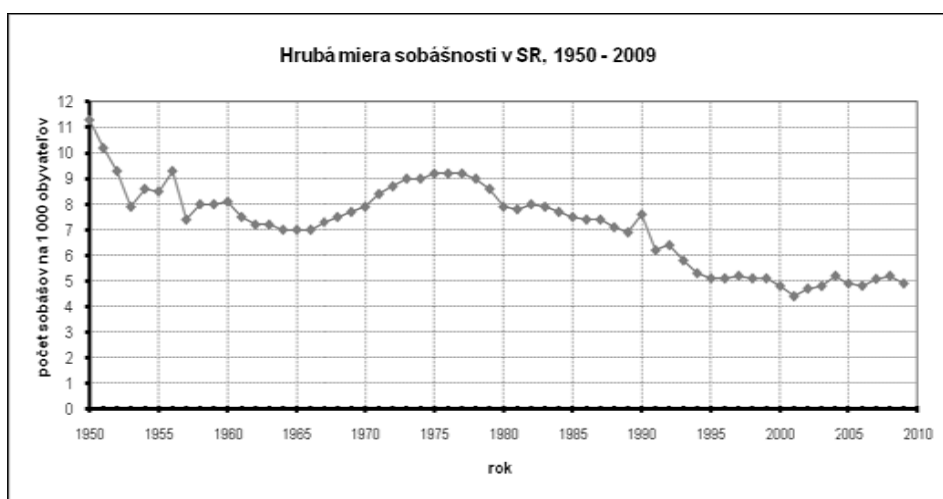


Number of marriages per 1000 females.

Source: VDC (Slovak Demographic Research Centre, [www.infostat.sk](http://www.infostat.sk), 2011).

A more detailed description of the presented charts is given in Table no. 7 in the appendix. For a marriage to take place, it is natural that today, young people first present themselves publicly as a couple and as an engaged couple – spouses, as partners, who decided to get married. Marriage is a legal act, by the power of which marriage is entered into. Nuptiality is the number of marriages, treated as a global demographic phenomenon. A separation according to sex is also observed. Total first marriage rate (TFMR) is the average number of first marriages, which one man (woman) would enter into in his/her life at the age of 50, presuming no change in nuptiality and zero mortality. It is a mean first marriage rate based on age, calculated per capita. The indicator is calculated for persons aged 15–49, separated by sex, usually in one year. General marriage rate is the number of marriages to the median state of a population, able to get married, generally in one year. It is usually expressed in ‰. It is calculated separately for both sexes. Chart no. 7 shows this indicator.

Chart 5. Gross nuptiality rate in Slovakia, 1950–2009



Number of marriages per 1000 inhabitants.

Source: VDC (Slovak Demographic Research Centre, [www.infostat.sk](http://www.infostat.sk), 2011).

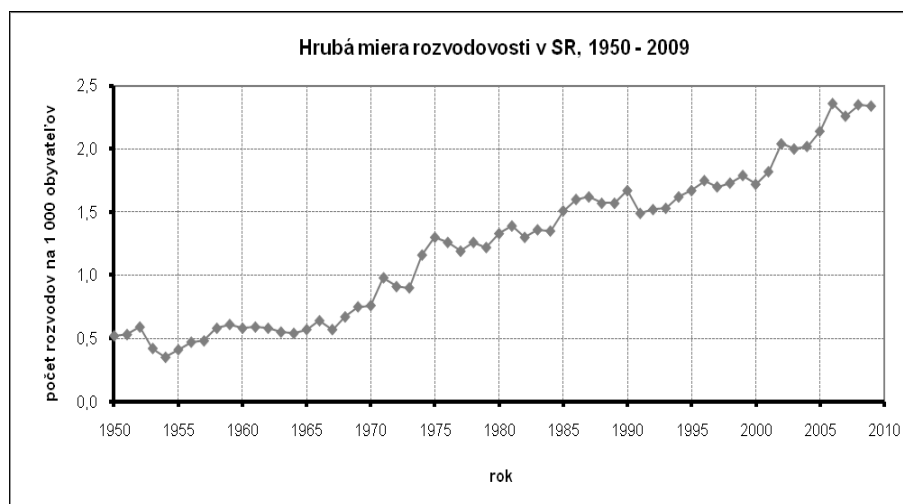
Crude divorce rate is the number of divorces to the median state of the population, usually in one year. Usually, it is expressed in ‰. The divorce index is the number of divorces per new marriages, usually in one year. It is usually expressed in per cent. The duration-specific divorce rate is the number of divorces

in a given year, according to the duration of the marriage to the bases number of marriages. For example, the number of divorces of marriages to have lasted for three years is divided by the number of marriages from three years ago, etc. The calculation does not take into account mortality rates and migration.

