

# STUDIES

## **Intellectual Leadership of Researchers in Higher Education: Relationship Between the Demographic Factors and Roles (Lithuanian Context)**

*Vilma Žydžiūnaitė\**

DOI: 10.1515/atd-2016-0017

**Abstract:** The intellectual leadership of educators or teachers represents a topic of a great interest for educational research and practice. Variety of variables or factors have been examined to find the most complete explanations for teachers', professors' and educators' roles, for example, institutional, financial, gender, organizational, spiritual, and intellectual. No literature was found on the relationship between the demographic variables and researchers' roles in higher education regarding intellectual leadership. But a lot of studies are focused on the relationship between demographic and other factors in education: job satisfaction, organizational justice, religion, gender, culture, personal and professional roles, stress, mental health, and mobility. The research issue in this study is related to researchers'/scientists' work in higher education schools and is focused on intellectual leadership, which consists of different roles. It is worth to think about researchers as intellectual leaders and to discover how they recognize or identify their roles in higher education. In this study, findings answer the following research question: "What are the relationships between researchers' roles and their gender, work experience, dissertation defence date, and research field?" The object of the research study is the researchers' roles in higher education. The aim of the study was to reveal the relationship between demographic factors and researchers' roles in higher education. Data were collected by performing a questioning survey and using a validated questionnaire with 116 statements in total. The sample consisted of 304 researchers working in higher education institutions. For data analysis, Cronbach's alpha, Mean and ANOVA calculations were used. The research findings reported that the female-researchers' evaluations were higher in all cases regarding their roles in higher education schools. The results of the study highlighted that the male-researchers were devoted to the roles of academic citizens and mentors, while they did not refer the interest for academic freedom and the

---

\* Vilma Žydžiūnaitė, Department of Education, Vytautas Magnus University, Kaunas, Lithuania; vilma.zydziunaite@vdu.lt

role of a knowledge producer. Findings revealed that the role of an academic citizen is perceived equally to other roles, despite the fact that researchers work in different research fields. In this research study, the highest estimates were given to the roles by the researchers representing medical sciences. Results showed that the lowest estimates for the diverse roles in higher education were provided by the researchers from engineering sciences. A correlation analysis between distinguished minor roles descriptions revealed that the participation of scientists in society debates and public policy correlates with all the remaining roles of scientists very weakly or weakly. The strongest correlation with all roles refers to academic duty, critic, personal development, and acting in one research field. In conclusion, intellectual leadership is the scope of challenging processes regarding developing, designing, creating, defining, ensuring, critiquing, teaching, instructing, researching, mentoring, enabling questioning, generating, envisioning, advocating, encouraging, re-imagining, managing, representing, counseling, achieving, evaluating, acting, and providing. The general components here refer to ideas, values, understandings, solutions, beliefs, visions, knowledge, approaches, purposes, and actions. By concluding the study, it is worth to accentuate that the demographic factors that are meaningful in studying the researchers' roles within the intellectual leadership in higher education are the following - gender and research areas. The work experience in higher education and the year of Ph.D. defence are not the factors, which are meaningfully related to the role performance, academic duty and academic freedom of the researcher as an intellectual leader in higher education.

**Key words:** gender, higher education, intellectual leadership, researcher, role, scientific field.

## **Psychometric Properties of the Slovak Version of sEMBU on General Adult Sample**

***Gabriela Rozvadský Gugová – Martin Eisemann\****

DOI: 10.1515/atd-2016-0018

**Abstract:** The factorial stability and reliability of the 23-item s(short)-EMBU previously demonstrated to be satisfactory in the samples of students from Greece, Guatemala, Hungary, Italy (1999), East-Germany and Sweden (Arrindell et al., 2001). The Slovak translation of the original sEMBU was published in 2007 (Poliaková, Mojžišová, & Hašto, 2007). We decided to explore the psychometric properties of the translation of sEMBU on a general adult sample (N=970) in Slovakia, because the translated version of sEMBU is already utilized in research projects in Slovakia. The results show a very good alpha reliability of sEMBU. In the Slovak translation, we found similar scores of Rejection and Emotional warmth and Overprotection. A factor analysis with forced 3-factor solution sorted items to scales exactly as authors of sEMBU presupposed. Overprotection (father) has the highest share for classification and differentiation in the cluster. Emotional warmth (mother) has the highest share for classification and differentiation in the cluster. We discussed our results with the results from other studies and we suggest to continue in the research of the Slovak version of sEMBU focused on types of attachment, especially on the secure type of attachment.

