

Summary of Professional Accomplishments

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Summary Of Professional Accomplishments

1. First name and surname: Agnieszka Grażyna Bochniarz

2. Diplomas, scientific/artistic degrees: with an indication of the name, place and year they were obtained and the title of the doctoral dissertation:

→ 1994 – title of M.A. in pedagogy with the major in pedagogy of care and upbringing

- 5-years' M.A. studies at the Faculty of Education and Psychology of the Maria Curie-Skłodowska University in Lublin, major in pedagogy, a diploma obtained on 25 June 1994 on the basis of an M.A. thesis: *Polityka oświatowa w Chińskiej Republice Ludowej (Educational policy in the People's Republic of China)*, written under the supervision of Professor, Habilitated Doctor Ryszard Kucha.

→ 2006 – degree of Ph.D. in humanities in the field of pedagogy

- granted on the basis of the decision of the Council of the Faculty of Education and Psychology of the Maria Curie-Skłodowska University from 9 June, 2006 on the basis of the dissertation *Postawy rodzicielskie a sytuacja szkolna i funkcjonowanie społeczne jedynaków-uczniów gimnazjum (Parental attitudes vs. the school situation and the social functioning of only children – students of secondary school)*.

Supervisor – Habilitated Doctor Zofia Palak, UMCS Professor. Reviewers: Habilitated Doctor Mieczysław Radochoński, UR (University of Rzeszów) Professor, Professor Habilitated Doctor Maria Chodakowska (Maria Curie-Skłodowska University)

3. Information on employment in scientific institutions

→ 1996-2006 - Maria Curie-Skłodowska University, Institute of Pedagogy, Department of Teacher Pedagogical Education. Post: research assistant

→ 2006 – now - Maria Curie-Skłodowska University, Institute of Pedagogy, Department of Pedutology and Health Education. Post: assistant professor

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→ 7 June 2014 – 30 June 2016 – Lublin Higher School in Ryki

4. Indication of achievement following from art. 16 item 2 of the act from 14 March 2003 on academic degrees and title and on degrees and title in the arts (journal of laws 2016, item 882, as amended, in the journal of laws from 2016 item 1311)

A) Title of scientific/artistic achievement:

Psychospołeczne uwarunkowania potrzeb młodzieży z rodzin niepełnych (Psychosocial conditions of the youth from incomplete families)

B) Author/authors, title/titles of publication, year of publishing, name of the publisher, editorial reviewers,

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Editorial reviewer: Professor Habilitated Doctor Andrzej Radziewicz-Winnicki (University of Silesia in Katowice)

C) Discussion of the scientific/artistic aim of the aforementioned work/works and the achieved results with a discussion of their possible use

The present monograph is the effect of a few years' long research, which combines my scientific interests with the profile of the Department of Pedagogology and Health Education, where I am employed. The work presented here is embedded in health education and it deals with the issues of psycho-social conditions of the needs of the youth raised by single mothers and single fathers.

Social changes, possibilities and challenges posed before an individual by the contemporary reality enforce the necessity to create one's own biography. That is the reason why of key importance for the creation of satisfaction with life are the development and realization of man's physical, psychical and social potentials, the satisfaction of their needs, undertaking and realizing the goals, building the bonds as well as various forms of activity. A significant importance is also attached to the family environment, which is a close and important system mediating in the transaction between an individual and the world (M. Petelewicz, T. Drabowicz 2016; I. Heszen, I. Sęk 2008). The point here is for a person to keep „a relatively constant level of satisfaction with life on a definite (relatively high) level”,

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even when faced by the appearing difficulties and differentiated environmental conditions (R. Cummins 2000, p. 61).

Changes have been taking place in the contemporary family for quite a long time now which concern the paradigm within the family and which are reflected in the modification of its functions and structure. The family as a asocial, emotional, economic and legal formation is still recognized to be one of the most important values. However, at present the structure of the family types is slowly evolving in time since a tendency is visible for a decrease of the percentage of married couples with children and an increase in the percentage of parents bringing up their children alone (R. Szredzińska 2017; M. Remisz 2005).

An incomplete family constitutes a poly-categorical caring and educational system where a different style of family life is realized due to the temporary or permanent factors of one parent's absence (M. Remisz 2005). The researchers of the problem include the following as the most frequently occurring causes of the structural incompleteness of the family: divorce/separation of spouses, death of one of the parents, labour migrations, and women's decisions to have a child without setting up marital relations (cf. M. Raclaw, D. Trawkowska 2013; S.M. Glăveanu 2015).

The factor of the family's incompleteness affects both the single parent and the child raised in such a family. A lonely parent, who takes over the whole responsibility for the care and education of the child, is forced to shape the offspring's abilities and attitudes which are important in life and to take care about the proper emotional bonds in the family, while doing it alone or with a very little participation of the other parent. In the situation when a mother or a father is missing, the maintenance of the child rests on one person. This leads to financial problems (deprivation of economic needs of particular family members) as well as a greater burden of family duties placed on one of the parents, which might cause the parent's smaller temporal and emotional accessibility for the child (deprivation of the child's caring, emotional and cultural needs). Like all children, those from incomplete families show a need of contact and emotional bond with both parents. This is made difficult, or even impossible in a mono-parental family, as a result of which children lose the male or female personal model. This, in turn, may turn into problems connected with establishing the right and permanent interpersonal relations, difficulties with undertaking certain social roles, showing emotions, dealing with the requirements set by life, loss of the sense of security, and the attitudes of withdrawal and passivity (cf. H. Liberska 1998; A. Siudem, I. Siudem 2008; M. Raclaw, D. Trawkowska 2013).

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That is the reason why a permanent absence of mother or father is treated by the majority of researchers as one of the critical events or those which change a person's course of life. The process of coping with critical life events proceeds considering the three essential issues: 1) searching for the meaning or sense of such an event, 2) attempting first to regain control over this event and then control over one's life (a conviction of having influence on one's life, the feeling of personal power), 3) regaining the sense of one's own value despite the experienced failure in confrontation with this event (e.g. making social comparisons with people experiencing similar events and coping in the same way or worse, returning to the positive self-esteem) (S.E. Taylor 1984 after: R. Poprawa 2001).

Perceiving and experiencing of life situations in the categories of stress are affected by their subjective interpretation and the way of reacting to life changes. Successful resolution of tensions and coping with difficult situations in the life of a young person raised in an incomplete family is possible thanks to the psycho-social resources which can be used in such a way that stressful events will not be experienced as harmful or threatening the psychical functioning, psycho-social adjustment or somatic health. They constitute a person's special potential, which performs the moderating (soothing, inhibiting) functions of the negative effects of stress and helping solve the problems facing an individual (R. Poprawa 2001). Most generally, the concept of resources can be understood as different properties (personal features, features of social relations, social environment, all material objects and good) which are something valuable and beneficial for an individual since they are conducive to the processes of coping with the requirements of life. That is why people aim to develop, maintain and renew them (cf. I. Heszen, H. Sęk 2008).

The literature of the subject attributes a special role in the processes of coping with stressors and choosing remedial strategies in a concrete situation to the feeling of coherence, self-assessment, values and social support (cf. A. Antonovsky 2005; R. Poprawa 2001; I. Heszen, H. Sęk 2008; J. Kirenko 2002; J. Kirenko, S. Byra 2008). The sense of coherence constitutes the inner, and at the same time central factor having the character of disposition, owing to which a person can cope with their own challenges and the challenges of the environment (I. Heszen, H. Sęk 2008). It is subject to the influence of educational patterns and emotional climate in the family. Therefore, the strength of this personality disposition is shaped above all as a result of experiences from the period of childhood and adolescence. Hence, it can be assumed that there exist its intra-family conditions (cf. K. Kosińska-Dec, I. Jelonkiewicz 2001; J. Kirenko, S. Byra 2008; A. Worsztynowicz 2001). Thanks to the sense of coherence, regarded as a meta-resource, an individual can make use of the so-called

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“supply base” including their inner and outer resources. In a difficult situation, the sense of coherence mobilizes human potential resources, the consequence being apt assessment of reality, while meeting the life requirements successfully and satisfying biological and psychical needs (cf. A. Antonovsky 2005; H. Sęk 2001; A. Worsztynowicz 2001; I. Heszen, H. Sęk 2008; K. Kosińska-Dec, I. Jelonkiewicz 2001). Adopting such an assumption means that it is admissible to study the relations between the sense of coherence in the youth from incomplete families and the selected components of their psycho-social resources, in this case meaning self-esteem, social support and values. Thanks to self-esteem, a young person can get to know themselves, direct their behaviour, realize their plans and life aspirations, distinguish themselves from the environment, build relations with others or assess their own possibilities realistically. A special role in shaping self-esteem is played by the family environment (J. Kirenko 2002; T. Zubrzycka-Maciąg 2013).

Another important resource refers to values, which

[...] are realized so that an individual can reach the ›completeness of existence‹, ›physical and psychological well-being‹. What is necessary for life are physical and psychical comfort, development of activity, the feeling of ›being needed and happy‹ become a value for a person. This is also everything which defines human identity and place in the surroundings (T. Tomaszewski 1984, after: J. E. Karney 2007, p. 41).

The most effective conveyor of values is the family, which is even considered to be the environment building the axiological core of a person (R. Skrzypniak 2011).