**Age specific divorce.** Number of divorces at a certain age to the median state of men or women at the same age, usually in a year. Normally, it is designated as the specific divorce rate. It is calculated separately for both sexes. It is usually expressed per 1000 persons. The sum of divorce rates according to age is expressed in the average divorce rate per one person. Divorce means the divorce of marriage as a complex demographic phenomenon. Total divorce rate is the average number of divorces per one marriage. It is the sum of divorce rates according to the length of marriage. Divorce rate for married persons is the number of divorces to the number of existing marriages (usually to the median state of married men or women), usually in one year. It is usually expressed in ‰. It is calculated separately for both sexes. It is sometimes called the marriage divorce rate.

Dissolution of marriage is the termination of marriage by divorce or death of one of the spouses or when one spouse is proclaimed dead. For statistical purposes, dissolved marriages also include those marriages, which the court annulled. The development of the dissolution of marriage by divorce is presented in Chart no. 8.

**Chart 6.** Gross divorce rate in Slovakia, 1950–2009



Number of divorces per 1000 inhabitants year

Source: VDC (Slovak Demographic Research Centre, [www.infostat.sk](http://www.infostat.sk), 2011).

The area of values of individuals as an integrating force of personality is similarly in a state of chaos or ambiguity. The German sociologist Horst Helle

(1994), in his typology of family cultures points to this fact and proposes a solution: What in the past seemed to be alternative life concepts, today, many people try to combine in different ways... with no regard to the fact that many of these components are mutually exclusive and hence create tension, often almost unbearable, ...For example, if a life-long monogamous marriage is the highest value (to prevent the fact that one person is replaceable by someone else), then a maximisation of sexual satisfaction cannot be at the same time the highest value, as experience teaches us that sexuality progresses through various phases during a long-term marriage. When we, for example, take three components: fertility, sexual satisfaction and irreplaceability of the individual, we can presume that we will have to make decisions and choices (Helle, 1994). If we try and combine that which cannot be combined in an effort to make use of every alternative to the fullest for oneself, chaos is created in the value system and there may be very severe personal and social consequences.

In connection with possible real risks of the demographic and reproductive behaviour of the Slovak population, the Slovak society must prepare for:

- an increase in share of older people,
- an increasing weakening of family solidarity,
- an integration of a larger number of foreigners,
- a more obvious migration of families due to work,

and hence for:

- new approaches to family, social, economical and migration policy,
- a closer international cooperation in the stated areas of social policy.

In the area of cultural heritage and current reality (especially in the field of values), it is necessary the society prepare for changes:

- in the creation of conditions for combining family and work life,
- in terms of a shift in social and moral norms and values,
- in the creation of sufficient resources for parents taking care of children or children taking care of their parents for them to be able to realize their personal preferences and career expectations, by means of providing services purchased for a market value,
- and the formation of a relationship towards migrants and the countries of their origin,
- in terms of tension, which may lead to conflicts of civilizations, in a clash of traditional and new individualist culture etc. (according to: Žilová, V.: *Pronatálna politika v novej sociálnej politike na Slovensku po roku 2004*, rigorosum thesis and according to: Novotná, A. - Žilová, V.: *Pôrodnosť a reprodukčné správanie v populácii Slovenskej republiky*).

### Risks of the stated demographic development of the Slovak population

- From a medium-term and long-term point of view, prognoses say that a constantly changing natality will bring about major problems. The number of economically active citizens determines the sustainability of pension systems and social security systems.
- Low natality today means less labour force in the economy in twenty years and thus lower income of the social security organisation, which means lower pension guaranteed by the state.
- A similar situation may be seen in the area of health care. A higher number of pensioners will mean an increase in the number of probable users of the health care system and at the same time, low natality means a drop in the number of those, who will pay for the services. This means a drop in the level of quality of health care for Slovak citizens.
- The deterioration of macro-economic indices of Slovak economy will cause:
  - an increase in the demand for social services for the elderly, as a result of their growth in numbers, especially in the area of the third sector,
  - a possible problem with the provision and maintaining and possible control of standards of quality in social services,
  - an increase in intensive immigration from abroad, etc.

The measure of the state influencing family life depends on specific life conditions of families and their members, from value systems, from national traditions, from citizen demands. This process is stringy influenced by social consensus. It may be presumed that each of the measures may have an influence of the reproductive behaviour of the population and the overall demographic development.