**Key words:** parenting, attachment styles, sEMBU, experiences in attachment, psychometrics, parent and child interaction.

---

\* Gabriela Rozvadský Gugová, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; gugova@dti.sk  
Martin Eisemann, Faculty of Health Sciences, University of Tromsø, Tromsø (Norway)  
martin.eisemann@uit.no

## **An Inclusive Secondary School in Bratislava**

***Eva Gajdošová – Veronika Bisaki – Silvia Sodomová\****

DOI: 10.1515/atd-2016-0019

**Abstract:** The study presents a characterization of an inclusive secondary school in Bratislava and provides information about the forms and methods used in the work of the teachers, school psychologists, special teachers with regard to students with special needs (students with Attention and Hyperactivity Disorder, i.e. ADHD, with learning difficulties, with emotional and behaviour difficulties, etc.), who are educated together with mainstream students. It also provides information on the first results of the measurements of the socio-emotional health of the students in the inclusive school, both as to its overall level (covitality index) and as to the level of the four psychological dimensions of mental health. The pilot project of the inclusive school confirms that inclusive secondary schools and inclusive education operating within the intentions of positive psychology help the students to develop their cognitive and socio-emotional competences, to create favourable attitudes to diversity, to form the students' scale of positive values and to encourage positive interpersonal relationships, social cohesion and social classroom climate.

**Key words:** inclusion, inclusive school, multidisciplinary team, school psychologist, social-emotional health.

---

\* Eva Gajdošová, Paneuropean University, Bratislava, Slovakia;  
eva.gajdosova@paneurouni.com  
Veronika Bisaki, Paneuropean University, Bratislava, Slovakia; nikanika84@gmail.com  
Silvia Sodomová, Paneuropean University, Bratislava, Slovakia;  
silvia.sodomova@gmail.com

## **Civic Engagement and Environmental Sustainability in Teaching and Learning at Higher Education Institution in South Africa**

*Tererai Nhokodi – Thandiswa Nqowana – Dylan Collings – Roman Tandlich – Nikki Köhly\**

DOI: 10.1515/atd-2016-0020

**Abstract:** This article seeks to provide an outline the scope of professional teaching and learning activities and their connection to civic engagement and the achievement of environmental sustainability at Rhodes University and in Makana Local Municipality. Activities in the context of rainwater water harvesting and sanitation research are used as examples. The improved hydrogen-sulphide test kit was used as the tool for the assessment of microbial water quality between April and July 2016. An approach to the improvement in the design and modelling of the performance of ventilated improved pit latrines under laboratory conditions is also described. All activities described have been taking place in the context of undergraduate and postgraduate student research projects at Rhodes University. They have implications for teaching and learning, civic engagement and environmental sustainability. Teaching and learning of the concepts of sustainability can facilitate the development of the necessary connection between academia and the society at large. This can have a significant positive effect on societal conditions in South Africa. Further endeavours similar those described in this article should be stimulated in South and beyond.