Social support is treated as an outer resource, which is individually differentiated and dependent on individual features. Usually identified with help received by an individual in difficult situations, it enables mobilization of their strengths and potential with the aim of dealing with challenges. Support provided properly is expressed, for instance, in its adequacy to the needs and problems of the young person experiencing a difficult situation (cf. J. Kirenko 2002; S. Byra, B. Mazur-Szabala 2006).

Taking into consideration the system of values predominant in the life environment, groups of reference and experiences from the past, a young person assesses what they need, what they deserve, what they expect, what they suppose to get, what they do not have now but had in the past and what they desire. If they notice a discrepancy between the desired state and the present situation, they feel the quality of life is low, while a reverse situation makes it possible to define the quality of life as high (M. Petelewicz, T. Drabowicz 2016).

The designed research undertaking referred to the problems connected with intensification of psychical needs of the youth from incomplete families and their psycho-social conditions in the dimensions of the sense of coherence treated as the central factor mobilizing other resources of the young person, in this case self-esteem, social support and

values. The assumption was then made on the relations between intensification of psychical needs and the sense of coherence, self-esteem, social support and values of the youth raised by single mothers, single fathers and in full families. The major aim of the studies undertaken was then to establish the conditionings of the needs of young people from incomplete families in the dimension of their psycho-social resources. Hence, the basic research problem is contained in the following question: **Are there any relations – and if so, what kind – between intensification of psychical needs and psycho-social resources of the youth raised by single mothers and single fathers and in full families in the context of the level of global life orientation?**

The solution of the problem formulated in this way required answers to the following questions (problems):

1. **What is the level of the sense of coherence among the youth from incomplete and full families in the components of A. Antonovsky's Orientation to Life Questionnaire (SOC-29)?**
2. **What is the intensification of psychical needs of young people from incomplete and full families in the dimensions of A. Stein's "Needs and Aspirations" Test?**
3. **What are the psycho-social resources of the youth from incomplete and full families?**
4. **What is the relation between intensification of psychical needs and psycho-social resources, i.e. the level of self-esteem, values and intensification of social support in the analyzed groups of the youth raised by single mothers and single fathers and in full families in whole research samples as well as within particular types of the sense of coherence?**

With the aim of specifying the third problem, additional questions were formulated (specific problems):

1. **What is the level of self-esteem of the youth from incomplete and full families as measured by W.H. Fitts' Self-Concept Scale (TSCS)?**
2. **What is the intensity of social support of the youth from incomplete and full families in the dimensions of J. Norbeck's Social Support Questionnaire (NSSQ)?**
3. **Which values from the list of values measured with Schwartz's Portrait Values Questionnaire (PVQ-R2) have the highest intensity in the youth from incomplete and full families?**

A hypothesis was formulated to the question concerning the relations. It is as follows:

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The relations between the intensity of psychological needs and the psycho-social resources in the youth raised by single mothers and single fathers and in full families, and especially within selected groups of the studies youth, vary in particular dimensions of the correlated variables, where the distinguished types of the sense of coherence have the decisive importance.

Referring to the above hypothesis concerning the correlation of the intensity of psychological needs with the psycho-social resources of the studied persons with a decisive role of the distinguished types of the sense of coherence, it is difficult to set unambiguous hypothetical assumptions, which is due to a lack of analyses in this respect. The basis of the formulation of the hypothesis was the analysis of studies on the indicated relations mainly in the context of a loss of health, recovery, disability, addictions and coping with stress. The above assumption also follows from the adopted functional properties of the sense of coherence. The latter is an ability which enables an individual to assess the reality in an adequate and realistic way from the angle of coping with one's own and the environment's challenges, to make an effective use of personal and environmental resources and to adjust those resources to the requirement of the situation, i.e. to satisfy one's needs (cf. A. Antonovsky 2005, T. Pasikowski 2000). That is why

persons with a high sense of coherence [...] do not give in to fate, in a difficult situation they cope by themselves or they know who to turn to for help; they always have something in life they care about, what is vitally important to them and what – in their opinion – is worth getting involved in and worth engaging their effort in (K. Kosińska-Dec, I. Jelonkiewicz 1997, p. 217).

The first step in the present studies was to establish the types of the sense of coherence of the youth raised by single mothers and single fathers as well as in full families, and next to find out the intensity of their psychological needs. However, the main emphasis was placed on searching for the relations between intensification of psychological needs and particular psycho-social resources in the examined groups considering the moderating role (in other words, **the mediator variable**) of the level of the sense of coherence in the studies youth. Therefore, **the dependent variable** in the present studies was intensification of psychological needs. Psycho-social needs, including self-esteem, social support and values, were adopted in the work presented here as **independent variables**.

Indicators possible to study by means of the accessible research tools were assigned to the variables:

- 1) For the mediator variable – the sense of coherence – the indicators were calculated on the basis of A. Antonovsky's Sense of Coherence Questionnaire (SOC-29),

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- 2) For the dependent variable – psychological needs – the indicators were calculated on the basis of Stein’s “Needs and Aspirations” Test (AS) in the modified version by J. Kirenko and E. Sarzyńska (2010),
- 3) For the independent variable – self-esteem – the indicators were the results obtained in Fitts’ Tennessee Self Concept Scale (TSCS)
- 4) For the independent variable – social support - the indicators were calculated on the basis of J. Norbeck’s Social Support Questionnaire (NSSQ),
- 5) For the independent variable – values – the indicators were the results obtained on the basis of S.H. Schwartz’s Portrait Values Questionnaire (PVQ-R2) in the Polish adaptation by J. Cieciuch (2012).

The adopted research model also considered mediator independent values, which – due to the specific character of the research group – included the following socio-demographic factors: gender, age, marital status, education, place of residence, present employment and five categories exclusively connected with single parenthood, namely the period of lone parenthood, its cause, the atmosphere in the family home, assessment of contact with mother or father and the subjective sense of happiness of the studied youth.

With the aim of realizing the studies intended to solve the research problems, the method of a **diagnostic survey** was applied which included the aforementioned research tools.

The studies comprised 440 persons: young people raised by single mothers (149 persons), single fathers (122 persons) and in full families (169 persons). Intentional sampling was used in the studies to distinguish the group of the youth from incomplete families, both with single mothers and single fathers, and the group of the youth from full families. People who studied, worked and studied and worked at the same time as well as unemployed people from the Lublin voivodeship participated in the studies. The group of persons who studied and studied and worked at the same time included both secondary school students from the last levels, high school students and university students.

The conducted empirical analyses made it possible to establish the level of the sense of coherence of the youth from incomplete and full families in the components of Antonovsky’s Orientation to Life Questionnaire (SOC-29). In the light of the obtained results it was found out that there was no relation between the form of the experienced parenthood of the examined youth and their sense of coherence, either in the global dimension or in its particular components: sense of understandability, resourcefulness and sense. The comparative analysis applied here with the use of a one way analysis of variance (ANOVA)

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only showed tendencies of the relation between these variables. The highest level of a global sense of coherence was observed for the youth from single mother families, then from full families, while the lowest – for the youth raised by single fathers. However, this is only an preliminary look at the degree in which the studied persons possess the abilities of adaptive functioning. A detailed characterization of this property was provided by the analysis of its particular dimensions. It can be observed that young people raised by single mothers and by both parents showed a higher level of the sense of understandability, resourcefulness and sense. In the last two components it was on the level close to the statistical confidence as compared with the youth raised by single fathers.

Therefore, it should be assumed that the lower level of the sense of coherence in the global dimension as well as in its components in the youth from the families of single fathers might mean that they are not convinced if they are able to manage, explain definite areas of reality and put them into a sensible whole, at the same time considering their own emotional life, their interpersonal relations, basic life activity and existential tasks such as, for example, experiencing a failure. They cannot perceive the stimuli coming from their inner and outer environments as coherent and ordered. In problem situation, especially those new and unknown ones, they might have trouble with interpreting a given event. That is the reason why they might perceive difficult situations in the categories of a burden, especially when they see no greater chances of coping with them or they do not see any definite perspectives for the future. Moreover, as compared with the youth raised by single mothers and the youth from full families, they find it worse to perceive the available resources as sufficient to face the requirements set by life, and – what is most important – deal with them, since they are not convinced that they can find support in somebody or something when such a need should arise.

The next step was to establish the types of the sense of coherence in the studied youth, which was achieved thanks to the cluster analysis using the *k-means* method. It follows from the analyses that there is no statistical relation between the variable of the form of experienced parental care of the studied youth and the types/levels of the sense of coherence. It turned out that both the youth from incomplete families and from full families showed an average level of the sense of coherence in the greatest intensity, while low and high levels followed then.

It should be remembered that a high sense of coherence activates the resources available to an individual, it helps use them in an optimal manner in order to understand and find the way out of a difficult situation, which is not without importance for the general psycho-physical condition of an individual (cf. T. Pasikowski 2000; L. Golińska 2003;

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C.G. Richardson, P.A. Ratner 2005; N. Ogińska-Bulik, Z. Juczyński 2010). Therefore, the average level of the sense of coherence among the studied youth might contribute to difficulties in using one's own resources in an adequate and effective way, cause more frequent categorization of a situation as difficulties and not challenges, give rise to problems with establishing social contacts, increase the likelihood of ascribing the character of stressors to definite factors, lead to evaluating the reality in less realistic categories, and focus on less important things (cf. T. Pasikowski 2000; L. Golińska 2003; A. Antonovsky 2005; N. Ogińska-Bulik, Z. Juczyński 2010; M. Malak i in. 2011; A. Worsztynowicz 2013).