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## **International projects**





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## **The DISTINC Project as an Example of Building New Europe, or New World by Inclusion in Education and Upbringing**

### **1. Introduction**

The world is constantly changing. This is the truth that cannot be discussed. However contemporary world is changing faster than ever in many areas of development. So in order to make these changes positive for human existence and every day living, we must consider solidarity and learning people how to live together. But trials of joining people by force them to be equal brought nothing but pain and lots of misery. As history has shown we are not equal and every tries to make people equal requires killing part of their personality, aspirations, styles of living. So it is obvious that the idea of joining must have been changed from thinking about equality into thinking about advantages of diversity. The main example, or rather result of such thinking is European Union. The nations of Europe, having in their history much more time of hatred and wars than of cooperation, however did join together and still building the area of harmony (Kolodko, 2008).

The problems that occurred here was of social, cultural, historical and economical nature. The first two aspects, namely society and culture was, and still are especially difficult as they cannot be solved without changes in thinking of members of all social environment. Here lies the necessity of start at the stage of upbringing and educating. If we want to have Europe full of harmony and in the further perspective world full of harmony, we must first teach people, or even rather make people to learn how to live with other people. Thus the idea of inclusion was born in Europe, the continent of different cultures, historical background, styles of living, social structures.

Idea of inclusion is based on the principles of human rights, established in 20th Century as a result of development of culture throughout many centuries (UN Common Declaration of Human Rights, 1948). It consists of many ingredients of European culture—ancient Greek ideas, Christianity and reasonable Enlightenment of 18th Century. Among others, the right to have the access to knowledge and all achievements of culture and civilization, and the right to education that derives from the previous one are crucial. They laid on the basis of idea of inclusion.

## **2. What is Inclusion?**

“Inclusion represents the confluence of several streams of thought, social and political as well as educational. Those moves to inclusion in fact come not from one direction – not, for example, solely from research about the effectiveness of special education and special pedagogy – but from several directions: from research, certainly, but more importantly from the imperative to greater social justice; from calls for civil rights; from legislation that prohibits discrimination; from the stimulus provided by original, distinctive projects started by imaginative educators” (Thomas & Vaughan, 2005).

The idea is to make schools the places or areas of equal chances for developing in the diversity of human natures and abilities. It derives from the deficiencies of the idea of integration, what can be easily seen after years of its implementation. It is also strongly opposite the division of education into regular and special as it creates two separate worlds: world of disability and world of “normality”, however the last term is even hard to be defined and every efforts of establishing criteria of it are doomed to failure. Yet the idea of integration still divide society into two worlds, assuming that the world of disabled must be “integrated” with the rest of society, with the world of “normal” people. While inclusive way of thinking assumes that we are all equal in chances for living in society, and our differences coming from many aspects: from culture, throughout material status, up to biological conditions. These can be regarded as the source of diversity but cannot determine our status or place in the educational system. This is the idea that is very hard to be implemented as it requires not only changes in education systems, but most of all changes in thinking of all stakeholders of education in the first perspective, and all members of our society in further one.

## **3. The idea of DISTINC Project**

The DISTINC Project (Developing In-Service Training for Inclusive Classroom Teachers) was founded in 2010 in the Comenius Multilateral Framework. The partners are from all Europe, even outside the EU, as the main partner is Turkey (Boğaziçi University Lifelong Learning Center (BULLC), and Istanbul Provincial Directorate for National Education (ILMEM). Other partners are: University o

Antwerp (Belgium), Academy of Management in Lodz (Poland), University of Evora (Portugal) and Noel Park Primary School (UK).

The team reflects the area of interests of the project as well as the main beneficiaries: educationists, teachers, education governments and all stakeholders of education.

The project is set in the mainframe of idea of inclusion as all research has shown (as well as common sense dictates) that segregation has big and negative influence for all society and brings bad and expensive results. Both in social and financial sense. The fundamental thing to avoid segregation is to establish conditions for developing different potentials of all children. Thus we can receive not only a great tool for prophylactic activities but also make the ability for children to learn from themselves which is one of most powerful didactic “weapons”.

One of the main barriers in developing inclusive education is that it's about shifts in thinking not only in teachers' minds, but also governments, local authorities, even parents, that it's about looking at the same reality but in a different way so we can see other opportunities in dealing with this reality. But to create shift in thinking is not enough here. It is necessary also to show what lies behind the scenes – what are the benefits of new way of thinking: to diminish fears of change, and, what is of great importance, to create the environment for developing tools for this new way of thinking, new way of teaching.

The project is constructed in such way as to give to the teachers basic tools but most of all to show them how to create their own ideas, as each and every teacher works in specific conditions, that requires sometimes specific tools and attitudes. So the project is a kind of self developing tool, conceived as a “snow ball”, becoming bigger and bigger as it is spread all over educational world.

The project is mainly related to the teachers, but doesn't limit to them. It can be useful for educational authorities, school staff, school heads, even parents, whose expectations according to school are often based of the lack of knowledge and thus are far from reality.