**Key words:** H<sub>2</sub>s test kit, experiential learning, South Africa, Bachelor of Pharmacy, Bachelor of Science of Biotechnology

---

\* Tererai Nhokodi, Environmental Health and Biotechnology Research Group, Faculty of Pharmacy, Rhodes University, Grahamstown, South Africa; g13n2885@campus.ru.ac.za  
Thandiswa Nqowana, Environmental Health and Biotechnology Research Group, Faculty of Pharmacy, Rhodes University, Grahamstown, South Africa; tnqowana@gmail.com  
Dylan Collings, Environmental Health and Biotechnology Research Group, Faculty of Pharmacy, Rhodes University, Grahamstown, South Africa; dmacollings@gmail.com  
Roman Tandlich, Environmental Health and Biotechnology Research Group, Faculty of Pharmacy, Rhodes University, Grahamstown, South Africa; roman.tandlich@gmail.com  
Nikki Köhly, Office of Enterprise Risk Management, Rhodes University, Grahamstown, South Africa; n.kohly@ru.ac.za

## **University Kindergarten: The Story of a Little Big School**

*Jana Majerčíková – Anna Rebendová\**

DOI: 10.1515/atd-2016-0021

**Abstract:** The study is of empirical character. It presents a story of a kindergarten which is a private, a company and a university kindergarten. The establishing authority is a university that can preferentially accept children of its employees. The parents of the children financially contribute to running the kindergarten.

The research was based on the strategy of a one-case study. This integrated quantitative and qualitative research approach. Data from two types of questionnaires were used in the study presenting interviews with parents, teachers, students in teacher training and members of the school board, as well as data from observations of the educational process and from the analyses of the available school documentation. The aim was to describe the kindergarten and the contexts in which it operates, explain its operation and clarify the mechanics, circumstances and subjects it is most influenced by. Three basic factors influencing the school's operation and fulfilling its function emerged from the collected data: the relations with the establishing authority, the community of university-educated parents and the status of a faculty school providing space for practical training of the students in teacher training. The major conclusion that emerged from the study is: The kindergarten works in specific conditions with strong contextual conditioning linked to the university environment and the authority's conditions.

**Key words:** company kindergarten, university, parents, practical training of students, case study.

---

\* Jana Majerčíková, Faculty of Humanities, Tomas Bata University in Zlín, Zlín, Czech Republic; majercikova@fhs.utb.cz  
Anna Rebendová, Faculty of Humanities, Tomas Bata University in Zlín, Zlín, Czech Republic; arebendova@centrum.cz

# ARTICLES

## Teachers in the Context of Vocational Education

*Gabriela Gabrhelová – Lenka Pasternáková\**

DOI: 10.1515/atd-2016-0022

**Abstract:** In the presented article, we deal with teachers' personality and their tasks in vocational education. Based on the opinions of professionals, we characterized teachers and the factors influencing the creation process of their personality. Teachers can be characterised based on their job positions in schools, e.g. a class teacher, the school counsellor, the director, there are plenty of them in every school. Teachers' personality is being formed throughout their teaching practice by the experience they gain. They get the basics during their teacher training when they are getting prepared for the teaching profession. We focused our attention on the issues of teachers' professional identity. In this context, we were interested in the students of Dubnica Institute of Technology in Dubnica nad Váhom and in their perception of their studies. Our partial goal was to analyse students' motivation to take part in teacher training which we deal with in our paper.

**Key words:** teacher, school, vocational school, teaching profession, motivation.

---

\* Gabriela Gabrhelová, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; gabrhelova@dti.sk  
Lenka Pasternáková, Faculty of Humanities and Natural Sciences, University of Prešov, Prešov, Slovakia; lenka.pasternakova@unipo.sk

## **Stress of Students and Social-Pathological Phenomena**

*Jana Hanuliaková – Lívia Hasajová – Dáša Porubčanová\**

DOI: 10.1515/atd-2016-0023

**Abstract:** In the contribution, we focus on the social, emotional and behavioural factors of students' stress and their influence on the occurrence of social-pathological phenomena. We analyse the statements of teachers who mention the preferences of occurrence of single elements of students' stress. In the interpretation of data, we search for statistical significances of selected variables – stress and its influence on the occurrence of social-pathological phenomena in the educational reality.

**Key words:** factors of stress, school environment, social-pathological phenomena.

---

\* Jana Hanuliaková, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; hanuliakova@dti.sk  
Lívia Hasajová, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; hasajova@dti.sk  
Dáša Porubčanová, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; porubcanova@dti.sk