With the aim of deepening the empirical analyses, connections were sought between the high, average and low levels of the sense of coherence among the studied youth on the one hand, and socio-demographic variables on the other. It turned out that girls from the families of single fathers and boys from the families of single mothers show a higher level of the sense of coherence. The level of the sense of coherence in the youth raised by single mothers is the highest till the age of 18. In case of the youngest age group raised by single fathers, on the other hand, it is low. There is a visible relations between education and the level of the sense of coherence since the studying youth from the families of single mothers more often show a high level of the sense of coherence, whereas the studying youth raised by single fathers present a low level. A low level of the sense of coherence also occurs more frequently in the youth living in the country and raised by single fathers. Besides, the working youth raised by single fathers, the working and studying youth from the families of single mothers and the unemployed youth raised by single mothers show a low level of the sense of coherence much more frequently. In the group of youth raised by single fathers where single parenthood has lasted from 5 to 11 years and more than 10 years an average level of the sense of coherence is maintained, like in case of the youth from the families of single mothers, where the period of lone parenthood is the shortest and the longest. The variable of the reason for single parenthood, on the other hand, does not show a correlation at the level of statistical significance with the level of the sense of coherence exposed by the studied youth. Nevertheless, the studies showed that as a result of parents' getting divorced and one of the parents going away to seek employment the youth from the families of single fathers more often present a low level of the sense of coherence. Therefore, a divorce and a mother's labour migration are painful and hard experiences for the child. While touching upon all spheres of family life, they destroy the existing order and sense of security, which is not without significance for the low level of the sense of coherence in a young person. This can be manifested in more frequent stresses and fears, smaller satisfaction with life, problems with

a flexible and adequate choice of the possessed resources for the existing situation (cf. H. Sęk, T. Pasikowski 2001; J. Kirenko, S. Byra 2008). In addition, the studies showed that a higher assessment of the family atmosphere is accompanied by an increased intensity of the high level of the sense of coherence both among the youth raised by single mothers and by single fathers. The situation is similar in case of the relation between the assessment of the contact with a parent and the sense of coherence – very good and average contact with mother or father is connected with a high level of the sense of coherence. On the other hand, the youth from the families of single mothers and single fathers who pointed to a lack of the sense of happiness as well as the youth unsure of their opinion referring to this issue showed a low level of the sense of coherence more often. Therefore, it can be supposed that a good quality of relations within the family, the correct way of communication and a high level of family coherence are conducive to personal development and a young person's better adjustment to life requirements (cf. K. Kosińska-Dec, I. Jelonkiewicz 2001).

The sense of coherence in the youth from incomplete families is rarely submitted to a theoretical analysis and empirical verification. Far more frequently, researchers deal with this issue in reference to fighting an illness, coping with stress or various areas of people's life activity. Hence, it seems interesting to undertake deepened research explorations in the field of the sense of coherence in the family context, which means that both single parents and their children should be made the subject of research. The reason is that there is a possibility of inter-generation transmission of the sense of coherence, which means that a definite level of this variable in one member of the family, e.g. a parent, might shape this resource in others, for example in children (cf. S. Sagy, A. Antonovsky 1992; L. Wickens, A. P. Greeff 2005; L. Kulik 2008; Fei-WanNgaia, Siew-FeiNgu 2016). Results of the few studies point out that a high level of the family sense of coherence plays a significant role in effectively coping with various requirements set by life, it supports building proper interpersonal relations in the family and outside it and greater coherence of the family (cf. A. Antonovsky, T. Sourani 1988; S. Sagy, A. Antonovsky 1992; M. Haour-Knipe 1999; L. Wickens, A. P. Greeff 2005; L. Kulik 2008; Fei-WanNgaia, Siew-FeiNgu 2016). Therefore, the family's strengths, good relations with parents and siblings can lead to an increased sense of coherence in a child belonging to this family (K. Kosińska-Dec, I. Jelonkiewicz 2001; A. Kowal, K. Szymona, A. Płotka, L. Jabłoński 2005; L. Wickens, A. P. Greeff 2005; L. Kulik 2008; Fei-WanNgaia, Siew-FeiNgu 2016).

Solving another research problem, the obtained results of studies enabled a diagnosis of the psychical needs of the youth from incomplete and full families in the dimensions of

Stein's "Needs and Aspirations" Test. The levels of the intensity of psychical needs were established by means of the comparative analysis considering the one-way analysis of variance (ANOVA), which made it possible to establish the relations between seven categories of psychical needs and the full and incomplete forms of parental care of the studied youth. The analyses showed that the levels of intensity of psychical needs in the distinguished forms of parental care of the studied youth are significantly differentiated in case of the need for development/activity, the need for power/recognition, the need for entertainment/hedonism, the need for balance, the need for dependence and the need for being, while in five cases the youth raised in full families were characterized by the highest indicator of the intensity of these needs (except the need for dependence). This points to their significantly greater need to be active persons who develop themselves in a creative way, who set challenges before themselves and inform others about their achievements, to their greater need to do new, beautiful and difficult things, to achieve important goals, be better than others, to a need to explain, know and satisfy curiosity as compared with young people raised by single mothers and single fathers. Besides, the youth raised by both parents are characterized by a greater desire to stay with people, work with them, help them or be nice to them. Establishing contacts with people of the other sex, not being fearful of one's desires, making decisions for oneself, a need to be approved of and praised as well as a tendency for order, accuracy and persistence in activity, together with experiencing appreciation from others, controlling the environment, being sure of oneself and influencing others are helpful in this respect. This means that the bond with both parents, their active presence in young people's lives, proper educational patterns and the emotional climate favour greater willingness to establish and maintain social contacts and effective psycho-social functioning of the studied persons. On the other hand, the youth raised by single mothers showed a greater tendency to give in to criticism and harm passively, to release the feeling of guilt for this reason with simultaneous admiration and support directed towards prominent people, to listen to orders and be kind. It should be supposed, therefore, that a greater intensity of the need for dependence in the youth from the families of single mothers might have a relation to the family environment of the studied persons. Mother's personality, her experiences from her own family and background, preferred life goals, strategies of coping in difficult situations can lead to excessive concentration on the offspring and over-protectiveness, followed by the child's excessive submissiveness. As a consequence, a young person might manifest a greater level of anxiety and uncertainty, a lower motivation for achievements and a lower self-esteem.

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Also, they are not always able to deal with difficulties, either presupposing failure or unconditionally subordinating themselves to other people.

Differences between groups were also established in the dimension of intensification of psychological needs of the studied youth with a high, average and low levels of the sense of coherence in the situation of single parenthood of mothers and fathers and in full families. It can be stated that the level of the sense of coherence in the studied youth significantly differentiates the revealed intensification of psychological needs. It turned out that in case of the youth with an average level of the sense of coherence who are raised by single mothers there is a greater intensity of the needs as compared with the youth showing a low or a high levels of the sense of coherence. Therefore, it should be assumed that the studied persons with an average level of the sense of coherence who come from the families of single mothers show a greater tendency to do new things, achieve important goals, be better than others, avoid physical injury, harm from others and humiliation in their own eyes. Besides, they show a need to experience pleasant sense impressions, seek experiences and derive pleasure from them, establish contacts with people of the other gender, experience love, decide independently, as well as a need to be approved of and praised as well as a tendency for order, accuracy and persistence in activity. The youth with a low level of the sense of coherence raised by single fathers, on the other hand, shows a significantly stronger need for entertainment/hedonism and a need for being as compared to the youth with a high and an average levels of the sense of coherence. In case of the youth from full families, on the other hand, it turned out that both high and low levels of the sense of coherence significantly differentiated the need for balance. This means that the studied persons reveal a stronger need for a tendency for order, accuracy and persistence in activity as well as being economical.

Scarce studies on the needs of the youth from incomplete families were conducted above all among single parents. Results of those explorations point out that single parents have the greatest problems with realizing the material, biological and emotional needs of their offspring (cf. M. Remisz 2005; E. Jundziłł 2003; B. Balcerzak-Paradowska 2014). There is a shortage of studies on the intensity of needs in the youth raised by single mothers and single fathers and hence it is difficult to refer the results of the author's own studies to the empirical studies of other authors.

The further empirical analyses made it possible to find the answer to the research question concerning the characteristics of personal resources of the youth from incomplete and full families. Using a one-way analysis of variance (ANOVA) the categories of resources

adopted in the present work were examined, namely self-esteem, social support and values of the youth from incomplete and full families.