#### **4. The construction of DISTINC**

The Project started from preparing research on knowledge and needs of teachers according to the idea of inclusion. The research was made in all countries of partners of the Project in 2011. The results will be published in the separate paper as it can be also a contribution to another useful social or educational projects.

The next stage was developing modules for training teachers. The modules consists of toolboxes with all necessary material for developing the idea of inclusive education, but most of all to put them into practice.

After the toolbox are produced, the trainings of the trainers are planned. The idea of spreading the Project is to train 5 teachers making them trainers, than they

train 5 teachers each, making thus the amount of 25 teachers trained. And so on. The operation is independently made in all countries participating in the project.

Then the assessment will be made. To see all possible aspects of impact of this Project, the evaluation process will be held in two different ways. First is to gather the opinion of the trained teacher of what changes they can see after training and what is their contribution (or the teachers that were trained) to the developing or evaluating of the Project. On the other hand the external evaluation will be made. Experts on inclusive education will have their eye on the implementation process and will be able to value the impact of educational process.

The idea is here to make the process to be born and leave it still working and developing after the Project will be finished.

## **5. The content of DISTINC**

The toolbox for the Project consists of five modules.

Each of them has clearly stated goals. They begin from the introduction explaining these goals, and put them in a wider perspective of inclusive education. Then the scenario of the training is set with themes, explanations and activities. But the main content of each module is a set of scenarios, presentations, reading materials, that can be used not only during training, but most of all in the every day work of the teachers. We can distinguish three main groups of materials: Reading materials for teacher trained, presentations to use during the trainings, and scenarios of activities that can be used by teachers in their work. What is very important, every toolbox encourages also to search for new, particular tools and materials. It is made in two ways: by showing how to prepare it on one's own, and by showing where to seek additional tools (links, libraries, persons). So all the modules are open to develop – if they are to create the shift in thinking into the inclusive mode, they have to be inclusive by itself.

The five modules are:

1. Education in an Inclusive Paradigm
2. Inclusive Classroom Practice
3. Challenging Behaviours
4. Initial Reading and Writing
5. Difficulties in Fluency and Reading Comprehension

### **1. Education in an Inclusive Paradigm**

This module consists of general information on inclusion and inclusive education. Its goal is to introduce some key concepts that can be helpful in understanding the concept of inclusion as a framework and to realize its significance for educational practice and challenges today. It gathers basic information about the background of inclusion and inclusive education, and introduces some kind of

inclusive language which is a sign of inclusive way of thinking, that will be used throughout the other modules.

It begins with introduction that puts the inclusion on the wide background of human rights. That the idea of inclusion is presented, especially in regard to the approaches to disability. However it must be remembered that inclusion doesn't limit to disability, but it is a wide idea of living in diversity in general.

Shifts in thinking that are crucial to put the idea of inclusion into practice are here a start point, because it is necessary to raise the problem of changes in school organization. Sometimes it is impossible to wait for authorities to make some changes as we could wait for it for eternity. The initiative must go from bottom to the top. That requires full conscious of teacher and all educational stakeholders. But sometimes teachers don't even realizes the conditions of their functioning, as things that are around for always are regarded as natural and not even noticed. The answer for the question of school organization is here the starting point to change it in minds of people who using it, as this is the best way to persuade the people who create it.

The module also gives awareness of the most common problem that can arise in teacher's work. It presents popular kinds of problems described in educational practice as Special Educational Needs.

## **2. Inclusive educational practice.**

This module is of a practical nature. Its goal is to give as much tools for teachers as it is possible. But it doesn't mean that it is only the toolbox, the repository of things ready to use. It has to lead to making the teacher feel more competent in dealing with a wide diversity of educational needs and abilities in an inclusive context. The tools here always refers to some concepts that can be used in preparing more adequate material, as the teachers are dealing with specific challenges in their everyday work. For example the reference to the Gardner's multiple intelligences is made here with possible way of using it in practical work in the classroom used as an example.

The module that is starting from scenarios of welcoming all children in the class, refers to three basic dimensions of classroom working.

First is the adaptation to children with wide diversity of different abilities. Teachers in really inclusive school must deal with children of different nature, abilities, behaviours, cultural and ethnical background. It requires not only the inclusive approach or even the patience, but also a wide knowledge about different kinds of human nature in every aspect of living.

Second is the adapting the methods for such a variety of children's natures. The teacher should keep balance between being flexible in approach to particular children and firm in the approach to curriculum in general. Teaching becomes an art of choosing between flexibility and being strict.

Third is adapting environment of teaching. Flexibility in teaching cannot mean leaving curriculum in its general mainframe. But to create the good environment for inclusive teaching, and for the children the environment for inclusive learning, the teacher must change the organization of the class, as setting the right environment is crucial for further working. The conception as well as tools are proposed here.

