

## STUDIES

### Coping with Adversity in the Lives of Children in Foster Care

*Viola Tamášová – Silvia Barnová\**

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**Abstract:**

**Introduction:** The theoretical-empirical study is based on two particular case studies of families bringing up children from institutional care. It deals with the real needs of foster families, with the foster parents' perception of fostering and their experiences from the time spent with children in foster care, about the children's behaviour in adverse situations, which the foster parents must deal with in the period of the child's adaptation to the new environment of their households. The authors accentuate the importance of communication and emotional education from the aspect of personality development of children placed into new families. These children should be prepared for moving from a known into an unknown environment. In the conclusions, the authors give several specific recommendations within the framework of semantic categories dealt with in the chapters and subchapters of the study.

**Methods:** The study is based on a theoretical analysis of the presented issues. For the purposes of the research, the following research methods were used:

- Content analysis of official documents (job description of social workers in foster family care).
- Case studies of two clients of the offices of Social and Legal Protection of Children and Social Curatorship in the field offices of Central Office of Labour, Social Affairs and Family in Nitra and Bratislava Self-Governing Regions carried out in 2018.
- Logical operations - analysis, synthesis, comparison.
- Interviews with foster carers (Family 1 and Family 2) carried out throughout the whole year 2018.

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- Generalization in semantic categories which, at the same time, are the titles of the chapters and subchapters bellow, and also in the conclusions and recommendations for foster care and the social practice.

**Results:** For personal development, children need relationships with others. Maternal and paternal love, and care are the basic elements of these relationships - as confirmed in the interviews with foster parents. Alongside with biological parenthood, the so-called “psychological parenthood” has an important role to play. The role of a psychological parent can be filled by the members of own (i.e. biological) family as well as by adoptive parents, foster parents, the biological parents’ partners (stepmothers and stepfathers) and - under certain conditions - also by personnel in facilities of social care. Their psychological needs and the extent of their satisfaction determine what they will experience and how they will feel.

**Discussion:** It is important to prepare parents to accept the fact that foster parenthood is different from biological parenthood. Prospective foster parents often come to the offices of Social and Legal Protection of Children and Social Curatorship with the opinion that not even biological parents are being prepared for their parental roles. Foster parents already having biological children argue - as it follows from the interviews carried out throughout the research - that they are experienced parents and, so, they can bring up foster children as well. They do not realize that foster children bring something new that biological children have never experienced. Biological and foster parenthood are definitely not the same.

**Conclusions:** In the conclusions, the authors point out that children in foster care identify with their parents’ values and opinions. For children who have faced significant adversity in their lives, it is beneficial if the family environment and education are harmonious. Such good conditions can have a positive impact on the children’s entire future lives. In the process of adaptation, the whole network of relationships within the family must be re-structuralized, which requires well-prepared family members.

**Key words:** foster family, adverse life situations, family communication, tolerance, adaptation, emotional education, frustration, facilities of social care, family social work.

## **Manager's Personality and Their Professional Career**

*Elena Fortis*\*

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### **Abstract:**

**Introduction:** The research study deals with the personality of managers in regard to their professional career. The main objective of the study was to find the relationship between the personality dimensions according to the Big Five personality traits model and Holland's typology of the six personality types and work environment types.

**Methods:** The research sample consisted of 121 managers from different levels of the subordinate system in state organizations and private companies in Slovakia. The personality dimensions Neuroticism, Extraversion, Openness to experience, Agreeableness, and Conscientiousness were in this research measured by the NEO Five-Factor Inventory. We have also used the SDS questionnaire - Self-Directed Search to determine the personality types and work environment types - RIASEC codes. The statistical evaluation was performed using the SPSS 20 statistical system, with the data evaluated by methods of descriptive and correlation analysis.

**Results:** There were the highest values recorded in Conscientiousness throughout the research sample. The lowest values were recorded in Neuroticism. We found out that the Summary Code of managers is ESI (Enterprising, Social, Investigative), of male managers is EIR (Enterprising, Investigative, Realistic), of female managers is SEC (Social, Enterprising, Conventional). When comparing the individual RIASEC personality types, we found significant differences between males and females. Males are more realistic than females, more investigative and enterprising than females. Females are more social and conventional compared to males. There was no gender difference in artistic orientation. The RIASEC personality types in the entire sample match the RIASEC work environment types according to SDS, regardless of age. The results demonstrated relationships between the NEO - FFI personality dimensions and personality types and RIASEC work environment types codes according to SDS.

**Discussion:** We can say that managers in our research sample are primarily Enterprising types with leading life orientation. Typical representatives of this personality type are characterized especially by

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traits such as dominance, ambition, focus on success, self-confidence, sociability, and responsibility. In the context of a manager's success and their effectiveness, or ineffectiveness in work environment, the most predictive Big Five factor for an effective manager is Neuroticism, all effective managers scored low in Neuroticism. Results obtained by the SDS questionnaire - Self-Directed Search confirm our findings of prevalent personality dimensions in the overall personality profile of managers. The overall RIASEC personality code of managers according to SDS is ESI in the whole research sample, thus we can conclude that in the case of the overall personality type - RIASEC code of manager the dominant personality type is Enterprising/leading, followed by the Social personality type and the third is the Investigative personality type.