The analysis of data on self-esteem in the compared youth groups from the families of single mothers, single fathers and full families distinguished 14 out of 17 indicators of self-esteem which distinguished the studied youth on the level of statistical significance. Therefore, it can be said that there is a relation between those dimensions of self-esteem and the variable of the form of parental care of the studied youth. This mostly refers to the youth raised by single mothers. They obtained the highest statistically significant arithmetic means in eight dimensions of self-esteem. The youth from full families and the youth raised by single fathers, on the other hand, obtained higher statistically significant results totally in six dimensions of self-esteem (three in each group). Hence, it can be assumed that the youth from the families of single mothers show healthy openness and the ability of self-criticism, they trust themselves and act according to it significantly more often. They manifest impoverished identity, especially in the dimension of identification and development of the ideal "I", both in reference to the level of self-satisfaction and self-acceptance definitely more seldom. They also ascribe greater value to their bodies, health condition, physical appearance, fitness and sexuality as well as the feeling of their own value and being a competent person independently of others' assessment. The youth raised by single fathers, on the other hand, show a significantly smaller integration of self-esteem, thus showing a tendency to pigeonhole certain spheres of their own "I" and to see them in isolation from others. This takes place both on three levels of their functioning, namely identity, acceptance and behaviour, and in five dimensions of "I", namely the physical, moral and ethical, personal, family and social ones. On the other hand, the youth raised in full families describe their "I" through affirmation or rejection of what is included within the range of their "I" in a greater intensity. Besides, they show confusion, contradiction or a general conflict in perceiving themselves more often. It should be emphasized that in case of the studied youth, both the period of development they are in and the parent's attitude have impact on their self-esteem. Hence, single mothers, more often than single fathers, can arouse their children's curiosity of the world, encourage to undertake independent decisions and develop their ambitions and aspirations as well as the feeling of controlling their own life, thus building the frameworks of a healthy self-esteem.

Inter-group differences were also established in the dimension of self-esteem of the studied youth with high, average and low levels of the sense of coherence within three forms of parental care, namely single parenthood of single mothers and fathers and in full families.

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It turned out that in case of youth raised in the families of single mothers and in full families there is a directly proportional relation between their self-esteem and a low level of the sense of coherence. This means that the studied persons reveal their features of self-esteem in greater intensity than the youth with average and high levels of the sense of coherence from the families of single mothers and full families. A reverse situation took place in case of the youth from the families of single fathers. Here, the highest intensity of self-esteem occurs in people with a high level of the sense of coherence.

The obtained results are confirmed in the reports of other researchers (cf. A.B. Doyle, D. Markiewicz 2004; N.S. Esmaeili, S.N. Yaacob 2012; B. Khajenouri, R. Deghani 2015; J. Kirenko, A. Bochniarz 2017).

When the one-way analysis of variance (ANOVA) was used, it turned out that there was differentiation on the level of statistical significance between the studied groups of youth raised by single mothers, single fathers and in full families in all areas of social support of the Social Support Questionnaire. The youth from the families of single fathers experience the general support, including emotional, affirmative and aid support, in a significantly greater degree than the youth from the families of single mothers and from full families. On the other hand, the youth raised by both parents as compared to the youth raised by single mothers reveal the obtained support in the functional dimension in a significantly stronger way, with a special share of the affirmative component. On the other hand, their greater intensity in the emotional and aid components is experienced by the youth raised by single mothers. Therefore, there is a relation between social support and the variable of the form of parental care of the studied youth. It should then be assumed that the youth raised by single fathers as compared to the other groups of studied persons experience a greater degree of benevolence, understanding, respect trust and acceptance for their views and activities undertaken. In addition, they show a higher perceived support in the material form or in the form of functional aid. At the same time, it can be observed that the youth raised by single fathers declare a demand for social support more strongly since they feel that the support shown to them is lower than expected. On the other hand, the youth raised in full families and the youth raised by single mothers do not have to strive for practical support but they show a greater demand for emotional and affirmative support, especially from the people closest to them. This can be related to the absence in the life of young people of both parents in case of a full family and mothers in case of monoparental families. Maybe excessive care about the family budget in full families and the necessity for single mothers to undertake additional employment to satisfy the needs of particular members have the consequence that the studied

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youth obtain material help but due to the physical and psychical absence of parents, connected with too many professional duties, young people miss their support consisting in providing positive emotions, satisfying the need for respect and acceptance and building the feeling of self-efficiency.

It turned out that there was a statistical relation between social support and the variable moderating the sense of coherence of the studied youth. The obtained results suggest that the youth with a high level of the sense of coherence who were raised by single mothers and in full families can to the highest degree mobilize the support they need which is based on the transmission of positive emotions and which strengthens their sense of acceptance from the people closest to them, and the practical help. Therefore, the highest level of the sense of coherence is conducive to the activation of the accessible outside means. It was only the youth raised by single fathers who did not show any statistical relation of the experienced social support with the level of the sense of coherence.

Summing up, there is a relation between social support and the form of parenthood experienced by the studied youth, which also coincides with the results of other authors (cf. S. Casey-Cannon et al. 2006; H. Crean 2004; E. Stice et al. 2004; P. S. Chu 2010; O. Kaynak et al. 2011 after: R. Sikora 2012, p. 42; A. Bochniarz 2015; M. Camero et al. 2017).

The one-way analysis of variance (ANOVA) distinguished categories of values which differentiated the studied persons raised by single mothers, single fathers and in full families on the level of statistical significance. The preferences of ten categories of values were measured: self-direction, stimulation, hedonism, achievement, power, universalism, benevolence, conformity, tradition and security. The statistically significant differences for the compared youth groups were put into nine categories of values (the category of power being an exception). Therefore, a relation can be found out between the structure of values of the studied youth and the structure of the family where they were raised. Young people raised by single mothers showed a significant intensification in six value categories (stimulation, hedonism, achievement, benevolence, conformity, security), while the youth raised by single fathers – only in three (self-direction, universalism, tradition). Young people raised in full families, on the other hand, showed the lowest level of preferences nearly in all analyzed categories of values. It can be, therefore, concluded that the youth raised by single mothers, as compared to the other youth groups, significantly more often prefer the values connected with searching for novelties and challenges, striving for an exciting and varied life, and hence the drive for pleasures and satisfaction of one's own organic personal needs. Moreover, the values

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recognized by this youth group include those related to success achieved by showing competences referring to social standards and to the care about the good of the people closest to them. Among the distinguished categories of values the studied persons also prefer adjustment connected with limiting one's own aspirations and activities which could harm others or violate the social norms as well as personal security, the security of the family, friends and nation. On the other hand, the youth raised by single fathers in the highest intensity within the examined population declare the values referring to independence in thinking and acting, creativity, freedom and an autonomous choice of one's own goals, which is manifested in understanding, recognizing and caring about the good of all people, nature protection, justice, peace and wisdom.

The next step of the analyses was to check whether the level of the sense of coherence in the studied youth groups was a significant factor differentiating their preferences concerning values. It turned out that in case of this variable the youth with a high level of the sense of coherence and raised by single mothers revealed the appreciated values in a significantly higher intensity than the youth with low and average levels of the sense of coherence. The youth with a high level of the sense of coherence raised in full families also revealed the greatest intensity in the biggest number of categories; however, they were not on the level of statistical significance. The situation looked different in the group of young people raised by single fathers, where people with a low level of the sense of coherence predominate and they showed the highest means in the majority of the analyzed categories of values.

Unfortunately, there are not too many reports on the relation between the structure of values of the youth and the structure of the family. The few studies on the effect of the family structure on the development of values in children include those by Rosa Rosnati, Daniela Barni and Daniela Uglia (2014). The studies were aimed to compare the values preferred by teenagers from incomplete families broken up by a divorce or separation with the values represented by teenagers from full families. It turned out that the youth from incomplete families had priorities concerning the values similar to those among young people raised by both parents although they attributed a slightly bigger importance to hedonism (e.g. enjoying life, indulging themselves) and stimulation (e.g. varied life, courage), and greater importance to conformity (e.g. obedience, self-discipline).

The most appropriate correlation procedure to study the relation between the seven categories of psychical needs distinguished in factor analysis and the variables of self-esteem, social support and the preferred values within the whole group of single parenthood as well as

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single motherhood, single fatherhood, full family as well as in the distinguished youth subgroups with a definite level of the sense of coherence was to use the multiple regression analysis. It enabled establishing the structure of independent variables which are of importance in explaining the dependent variable and the strength of the relation between them in so-constructed regression model. Independent variables with positive values of regression parameters affect the dependent variable in a stimulating way, while the variables with negative parameters inhibit it. Statistically insignificant, so-called neutral variables do not participate in the analysis of the examined correlation.