### **3. Challenging behaviours. Things we know, things we can learn**

This module contains information, especially given from psychological point of view, about behaviours that the teachers can deal with at school. It is obvious that every teacher meets challenging behaviours in his or her work, but it is necessary to understand their complexity and all possible factors that are the cause of it. In the third module teachers are given presentations of psychological background of most common challenging behaviours. They are able to understand the roots of behaviours as a reaction to stimulus. It is also pointed that not every special educational needs are of organic nature, some of them are connected with behaviours of reactive nature. So they can be easily eliminated if the cause of them will be eliminated.

The module gives tools to manage inclusion of children with challenging behaviour into the community of the class or school, eliminating fears of spreading them to the rest of the children. It focuses also on the fact that teacher cannot forget about interactions between him or her and the child. Dealing with children with such behaviours in an inclusive way cannot divide teacher and the child into “both sides” as it can create conflict and is far away from the idea of inclusion.

The important feature of the module is that it doesn't pretend to be the new prescription for acting but encourages teachers to join their own experiences with the new approach.

### **4 and 5. Initial reading, writing and fluency**

These modules are also mainly of practical nature. Module 4 is devoted to early reading and writing, while 5 deals with difficulties in fluency and comprehension in reading. These activities are chosen as the basic one for the next stages or levels of education. Neglecting beginnings of structured educations, i.e. ability of communicate by reading and writing, makes irreversible harm in children's minds and have undoubtful affection on the future life of individual in the society. The tools that are presented in this module can allow teachers to take a look at the process of teaching of reading and writing from the inclusive perspective, not from the perspective of estimations and achievements only.

Module 4 helps teachers to understand needs of children on the stage of initial reading and writing, especially those who have problems with it. It is sometimes necessary to link behaviours or other organic or social problems with difficulties in reading or writing. With the tools delivered, the module helps teachers to

determine and/or describe basic skills in the area of communication from the educative perspective.

Module 5 focuses on fluency in reading and comprehension, dealing with some myths about difficulties in fluent reading. It also presents a lot of methods and techniques improving comprehension from the inclusive perspective: without dividing children into any groups, without challenging expectations or achievements. It also gives a clue on how to encourage children in their aspirations without giving a fear of failure.

## 6. Conclusions

The Project is the expression of the idea claiming that changes must be made on the level of particular minds. Inclusive education as well as inclusion itself is of such nature that implementation by establishing top – down rules is impossible. It must be internalized by all the people responsible for education first, but all over the society then. Wide range of partners in the DISTINC Project guarantees taking into considerations many aspects of complex problem that lies on the basis of theory of inclusion, as each partner has its own experiences on this ground: from dealing with diversity that arises from the emigration and diversity of cultures, throughout different levels of economical status, to the different levels of civilization development within one country. However there are things that are common: question of disability or special educational needs. That is why DISTINC Project has big chance to succeed and can be continued in practice even after its end, what is one of the main goal of it.

### **Projekt DISTINC jako przykład budowania nowej Europy lub nowy świat przez włączenie w edukacji i wychowaniu**

#### **Streszczenie**

Artykuł przedstawia jeden z międzynarodowych projektów europejskich z programu Comenius, mianowicie DISTINC (Szkolenie zawodowe dla nauczycieli w zakresie edukacji włączającej), poświęcony problematyce edukacji włączającej. Osadza projekt w obszarze włączania, podkreślając, że idea włączania leży u podłoża idei Unii Europejskiej. Idei, która może być rozprzestrzeniona na cały świat. Autor przedstawi cele, konstrukcję i zawartość projektu i podkreśla jego znaczącą rolę w budowaniu nowoczesnego, otwartego, wielokulturowego społeczeństwa.

#### **Summary**

The paper presents one of the European international projects from the Comenius Framework, namely DISTINC (Developing In-Service Training for Inclusive Classroom Teachers), devoted to the problems of inclusive education. It sets the project in the area of inclusion, pointing out



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that the idea of inclusion lies at the ground of the idea of European Union. Idea that can be spread all over the world. Author presents goals, construction and contents of the Project and emphasizes its significant role in the building of modern, open, intercultural society.

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www.distinc.eu



## **Career guidance and tutorial actions in the educational framework in Catalonia**

Catalonia is a country that is part of Spain as autonomous community in northeastern Iberian Peninsula, with the official status of a “nationality” of Spain. <http://en.wikipedia.org/wiki/Catalonia> - cite\_note-0 Catalonia comprises four provinces: Barcelona, Girona, Lleida and Tarragona. Its capital and largest city is Barcelona which is the second Spanish city by population after Madrid. Its borders essentially reflect those of the former Principality of Catalonia. It borders France and Andorra to the north, Aragon to the west, the Valencia Community to the south, and the Mediterranean Sea to the east (580 km coastline). The official languages are Catalan, Spanish and Aranese (Occitan).