**Limitations:** One of the methodological limitations of this research is the number of participants in the research sample. We do not consider this number as representative for the purpose of generalizing the results.

**Conclusions:** Research results show that there is a relationship between professional orientation and personality. Some personality dimensions are significantly related to professional orientation types and to professional interests, whereas others are related only non-significantly or not at all. Significant relations were found between the dimension Openness and Artistic, Leading, and Social type, between the dimension Extraversion and Enterprising and Investigative type, and between the dimension Agreeableness and the Social type. Realistic type was not related to any personality dimension. The dimension Neuroticism was negatively related to all professional types. For the career counseling practice and selection of job seekers and manager position applicants, this may mean that despite confirmation of these convergences, there may be different relations between different Holland's professional types and personality dimensions.

These findings can be the focus of further research on students in their final year of secondary school when they are deciding on their future professional career.

This research study, we believe, has contributed to the understanding of the relationship between personality and professional career. The results confirm that professional orientation and personality interact and influence the professional behavior of a person.

**Key words:** manager personality, professional career, RIASEC personality typology and professional orientation, NEO-FFI, SDS.

## ARTICLES

### **Are Slovak Universities Prepared to Create the Department of Geragogy and Train Future Geragogues?**

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**Abstract:**

**Introduction:** The authors of this paper base their research on the following assumption: the development of both geragogic education (older adult education) and profession is conditioned by the existence of a study program of geragogy provided by departments of geragogy created at universities (as public institutions of higher education). The fact remains that a qualified training of geragogues is absent in the Slovak conditions.

**Purpose:** When compiling a graduate profile, inclusive of a list of competences that a geragogue should possess, a range of specific local circumstances needs to be taken into consideration. Subsequently, it is necessary to define a position of a geragogue. Geragogue is a professional working in the field of senior education, just like a pedagogue or an adult educator work in their fields. It is also important to identify and accentuate the philosophical and social context in which these professionals are confronted with the demands of today's society, in a form of a society based on knowledge, questions of the ongoing social changes and defining the meaning of life.

**Results:** The task of creating the department and program of geragogy is formulated as a social demand of the time, debunking the current myth of the crisis of universities. In history, a university was a vital place where the values serving social integration emerged. It was also a practice field for the educators to train so they could spread these values and transform them into social skills.

**Conclusion:** In the conclusion, the authors propose key areas of undergraduate training of geragogues, including the definition of institutional anchoring, with the goal to contribute to ongoing professional discussion and to creation of the department and the program of geragogy.

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**Key words:** geragogy, adult education, senior, study program and department, university

## **Some Issues Concerning Values in Measuring Achievements in Education**

*Mátyás Turós\**

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**Abstract:**

**Introduction:** This study analyzes the mode of value transmission and those set of values that promote the measurement of educational outcomes.

**Purpose:** The focus of this contribution is to discover helpful guidelines for a set of educational values.

**Methods:** In the present study, we applied source analysis as a traditional research method in the philosophy of education.

**Conclusion:** We would like to point out that education is the observation, consideration and formation of needs and, at the same time, pedagogy is at least as a regulating as a descriptive kind of an activity. The ideal educational system of methods and objectives are neither open nor closed, it only contains elements that provide possibilities for the individual to fulfill requirements in quantity and quality according to their aptitude. On the other hand, it assures forming behavior and socialization simultaneously.

**Key words:** socialization, education, norms, values.

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## **The Pedagogical Work of Vieth and GutsMuths<sup>1</sup>**

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### **Abstract:**

**Introduction:** Philanthropism as it evolved at the end of the 18th century in Germany wanted to break completely with the contemporary methods persisting in education, with the hegemony of classical languages, and with the study of antique authors' works; instead, it laid emphasis on practical and useful knowledge, on teaching modern languages, on acquiring knowledge based on demonstration, and on an intimate connection to nature. The aim of philanthropist education was to train virtuous citizens who honestly pursue their ordinary profession, in whose training they assigned a central role to physical education.

**Purpose:** In our paper, which is a part of our research exploring the appearance of the pedagogical ideas of philanthropism in Hungary, we set out to investigate the question: What was the focus of physical education in the philanthropinums? As a first step in our investigation, we give an overview of the philanthropists' ideas regarding physical education, then we take a close look at how these ideas were put into practice in two selected institutions, namely among the walls of the philanthropinums in Dessau and Schnepfenthal, by relying on the contemporary works of Gerhard Ulrich Anton Vieth and Johann Christoph Friedrich GutsMuths. Finally, we consider their impact in Hungary.

**Methods:** In this study we apply the source analysis as a traditional research method in the history of education.

**Conclusions:** The impact of philanthropism on contemporary Hungarian public education, especially in the first half of the 19th century, can be clearly detected, which can be accredited to study trips to Germany and the Hungarian translations of German works. The presence of philanthropism can also be perceived in swimming instruction. Basedow and GutsMuths initiated the instruction of swimming and lifeguarding, and the general institutionalization of swimming instruction. The impact of philanthropists could also be felt in Hungary. Károly (Carl) Csillagh's textbook on swimming appeared in German in 1841 with the title "Der

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philantropische Schwimmmeister” (“The Philanthropist Swimming Instructor”). The first book on swimming in Hungarian appeared in 1842.

**Key words:** history of education, education, philanthropy, physical education.