In case of the need for development/activity, the strongest share in its variability is shown by the youth with high and average levels of the sense of coherence who are raised by single mothers, by the youth with the highest and lowest levels of the sense of coherence who are raised by single fathers and in full families. In the light of the presented results of the author's own studies this need is explained in the highest degree by independent variables – self-esteem and values in case of the youth from the families of single mothers. The predictor in case of the youth from the families of single fathers, on the other hand, proved to be the variable of social support. The second analyzed need is the need for security/peace, which is explained in the highest degree by independent variables of self-esteem and social support considered in the model of the regression function in the youth group with the lowest level of the sense of coherence raised by single mothers. In the youth group raised by single fathers, on the other hand, the dependencies were the most strongly marked in the model of persons with the highest level of the sense of coherence, while in case of the youth from full families – with the lowest level of the sense of coherence. It is here where the variables of self-esteem and the values explaining this need seem to have greater importance than the variable of social support. While analyzing the coefficients of determination showing the degree of explanation of the need for power/recognition by significant predictors building it, it can be observed that this need is explained in the highest degree by the studied independent variables of self-esteem and social support in the youth with a high level of the sense of coherence raised by single mothers, and self-esteem and values in the youth with a low level of the sense of coherence raised by single fathers. It follows from the conducted analyses that in case of the need for entertainment/hedonism the strongest share in its variability is shown by the youth with the lowest level of the sense of coherence raised by single mothers. Only the share of the variable of self-esteem is significant here. On the other hand, the strongest share in the variability of the analyzed need within the youth group from the families of single fathers and full families is shown by the studied persons with average and high levels of the sense of

coherence. The share of the variables of self-esteem and values is the most significant, while social support is not a predictor of the need for entertainment/hedonism. The variable of self-esteem explaining the need for balance is of the highest importance in the model of persons with a low level of the sense of coherence from the families of single mothers, whereas the variables of self-esteem and values – in the model of persons with a high level of the sense of coherence raised by single fathers and in full families. The analysis of the correlates of the need for dependence draws attention to the importance of self-esteem and social support. They were most strongly marked in the model of the youth showing a low level of the sense of coherence who are raised in the families of single mothers. It deserves to be noticed that there are differences in the value of the coefficient of determination in the models built for the youth with an average level of the sense of coherence raised by single fathers, and with the highest level of the sense of coherence from full families. In these groups social support as a predictor of the need for dependence plays a far smaller role than self-esteem and values. While analyzing the coefficients of determination showing the degree of explanation of the need for being by significant predictors building it, it can be noticed that this need is explained in the highest degree by the studied independent variable of self-esteem in the studied youth group with high and low levels of the sense of coherence raised by single mothers. On the other hand, the need for being is explained in the highest degree by independent variables of values in the model of persons with the lowest level of the sense of coherence raised by single fathers, and of social support – in case of young people with a high level of the sense of coherence raised in full families. This means that the way of explaining this need in the studied youth is more complex than it would seem on the basis of the adopted regression model.

The analyses and dependencies presented here point to the participation of independent variables (self-esteem, social support, values) as predictors in explaining the dependent variable, that is particular psychical needs (development/activity, security/peace, power/recognition, entertainment/hedonism, balance, dependence and being) of young people raised by single mothers, single fathers and in full families. Moreover, it turned out that the level (low, average, high) of the sense of coherence of the studied youth plays an important role in explaining the relation between the intensity of psychical needs and self-esteem, social support and values.

The obtained results of correlation analyses then give the basis to confirm the adopted hypothesis, which assumed the occurrence of different dependencies between the intensity of psychical needs and self-esteem, social support and values among the youth raised by single

mothers and single fathers and in full families, where the decisive importance was played by low, average and high levels of the sense of coherence.

It is hard to refer the studies conducted to those presented so far, above all because of the specific character of the research group and the attempt to investigate the relations between the intensity of psychical needs and self-esteem, social support and values among the youth with high, average and low levels of the sense of coherence raised in mono-parental and full families. A limited study area, selected psycho-social resources and a search for their relation with the intensity of psychical needs of young people raised in incomplete and full families suggest the validity of continuing the research, even more because – as noticed by Bożena Balcerzak-Paradowska (2014), families of single parents are differentiated considering both the demographic-social situation and the life situation as well.

It seems necessary to undertake the issues concerning the psycho-social functioning of children from incomplete families because of an increasing number of parents raising their children alone. A lack of one parent, either resulting from the decision to have a child without marital relations, a divorce, labour migration, or a consequence of some other event places a young person in a specific situation. Hence, it is important to deepen the knowledge on their new situation. That is the reason why pedagogical and social institutions should undertake planned and systematic activities aimed, on the one hand, to diagnose the resources in an individual and their surroundings, and – on the other – to teach young people their proper use and development. While teaching the youth to deal with the challenges of life, attention should be paid to creating as many opportunities as possible for their active participation in making decisions, solving problems and independence in life. This shapes the feeling of a young persons' participation, engagement and autonomy, which has a positive impact on the formation of a higher level of the sense of coherence. In addition, attention should be paid to providing the proper level of social support, knowledge and abilities affecting the formation of a high and adequate self-esteem and to conveying an universal system of values.

While remembering about the significant role of family resources during adolescence, it is also worth to undertake activities focused on single parents since the proper educational patters and emotional climate constitute a strong point of the family of origin, favouring the right development of a young person and the ability to cope with the crises that appear in a young person's life. In practice, this can mean organizing workshops, seminars and trainings for single parents which should be aimed to strengthen their educational and communicative competences, equipping them with knowledge on children's developmental needs, leveling out the deficits in the field of childcare, teaching an effective way of using one's own

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resources, and establishing networks of mutual support in the form of self-help groups. Besides, it is necessary to organize institutional support (in the form of a developed network of educational institutions, after school care, system of counsel on educational matters, environmental offer adequate to the needs and possible problems), which will make it possible to reconcile a single mother's or a single father's professional duties with the family duties on the one hand, and on the other, will facilitate realization of a child's developmental needs. That is the reason why the programs of support developed nowadays should place parents in the role of "investors" in the generation of their children who take care about their development, bring them up in a responsible way and prepare them to cope with the challenges brought by life (cf. M. Raław, D. Trawkowska 2013).

5. Discussion of the other scientific and research achievements

A few research areas can be distinguished in my scientific work and their results are collected in the form of publications where I am the author or co-author, as well as appearances at conferences. They mainly refer to the issues pertaining to health education, pedeutology and family pedagogy. My achievements after I obtained the scientific degree of Ph.D. totally comprises 40 bibliographical positions. They include one monograph and 3 non-serial publication where I am a co-editor. I am the author or co-author of 12 articles in Polish and foreign languages in the following scientific journals: „Wychowanie w Rodzinie”, „Lubelski Rocznik Pedagogiczny, „Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia”, „Edukacja-Technika-Informatyka, Kwartalnik Naukowy”, „The Science and quality of life, Studium Vilnense A”; „Вісник” Луганського Національного Університету Імені Тараса Шевченка, Педагогічні Науки, and 24 chapters in monographs in Polish and foreign languages. I submit 34 publications for evaluation. Besides, one article was accepted for print in a journal „Wychowanie w Rodzinie”, after having received positive reviews (confirmed in the appendix). In addition, Lubelski Rocznik Pedagogiczny entitled „Edukacja wobec wyzwań współczesności” vol. XXXVII, No. 4 (2018), where I am a co-author (confirmed in the appendix), was submitted for print.

At present, two main areas can be distinguished within my interests and scientific and research activity. They are focused on the problems related to people's efforts to cope with challenges and events which are of importance for the course of life. When they are experienced, factors are involved which can support an individual in their efforts to deal with a stressful transaction with the world. In my scientific investigations I also paid attention to

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transformations spreading through the contemporary family. The process of socialization taking place in the family, the atmosphere there, parental attitudes, child-raising methods and the structure of the family, established, for example, by the number of children, affect the social functioning of a young person in a broader environment. A considerable part of the work are also scientific articles and chapters in monographs devoted to the role of a teacher in contemporary school. On the one hand, it is strictly connected with the changes taking place in the society, while on the other, it is a causative factor. While being a people who direct and organize the process of education at school, and guardians of children and youth, teachers prepare them for social life. They are not only witnesses of the appearance of new phenomena, facts or information, but – because of their profession – they are faced with the necessity of assessing them.

5.1. Man's psycho-social resources and their role in coping with life challenges and tasks

The present monograph *Psychospołeczne uwarunkowania potrzeb młodzieży z rodzin niepełnych* belongs to the major current of my research interests, which are a person's psycho-social resources and their role in dealing with life challenges and tasks. Apart from the present work, this area includes 12 edited scientific publications:

1. A. Grabowiec, A. Bochniarz (2012), *Zasoby osobiste jako istotny czynnik w radzeniu sobie w sytuacjach stresowych*, „The Science and Quality of Life. Studium Vilnense A”, vol. 9, s. 179–182.
2. A. Bochniarz, A. Grabowiec (2012), *Zasoby osobiste jedynaków i młodzieży z rodzin wielodzietnych*, „The Science and Quality of Life, Studium Vilnense A”, vol. 9, s. 43–47.
3. A. Grabowiec, A. Bochniarz, J. Bogucki (2013), *Poczucie koherencji jedynaków i młodzieży posiadającej rodzeństwo*, [w:] Z. Frączek, B. Lulek (red.), *Dylematy współczesnej rodziny – praktyczne rozwiązania*, Rzeszów, Krośnieńska Oficyna Wydawnicza, s. 117–133.
4. A. Bochniarz (2015), *Doświadczenie wsparcia społecznego przez dzieci wychowywane w rodzinach niepełnych*, „Wychowanie w Rodzinie”, t. XI (1/2015), s. 213–228.
5. D. Wosik-Kawała, A. Grabowiec, A. Bochniarz (2015), *Samoocena dzieci z rodzin niepełnych*, [w:] K. Gąsior, T. Sakowicz (red.), *Sprawiedliwość i miłość w rodzinie zagubiona i odnaleziona*, Kielce, Zakład Profilaktyki Społecznej i Resocjalizacji, Zakład Socjologii, UJK w Kielcach, s. 343–353.
6. A. Bochniarz (2017), *Samoocena rodziców z niepełnosprawnością ruchową*, [w:] D. Opozda, M. Leśniak (red.), *Rodzicielstwo w wybranych zagadnieniach pedagogicznych*. Seria Pedagogika Rodziny w Teorii i Praktyce, t. 5, Lublin, Wydawnictwo Episteme, s. 159–169.
7. A. Bochniarz (2017), *Selected Personal Resources of Young People Brought Up in Single-Parent Families*, [w:] J. Wierzejska, O. Karpenko, R. Franczak (ed.), *Current Research Problems of Polish Education*, Lublin, Maria Curie-Skłodowska University Press, s. 207–222.