### **1. Introduction**

The objectives of the tutorial action and career guidance are included in the Catalan education law and they refer to monitoring, personal development, personal guidance and to academic and professional relationship with families and environment.

The tutorial action has to plan activities that allow the involvement of students in their educational process.

The teaching function implies a close link between the guidance and teaching, therefore the objectives are a shared responsibility of all teachers involved, being also necessary that students and families have the knowledge and they know how to value it.

The Centre’s educational project and its organizational and operational rules must specify how to distribute the individual and collectively responsibility.

The tutorial action and career guidance contribute to the acquisition and development of basic skills to be developed through contexts, learning, modelling

approaches and interactions that promote their autonomy and personal initiative, as well as the integration and social cohesion.

## **2. Career guidance for secondary school students**

The Catalan Government makes available to the students, families and professional staff, the psycho-pedagogical guidance teams: (PGT). The PGT are educational services teams.

The teams are composed by different profiles (psychology, pedagogy, social work). Their aim is the counselling and educational guidance in schools to respond in the best way to the different needs that students face throughout their schooling. The teams give support to teachers and schools in responding to student diversity and in relation to learners with special educational needs as well as their families.

The PGT teams are part of the educational services in different areas. They work together with learning centres and with specialized support equipment: language, multiculturalism and social cohesion.

The PGT resources are addresses to schools, management teams, teachers and other professionals involved in caring for students with difficulties or with special educational needs, as well as the students and their families.

Professionals, teachers and parents can access these services through the schools.

Normally is needed an “Action Plan” previously made for the centre according the detected needs.

Currently there are 79 PGT covering all Catalonia

In each PGT team there are one or two social workers taking care of all educational centres in the area. In total, there are 111 professionals in Catalonia.

Each psychologist attends several schools per area and collaborates with health and social services of each area to provide a coordinated attention to students and families in need.

The targets are schools, management teams, teachers and staff involved in the care of students or their families.

The goals of the PGT teams are:

- To identify and assess educational needs of students and make an education proposal, working together with specific services if needed.
- Guiding teachers and families of learners with special educational needs, in collaboration with specialist teachers and specific educational services.
- Advising teaching staff, students and families on personal, educational and professional aspects.
- Supporting schools in improving the attention to diversity and inclusion.

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- Working together with the educational services of each area to promote exchange activities.
  - The model used in the guidance process considers the personal characteristics, the real possibilities and the socioeconomic circumstances.

The tutor and the educational psychologist advice on a personal, educational and professional way, however, others can also inform and assist: family, friends, teachers and specialists in educational guidance.

The guidance processes consists at four phases:

- To determinate objectives: In general, people who start the post-compulsory studies have the idea of preparing themselves to enter professional world. But the choice of studies does not always means a well-defined career option.
- Many times the choice is making a college education or to continue studies as an alternative to joining the labour market. In other circumstances the student prioritizes the duration of studies or if they are compatibles with the simultaneous development of a job.
- Although the structure of the educational system offers the possibility of reconsidering a change in the choice made, it should be bear in mind that premature specialization, sometimes behaves more disadvantages than advantages.
- Gather information: To be able to choose in the best way is necessary to have complete, clear and updated information on the range of studies. Therefore to carry out this process is needed to know about the conditions required for access, the knowledge subjects, the professional fields where youth apply and the study centres.
- Analysis of possible option, meaning the identification of alternatives more according to the possibilities.
- Choosing an option. The Educational Department offers different tools to do it. Tools can be used as an intervention integrated into the guidance and tutoring plan.

The Education Department brings several tools to face the career guidance process:

An application to help finding the most suitable career path based on the completed studies. The application is addressed to the young people, in fact are the same youth who, through a circuit of questions, solve their professional unknowns.

A career guidance book that includes a student guide, to help the youth to define their career plans. To help them in the process of choosing the future career to better understand how they are and reflect on what they want to do. Young

people are guided through several questions classified according to the work environments, areas of learning, skills and abilities, professional values, interests, personal and professional type, professional codes, table of correspondence between codes and professional working environments, analysis of results, table of correspondence between the workplace and areas of learning, skills and values.

A tutor's Guide to help students to a better understanding how they are and reflect on what they want to do.

The guide is structured in five main objectives; a classification of work environments,

an analysis and reflection on the areas or subjects, skill, abilities and occupational values that students believe they have, an inventory of interests and typologies, the analysis of the results, the correlation table between work areas, skills and values.

The main objective of all the tools offered by the Educational Department is to bring to the young people a better understanding of themselves, as well as the range of studies and professions.

All the counselling activities in Catalonia are carried out during the last year of secondary school.