8. J. Kirenko, A. Bochniarz (2017), *Zasoby osobiste młodzieży z rodzin niepełnych*, „Wychowanie w Rodzinie”, t. XVI (2/2017), s. 155–174.
9. A. Bochniarz (2018), *Samoocena studentów kierunków nauczycielskich*, „Edukacja–Technika–Informatyka. Kwartalnik Naukowy”, nr 2/24, Rzeszów, Wydawnictwo Uniwersytetu Rzeszowskiego, s. 242–247.
10. A. Bochniarz (2018), *Poczucie koherencji przyszłych nauczycieli*. „Edukacja–Technika–Informatyka. Kwartalnik Naukowy”, nr 2/24, Rzeszów, Wydawnictwo Uniwersytetu Rzeszowskiego, s. 253–258.
11. A. Bochniarz (2018), *Zasoby osobiste rodziców z niepełnosprawnością ruchową*, „The Science and Quality of Life. Studium Vilnense A”, vol. 15, s. 111–117.
12. A. Bochniarz (2018), *Samoocena osób niepełnosprawnych ruchowo pracujących zawodowo*, „Annales Universitatis Mariae Curie-Skłodowska. Sectio J – Paedagogia-Psychologia”, vol. 31, no. 2, s. 207–221.

They are an effect of studies on man's personal and social resources in various periods of life, and they refer to selected, more detailed areas from this field. Together with Anna Grabowiec, Ph.D. we analyzed personal resources which can support an individual in coping with stressful situations. Stress is treated as an inseparable element of human life and plays a significant role in creating psychical discomfort and difficulties with social adjustment but it is also the process of an organism's mobilization for struggle, adaptation and chance for development (H. Makowska, R. Poprawa 2001). Researchers draw attention to the fact that it might be caused by the effect of external stimuli; however, its level depends on how the potential stressors will be treated by a person (R. Kretschmann et al., 2003). That is why in a situation when the environment is becoming more and more changeable and an individual finds it increasingly hard to adapt themselves to it, gaining a conviction about one's personal power, sense of one's life and keeping up hope and optimism acquire special importance.

Together with Anna Grabowiec, Ph.D. I also conducted research on personal resources of only children and the youth from families with many children. Studies on a sample of the youth learning in secondary school in the Lublin voivodeship, the aim of which was to establish the relations between the sense of coherence and intensification of psychical needs of only children as compared to the youth from multi-child families point out that only children do not differ in their level of the sense of coherence from the youth with siblings. However, in both groups considerable differentiation was found in the levels of the sense of comprehensibility, manageability and meaningfulness, which indicates a rather unstable sense of coherence in the studied youth. The obtained results of studies, on the other hand, showed differentiation in the intensity of psychical needs of only children and youth with siblings. In only children the studies found out a lower sense of needs directed at overcoming one's

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weak sides, suppressed fears and being carefree and easy-going. When dealing with the issues related to children from single-child and multi-child families in other studies, conducted together with Anna Grabowiec, Ph.D. and Jacek Bogucki, Ph.D., we paid attention to associating till not long ago the fact of being brought up in a one-child family with a child's inadequate functioning and adjustment. Meanwhile, the obtained results of studies testify to a lack of significant relations between the level of the sense of coherence and the fact of the studied young people having or not having siblings. Detailed analyses carried out in a group of only children and a group of the youth with siblings, on the other hand, revealed differentiation in the sense of coherence within the genders, place of residence and parents' education.

My scientific output in this areas also includes works devoted to personal resources of parents with physical disability. Parenthood of persons with a disability is the issue which appears relatively seldom in the social or scientific discourse. There is still a general conviction that disabled people should not consider starting a family or having children, which results from the assumption that physical limitations will make it difficult or even impossible to perform parental duties. It was shown that disabled parents have lower self-esteem than able-bodied ones, which can result in more frequent defensive attitudes, self-handicapping strategies and even resignation from the undertaken tasks or limiting the activity. The obtained results of studies can be a contribution to more systemic activities supporting disabled parents. Their purpose should be to develop the abilities promoting the development of proper mechanisms of coping in difficult situations, building a positive self-picture and developing the abilities connected with the creation of professional "I".

Successive publication refer to the psycho-social resources of students of university teaching courses. It is them and the quality of university education that the functioning in the professional role of a teacher will depend on. That is why students should be aware that the profession they want to cultivate in the near future is based on having reflection on oneself, creating an individual, subjective and inner-directed personality and coping with stressors effectively.

Scientific articles which focus on the issues of psycho-social resources of the youth from incomplete families should be included in the same sphere of interests. In my studies I undertook an attempt to establish a network of social support given to young people brought up in incomplete and full families. It can be noticed on the basis of the analysis of support sources that a very important role in the network of social support for the studied persons, both from incomplete and full families, is played by the family. The results I obtained also

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indicate that peers also gradually join this circle, which is related to the fact that the sources of support change with a person's age. The function of supporting the studied youth – though to a lesser extent – is also performed by people belonging to formal and professional sources of support, i.e. ecclesiastic persons, counselors/therapists or social workers. Therefore, depending on the needs of a specific individual as well as the circumstances they are in, this person can become the subject of a smaller or bigger network of people supporting them. Together with Danutą Wosik-Kawałą, Doctor Habilitated and Anną Grabowiec, Ph.D. I also conducted studies on self-esteem of the youth from incomplete and full families. It turned out that young people from incomplete families estimated themselves much worse than the youth brought up in full families. The obtained results of studies can be used in teachers' pedagogical work since there is a need to undertake activities promoting the establishment of the right self-esteem of the youth. The aim of the research conducted together with Professor Doctor Habilitated Janusz Kirenko, on the other hand, was to analyze the relations between the sense of coherence and self-esteem of the youth raised by single mothers and single fathers. Results of the studies pointed to a higher level of the sense of coherence in the youth from the families of single mothers, a lack of statistically significant differentiation in the self-esteem of the studied youth and a lack of a strong relation between the sense of coherence and self-esteem, which can be caused by the input of other resources used to cope with stressful events of life. Besides, I analyzed the relations between the sense of coherence and intensification of psychical needs of the youth raised by single parents as compared to young people from full families.

5.2. The family, the teacher and the student faced with contemporary challenges

The scientific and research achievements concerning these problems include 22 publications: one monograph, 3 edited works and 18 articles and chapters in edited works. I would like to emphasize that a part of them are used within the didactic classes I conduct. *Postawy rodzicielskie a funkcjonowanie społeczne jedynaków (Parental attitudes and social functioning of only children)* (2010) is a scientific monograph connected with my interest in the problem of the family. The subject matter covered in it was the basis of the doctoral dissertation. However, this monograph is a modified version of the PhD. It presents issues related to changes that affect the modern family, paying attention to single-parent families and the situation of a child raised without siblings. The special situation of an only child is that they focus parents' all attention, love and concern. The consequence of such a situation has often been and still is that the picture of only children is shaped on the basis of commonplace

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opinions. According to some, such children are more intelligent, open to contacts, correct in their behaviour and better adjusted to life than their peers from many-children families. According to others, on the other hand, only children are egocentric, over-sensitive, spoilt and they have problems with adaptation to life. However, most of those opinions are based rather on intuition than on the conclusions drawn from scientific research. The aim of the undertaken studies was to establish the relations between parental attitudes manifested by both parents and the school situation and social functioning of only children. Results of studies revealed that only children's mothers more often – as compared to mothers in many-child families – adopt an attitude of superiority towards their offspring, which means directing the child from the position of advantage and power, with simultaneous concentration on the child. An analogous situation in the group of fathers of single children and the youth having siblings, on the other hand, did not reveal any differences in parental attitudes manifested by them. It turned out that the dominating role in both one-child and many-child families is played by fathers, which is testified to by fathers stressing their power and strength on the one hand, and mother more often showing indecisiveness and a lack of abilities to solve pedagogical problems. While comparing the place of only children in the class hierarchy with the social position of the youth with siblings, it turned out that the social situation of most secondary school students who did not have siblings can be regarded as positive since most of them occupied high or medium positions. The obtained results of studies showed that social functioning of only children and the youth having siblings was not significantly different. According to the teachers, the youth without siblings were characterized by a slightly higher level of motivation for learning, they showed better socialization insignificantly more often, slightly smaller inhibitions and a little fewer anti-social behaviours. Parents' attitudes presented towards the only child were only in a small degree the indicator of the child's social position, and intensification of desired parental attitudes is significantly more often related to more correct behaviours of the youth at school. Therefore, the child's school situation and functioning at school are affected not so much by having or not having siblings, but rather by the whole psychological situation in the family and outside it, that is parental attitudes, definite patterns of conduct and behaviour as well as peer contacts. The studies could be of importance for educational practice by establishing the function of school as an institution supporting the family in bringing up an only child. The pedagogical activity of school and teachers should aim, for example, at active inclusion of students – only children in the life of the class or school or at creating opportunities to cooperate with their mates.

This area includes articles and chapters in monographs devoted to the psycho-pedagogical education of teachers. A contemporary picture of a teacher is a competent professional with a wide range of techniques and methods of work based on a number of abilities, where those associated with effective communication acquire special importance. The whole educational process is based on communication between the teacher and the student. That is the reason why communication competences should be regarded of key importance. They acquire special importance in case of working with a child of early school age or emigrant students, whose number in Polish schools is systematically growing. Educational activities connected with the ability of effective communication are important for the teacher to keep up discipline and to cooperate with the class effectively. University studies are an important setting to develop students' communication competences. Preparing students for the profession of a teacher is inseparably connected not only with the fact that they must obtain the proper academic preparation, but also with the need to apply the obtained knowledge in educational practice. Pedagogical internships whose assumption is to acquire and develop professional skills through practical classes with pupils and get acquainted with the organization and functioning of schools and pedagogical institutions are a very important element of future teachers' preparation for the teaching profession. Education acquired during university studies, however, cannot exhaust the multitude of problems encountered by a teaching in their work.

An important issue from this area is a teacher's work with a pupil with special educational needs. Recognizing such children gives possibilities to choose the proper didactic and educational methods, means and ways of influence, thus creating a chance to use their physical, psychical and intellectual potential. Chronically sick children are found within the groups of pupils with special educational needs. Results of studies I conducted together with Anna Grabowiec, Ph.D. and Jacek Bogucki, Ph.D. showed that although teachers are increasingly better prepared for working with dyslectic or ADHD pupils, they lack the guidelines and recommendations concerning work with chronically sick children and youth. On the one hand, school education develops a need for success, but on the other, it can lead to anxiety in pupils. The analysis of results of studies conducted with Marzena Kowaluk-Romanek Ph.D. showed that pupils of different (low and high) school achievements are decisively different from each other considering the level of school anxiety. The position young people take in a group is of significant importance for the school situation and social, emotional as well as intellectual functioning. Results of explorations showed that pupils from one-child families are in a socially positive situation and their social functioning in the

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dimension of behaviours in school does not significantly differ from that of young people with siblings. Another challenge faced by the teacher is social rejection in a peer group, leading to a number of negative consequences in an individual's functioning and resulting from very different conditions. That is why if a teacher is to determine the sources of a child's problems precisely, the proper pedagogical diagnosis is required.

In their work, a teacher must be also aware of the threats associated with children and youth using the Internet. Results of studies conducted together with Anna Grabowiec Ph.D., Anna Bieganowska Ph.D. and Jacek Bogucki, Ph.D. revealed that students of pedagogical departments see a number of dangers connected with the Internet use but they do not necessarily see them from the perspective of their profession. Studies conducted with Anna Grabowiec Ph.D., on the other hand, on a group of female teachers showed that most of them do not realize the multitude of violence forms that children using information and communication technologies might be exposed to.

An important challenge faced by the contemporary teacher is to arouse pro-health attitudes in pupils. Although results of the author's own studies showed that the youth attribute a high value to health, a constantly increasing number of overweight and obese young people makes school undertake activities aimed to modify the behaviours connected with pupils nourishment and lifestyle. The role of school and teachers is also to support pupils in shaping their own self-esteem.

Below I present for assessment my achievements in the area of pedeutology, school pedagogy and higher school pedagogy. They include scientific publications since my doctoral exam:

1. A. Bochniarz, A. Grabowiec (2008), *Zdrowie w systemie wartości gimnazjalistów*, [w:] A. Bochniarz, J. Bogucki, A. Grabowiec (red.), *Teoria i praktyka edukacji zdrowotnej. Wybrane zagadnienia*, Lublin, Wydawnictwo Neurocentrum, s. 139–147.
2. A. Bochniarz, A. Grabowiec, J. Bogucki (2009), *Rola komunikacji niewerbalnej w edukacji dzieci uchodźców*. [w:] E. Sałata (red.), *Problemy dokształcania i doskonalenia zawodowego nauczycieli*, Radom, Politechnika Radomska im. Kazimierza Pułaskiego, Uniwersytet Warszawski, Instytut Technologii Eksploatacji-Państwowy Instytut Badawczy w Radomiu, s. 470–473.
3. J. Bogucki, A. Bochniarz, A. Grabowiec (2009), *The School Situation and Social Functioning of Only Children – Gymnasium Pupils*, [in:] J. Daniluk (ed.), *Education vs. Wellness*, Lublin, Wydawnictwo NeuroCentrum, s. 65–74.
4. J. Bogucki, A. Grabowiec, A. Bochniarz (2009), *Modification of the Behaviours Connected with Nourishment and Life Style as a Major Way of Preventing Obesity in Children and Youth*, [in:] K. Turowski (ed.), *Impact of a Lifestyle on Wellness and Prosperity*, Lublin, Wydawnictwo NeuroCentrum, s. 13–20.

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5. A. Bochniarz (2010), *Postawy rodzicielskie a funkcjonowanie społeczne jedynaków*, Lublin, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, ss. 174.
6. A. Bochniarz (2010), *Efektywne porozumiewanie się w relacjach wychowawczych*, [w:] D. Pankowska, T. Sokołowska-Dzioba (red.), *Kompetencje nauczyciela przedmiotów zawodowych. Praca wychowawcza*, cz. 2, Lublin, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, s. 101–119.
7. J. Bogucki, A. Grabowiec, A. Bochniarz (2010), *Odrzucenie społeczne w świetle diagnozy pedagogicznej*, [w:] J. Kocki (red.): *Kazuistyka wieku rozwojowego. Casus pro diagnosi*, Lublin, Polihymnia, s. 31–47.
8. J. Bogucki, A. Grabowiec, A. Bochniarz (2011), *Uniwersyteckie kształcenie nauczycieli w kontekście zmian w systemie pracy z uczniami ze specjalnymi potrzebami edukacyjnymi*, „Wisza Oswita Ukrainy”, t. 1 (26), s. 61–66.
9. A. Grabowiec, A. Bochniarz (2011), *Новая система педагогических практик - гарантия профессиональной подготовки будущего учителя*, [w:] В.Н. Скворцова (red.), *Высшее образование XXI века*, Ленинградской государственной университет имени А. С. Пушкина, Санкт-Петербург, s. 13–18.
10. J. Bogucki, A. Bochniarz, A. Grabowiec (2011), *Preparation of Teachers for Teaching and Educational Work with Chronically Ill Pupils*, [in:] A. Bogucka-Kocka, M. Feldo, J. Kocki (ed.), *Selected Problems of Diagnosis, Treatment and Prophylaxis of a Disabled Child*, Lublin, Polihymnia, s. 197–207.
11. A. Grabowiec, A. Bieganowska, A. Bochniarz, J. Bogucki (2011), *Zagrożenia internetowe w świadomości przyszłych nauczycieli*, [w:] J. Podgórecki, A. Dąbrowska, K. Czerwiński (red.), *Bezpieczeństwo w perspektywie komunikowania społecznego i jego edukacyjne uwarunkowania*, Toruń, Wydawnictwo Adam Marszałek, s. 153–172.
12. A. Grabowiec, A. Bochniarz, J. Bogucki, A. Witek (2012), *Communicative Competence in Educating Humanities Teachers*, [w:] K. Czerwiński, A. Knocińska, A. Stefańska (red.), *Komunikacja społeczna w perspektywie dylematów współczesnej edukacji*, Toruń, Wydawnictwo Adam Marszałek, s. 92–111.
13. A. Bochniarz, A. Grabowiec, J. Bogucki, A. Witek (2012), *The Role of Communicative Competence in Managing Situations Disturbing Good Order and Discipline During a Lesson*, [w:] K. Czerwiński, A. Knocińska, A. Stefańska (red.), *Komunikacja społeczna w perspektywie dylematów współczesnej edukacji*, Toruń, Wydawnictwo Adam Marszałek, s. 135–155.
14. A. Bochniarz, A. Grabowiec (2013), *Кибермобінг – виклик для сучасної освіти*, „Вісник” Луганського Національного Університету Імені Тараса Шевченка, Педагогічні Науки № 13 (272) липень 2013 Частина II, s. 6–16.
15. A. Bochniarz, A. Grabowiec, J. Bogucki (2013), *A Teacher Should Think Polish and European. Reflections a Few Years After Poland Joined the European Union* [in:] R. Kucha, H. Cudak (ed.), *European Ideas in Pedagogical Thoughts – from National to Supernational Points of View. Some Totalitarian Aspects*, Łódź, Wydawnictwo Społecznej Akademii Nauk, s. 355–366.
16. J. Bogucki, A. Bochniarz, A. Grabowiec (2014), *Innowacyjne przygotowanie pedagogiczne studentów kierunków humanistycznych w ramach projektu: www.praktyki.wh.umcs. Przygotowanie i realizacja nowego programu praktyk pedagogicznych na Wydziale Humanistycznym UMCS – raport*, [w:] J. Bogucki, A. Bochniarz, A. Grabowiec (red.), *Przez praktyki do praktyki. W stronę innowacji*

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w kształceniu nauczycieli, cz. III: Pedagogiczne przygotowanie przyszłych nauczycieli, Lublin Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, s. 11–19.