The families are a very important target and the offered tools are very focus on them.

### **3. The role of the family in the academic and professional process**

Families develop the most important roles as educators. Despite sometimes parents do not have enough information, they are the ones that must accompany their children in decision-making.

One of the strategic objectives of the Catalan Government Plan 2011-2014 is to facilitate and promote family involvement in the monitoring of the academic and personal development of their children.

In this sense and with a clear idea of ensuring that families are involved in the process guide, in 2010-2011 the Department of Education added a new procedure in the educational process, "the letter of commitment to education". The document aims to encourage the involvement of families in the education of their children and to get some commitments from the centres.

The educational community of each school must design the model letter which considers appropriate, within the framework of its autonomy. However the Department of Education establishes the minimum content for the letter: tracking the progress of students; respect for the moral and ideological convictions of the families; communication between school and families; the responsibility of the centre and the family in the orientation process and additional specific commitments between the centre and families in particular, if deemed necessary.

Also with the aim to involve families in the educational process the Department of Education makes available to the school centres the “School and family” document. The paper is a support with guidelines and resources to promote the involvement of families in the educational process as well as their cooperation and participation with the centre.

The “School and family” paper covers the following areas of intervention: reception and welcome for families, Letter of commitment to education, information, communication, Participation in the monitoring of school children, participation in the school project, training for families: school parents.

The Education department also offers a guide for families. The guide is a resource to support the tutorials and guidance sessions, especially in periods that education is a transitional stage for some children and families.

#### **4. Families and schools, an inseparable tandem**

The family is the best agent to transmit the necessary values to motivate children for further studies and therefore to continue training.

The opinion of the family is an essential conditioner factor for the academic and career choices of youth. It is very important that parents follow with interest and support during the orientation process and decisions about the academic and professional future of their children.

Provide support through dialogue, not from taxation.

When, in the guidance process, the children obtain the results about their self-knowledge, the tutor asks to the children to show the results and comment them with the family.

That is a good opportunity to initiate the dialogue between children and parents and help children to analyze the different aspects that the report contains: personal factors, professional environments, etc.

When establishing this dialogue is important not to put much emphasis on the results achieved but in the opinions and expectations generated by the results with the idea to start thinking about a future option.

For all those reasons we can conclude that in all career guidance process families are the cornerstone, working together with schools. It is the responsibility of both to help and guide the young people. The process is achieved from the school by involving parents in the exciting world of education, and from families' perspective, being open to suggestions proposed by the educational professionals.

It is very important families and school “working” together, especially in the orientation process because it is in that process when more young people need to feel accompanied.

Of course it's not a simple task. It is not. But it is a rewarding work and there are many pleasant surprises which we can find along the way.

Don't forget is in the education of our children that families and schools must make an effort to work together for the common good of our society.

### **Projekt DISTINC jako przykład budowania nowej Europy lub nowy świat przez włączenie w edukacji i wychowaniu**

#### **Summary**

In Catalonia is the Education Department of the Catalan Government the responsible for establishing guidelines and tools for vocational guidance and tutorial actions.

The 2011-2014 Government Plan considers the Education one of the main priorities.

One of the areas developed in the axis of Education is the Training and the Lifelong learning, integrating the promotion of vocational training as a great challenge.

The Government Plan considers families as an essential element to achieve educational success and contribute to better academic and social integration of the children.

The Education Department works on:

- Creating mechanisms to achieve the progressive integration of vocational training subsystems in Catalonia.
- Developing an integrated model of information and guidance to propose routes to facilitate the qualification and employment.
- Developing a flexible and feasible model of recognition and accreditation of skills acquired.
- Strengthening the possibilities to combine training and work.
- Establishing degrees, according to the needs of productive sectors and integrating them into the catalogue of training and professional qualifications.
- Improving the management of initial vocational training programs and exploring new ways of funding.

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## **Career guidance services for school students in Lithuania**

The paper presents an overview of career guidance service provision for school students in Lithuania: how it works, what career guidance services are provided in various educational and labour market institutions, plans for future. It also discusses legal basis, which creates preconditions for development of career guidance in schools.

The formation and development of the career guidance policy in Lithuania is under the responsibility of two executive authority institutions of the Republic of Lithuania:

- The Ministry of Education and Science, which is mainly responsible for career education and guidance service development in educational system;
- The Ministry of Social Security and Labour, which is responsible for career guidance service development and improvement in labour market.

These two ministries are responsible for political decisions on quality standards applied to career guidance service provision.

Career guidance system in Lithuania was started to develop in 2003, when a strategy of vocational guidance was approved by those two ministries. It is one of the key documents describing the vision and goals of the national career guidance policy, the roles of various institutions in the development and administration of the national career guidance system.

A huge impulse for development of the whole system was provided by entering European Union and occurrence of opportunity to use the support of structural funds for that.

During 2005–2008 using those funds two interrelated projects of national importance were implemented “Development and Implementation of the Career



Guidance System” and “Development and Elaboration of the Open Information, Counselling and Guidance System (AIKOS)”. Due to these projects, regulatory documents important for career information and counseling as well as various training programs and methodologies for career guidance practitioners were developed. Career guidance is still a priority as regards absorption of the European Union Structural Funds for 2003–2013.

The main career guidance service providers in educational system in Lithuania are:

- *General education schools* – Career guidance at schools takes several directions: extra curricula career information and guidance lessons, various tests for analyzing inclination and purposefulness, integration of career issues into different subjects, the activities of Career Information points in many schools, cooperation with other institutions providing career guidance services. Since 2007, finances for pupils’ career counseling have been allocated in the school budget and used for seminars, lectures, fairs and other events related to the pupils career counseling, purchase of various teaching tools.
- *Career Information Points (CIP)* – Career Information Points provide vocational information services: information on issues of career choices, training and employment opportunities in the country and abroad and the situation within the labour market and vocations. Career Information Points are set up at general education and training schools, youth centers, education centers, non-formal development institutions, etc. They are main actors, working directly with clients (learners, teachers, parents) in Lithuanian career guidance system. In some schools, CIPs have been reorganized into student career centers where services are provided by teams of school specialists.
- *Pedagogical-psychological services* – Pedagogical-psychological services perform psychological and pedagogical assessments of the child, advice parents and teachers on issues related to learning, behaviour, emotions and communication problems of learners with special needs or psychological difficulties, and provide recommendations on their further development. Psychologists of some pedagogical-psychological services also provide learners with the services of vocational information and counseling. The services are provided to students, their parents and teachers.
- *Career planning centre under the Lithuanian Youth Technical Creativity Palace* – The center is established by the Ministry of Education and Science with the purpose to perform the important functions in career education: organize vocational information and career planning activities within educational institutions, prepare and publish methodical and information material, develops and implements qualification improvement programmes for specialists, arranges workshops on career planning vocational information for students and parents.

The center plans, coordinates the development and accreditation of Career Information points.

- *National Open Information, Counselling and Guidance system (AIKOS)* – It is the internet site that introduces learning opportunities in Lithuania, provides information about educational and scientific institutions, qualifications, training licenses, etc., contains information about professions, admission rules, the situation in the labour market, etc. The website provides opportunity to search for information necessary for choosing a profession, training or studies.
- *Euroguidance project in Lithuania.* - Promotes career guidance ideas in Lithuania, delivers information on career planning, studies, mobility opportunities in Europe, creates various products and tools for guidance practitioners, organizes training seminars for career information and counselling professionals, each year publishes the Career Guidebook
- *The Lithuanian Labour Exchange Youth Employment centers* - 11 Youth job centers operate within the Labour Exchange throughout Lithuania, which provide information and counselling for young jobseekers, introduce to young people the world of professions, organize informative events and practical training, assist in preparation for job interviews, provide with profession descriptions and informative movies about occupations, administer professional orientation tests.
- *Career guidance services are also provided by non-governmental institutions.* One of them is Youth Career and Advising center in Kaunas ([www.karjeroscentras.eu](http://www.karjeroscentras.eu)), which provides career guidance services for young people all over the country, consults on career planning, vocational choices issues pupils and students, administer professional orientation test, organizes seminars/workshops for students, teachers, parents, involves students and teachers in various national and international projects/programs. The center also is focused on developing, introducing new and innovative career guidance tools and materials. At the moment it is involved in Leonardo da Vinci transfer of innovation project “From School to Career: A methodology for a Student-centric career Guidance by using Career path Test (CPT)”. Together with partners from Poland, Turkey, Spain and Finland center’s experts will implement new on line guidance tool to help young people, especially from rural areas to self-diagnose their abilities, skills, personality type and many other elements that will help them to decide about their future career path, evaluate their professional tendencies. It will be also of great value for career counselors and parents as it will be followed by career counselling curriculum material and a manual for implementing the new system.

In conclusion it is important to mention that for the further development of effectively working career guidance system in Lithuania it is important to develop

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a set of tools and instruments for provision of quality assurance process. Special attention should be paid to tools and instruments for analysis of the context of career guidance service provision, instruments for assessment of knowledge and skills. The plan for the future is to integrate career education into the general education in all schools, ensure the unity and continuity of the career guidance system in the transition from general education schools to vocational and higher education schools, to improve the areas of management, infrastructure and personnel training in career guidance.

**Project From School to Career: A Methodology for a Student-Centric Career Guidance by using Career Path Test (CPT)** <http://www.s2cpt.eu/>

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