17. A. Grabowiec, A. Bochniarz (2014), *Poczucie własnej wartości a doświadczenia szkolne - refleksje studentów po odbyciu praktyki ogólnopedagogicznej*, [w:] J. Bogucki, A. Bochniarz, A. Grabowiec (red.), *Przez praktyki do praktyki. W stronę innowacji w kształceniu nauczycieli, cz. III: Pedagogiczne przygotowanie przyszłych nauczycieli*, Lublin, Białystok, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, s. 51–59
18. A. Grabowiec, A. Bochniarz (2016), *O potrzebie/konieczności rozwijania kompetencji komunikacyjnych przyszłych nauczycieli edukacji wczesnoszkolnej*, „Lubelski Rocznik Pedagogiczny”, vol. 35, nr 3, Wydawnictwo Uniwersytetu, Marii Curie-Skłodowskiej, Lublin, s. 271–284.
19. M. Kowaluk-Romanek, A. Bochniarz (2016), *About anxiety, or what pupils at school are afraid of*, [in:] M. Chepil, A.M. Żukowska, O. Karpenko (ed.), *In the sphere of education and artistic work*, State Pedagogical University Drohobych Ivan Franko, s. 109–119.

Apart from the articles and chapters in monographs enumerated above, I am a co-editor of the following 3 collective works:

1. A. Grabowiec, J. Bogucki, A. Bochniarz (red.), (2008), *Zdrowa szkoła – zdrowy uczeń. Edukacja wobec współczesnych zagrożeń zdrowia*, Lublin, Wydawnictwo NeuroCentrum (ss. 295).
2. A. Bochniarz, J. Bogucki, A. Grabowiec (red.) (2008), *Zdrowa szkoła – zdrowy uczeń. Teoria i praktyka edukacji zdrowotnej. Wybrane zagadnienia*, Lublin, Wydawnictwo NeuroCentrum (ss. 250).
3. J. Bogucki, A. Bochniarz, A. Grabowiec (red.) (2014), *Przez praktyki do praktyki. W stronę innowacji w kształceniu nauczycieli, cz. III, Pedagogiczne przygotowanie przyszłych nauczycieli*, Lublin, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej (ss. 216).

The publication *Zdrowa szkoła – zdrowy uczeń. Edukacja wobec współczesnych zagrożeń zdrowia* (*Healthy school – healthy pupil. Education in the face of contemporary health hazards*) is of interdisciplinary character. It refers to lifestyle, health problems and health hazards, wellbeing and children and youth coping with school stress at particular stages of the educational process. Moreover, it deals with some selected aspects of the functioning of teachers. The next publication, *Zdrowa szkoła – zdrowy uczeń. Teoria i praktyka edukacji zdrowotnej* (*Healthy school – healthy pupil. Theory and practice of Health education*) includes theoretical reflections on health education, empirical studies from this field and a review of prophylaxis and health promoting programs. It also presents the author's solutions already functioning in educational practice. A monograph *Przez praktyki do praktyki. W stronę innowacji w kształceniu nauczycieli. Część III, Pedagogiczne przygotowanie przyszłych nauczycieli* (*Through internships to practice. Towards innovation In teachers' education. Part III. Pedagogical preparation of future teachers*) presents different aspects of future

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teachers' preparation in the changing educational reality, with special attention drawn to the role and importance of pedagogical internships.

6. Participation in research projects

I participated in the following Project which were co-financed from ESF:

- ✚ **Project „www.praktyki.wh.umcs – Preparation and realization of a new program of pedagogical internships at the Faculty of Humanities UMCS”** co-financed by the European Union with the European Social Fund. The Operational Program Human Capital 2007 – 2013 Priority III, Sub-activity 3.3.2 „An effective system of teachers' education and training”. Realization: 1 September, 2010 – 30 June, 2015
- ✚ **Project „Pedagogical practices – a way to innovative schooling”** co-financed by the European Union with the European Social Fund. The Operational Program Human Capital, Priority III, Activity 3.3., Sub-activity 3.3.2 “Effective system of education”
- ✚ **„Pedagogy major social aid and social work – 2nd level (part-time) – project “University open to tomorrow”** realized within the Operational Program Human Capital 2007 – 2013 Priority IV, Activity 4.1., Sub-activity 4.1.1. “Strengthening the didactic potential of university” at the Department of Pedagogy and Psychology.
- ✚ **Project „Post-graduate pedagogical qualification studies – preparation for the role of a teacher of vocational subjects”** – project realized at the Department of Pedagogy and Psychology UMCS from 1 January, 2009 till 31 August, 2010 within ESF, Operational Program Human Capital 2007 – 2013 Priority III, Sub-activity 3.3.2 “An effective system of teachers' education and training” – conducting didactic classes. Realization: 1 January, 2009 till 31 August, 2010.
- ✚ **Project „From student to expert – environmental protection in practice”** – realized at the Department of Chemistry UMCS co-financed by the European Union with the European Social Fund. The Operational Program Human Capital Priority IV Higher education and science, Activity 4.1. Strengthening and developing the didactic potential of university and increasing the number of graduates of the directions of key importance for the economy based on knowledge. Realization 1 September, 2009 – 30 September, 2015.

7. Participation in scientific conferences

Differentiated research problems were presented at international and national scientific conferences (a complete list is included in the appendix). Those were not only pedagogical

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but also interdisciplinary conferences, with historians, doctors of medicine, philologists and biologists taking part. Examples are I and II Ogólnopolska Konferencja Naukowo-Szkoleniowa pt. Kazuistyka Wieku Rozwojowego entitled Kazuistyka Wieku Rozwojowego „Causa pro diagnosi”, Lublin, organizer: PAN O/Lublin, Klinika Endokrynologii i Neurologii Dziecięcej UM Lublin, Samodzielna Pracownia Genetyki Klinicznej UM Lublin, Oddział Lubelski Polskiego Towarzystwa Genetycznego, Oddział Lubelski Polskiego Towarzystwa Pediatrycznego (10-11.12.2010; 14-16.10.2011), XV i XXI International Conference on the “Science and Quality of Life”, Vilnius, Lithuania, Organizator: Universitas Studiorum Polona Vilnensis (3 – 5.07.2011; 29.06.-02.07.2017); II Ogólnopolska Konferencja Naukowo-Szkoleniowa. Medycyna Personalizowana. Genom – Architektura – Szkoła - Design. Lublin. Organizator: Zakład Genetyki Klinicznej Uniwersytetu Medycznego w Lublinie, Katedra Architektury, Urbanistyki i Planowania Przestrzennego Politechniki Lubelskiej, Polska Akademia Nauk Oddział w Lublinie (11-13.12.2014); VI Ogólnopolska Konferencja Naukowo-Szkoleniowa. Problemy diagnostyki, rehabilitacji i rozwoju dziecka niepełnosprawnego. Organizator: Polska Akademia Nauk Oddział w Lublinie, Zakład Genetyki Klinicznej Uniwersytetu Medycznego w Lublinie, Katedra Architektury, Urbanistyki i Planowania Przestrzennego Politechniki Lubelskiej, Polska Akademia Nauk Oddział w Lublinie, Uniwersytet Marii Curie-Skłodowskiej w Lublinie, Warszawska Wyższa Szkoła Humanistyczna (13.12.2014).

I was a member of the organizational committee and the secretary of the International Scientific Conference organized by the Department of Pedagogics and Health Education UMCS Lublin: : *Zdrowa szkoła-zdrowy uczeń* (6.-7.11.2011).

8. Awards and distinctions

I was awarded the following medals: Medal Srebrny za Długoletnią Służbę – II stopnia, granted by the President of the Republic of Poland (22 November 2016) and Medal Komisji Edukacji Narodowej, granted by the Minister of National Education (19 July 2018). Moreover, I received the Rector’s Reward Zespołowa Nagroda Rektora UMCS III degree for distinguished work at the University (23 October 2018).

9. Didactic, organizational and popularizing activity

Since 2016 I have been the vice-dean for education at the Department of Education and Psychology UMCS. My activity in this field is connected, among other things, with supervising and coordinating the curricula in accordance with the binding educational

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standards, and with preparing their changes; supervising post-graduate studies at the Department, supervising the work of the Department Team for syllabuses of Modules – subjects, the work of the Department for promotion, the Department Team for the English version of the curricula, the Department Team for Cooperation with external stakeholders, Program Teams for particular directions of studies, Department Recruitment Commission. I also preside over M.A. and B.A. exams at the majors of pedagogy, Special pedagogy and animation of culture. I am the chairperson of the Department Team for Education Quality, of the Department Commission for confirmation of learning effects; I am a member of the University Team for Education Quality and a member of the University Recruitment Commission (since 2018). In the years 2017-2018 I took part in the work on starting the major in Education and Therapy in English. I was a member of the Commission electing the best graduate of the Department of Education and Psychology in 2016. In 2016 I held the function of the coordinator of the Department of Pedeutology and Health Education for cooperation with the external environment. In the years 2013-2016 I was a member of the Program Team for Pedagogy. I was also a member of the Department Recruitment Commission of the Department of Education and Psychology UMCS for 1st year studies of Pedagogy, M.A. studies for the academic year 2012/2013.

Together with Małgorzat Kuśpit Ph.D. I co-organized the jubilee celebrations connected with the 45th anniversary of the Department of Pedagogy and Psychology UMCS, which were held on 25 October, 2018.

I conduct classes at the Department of Education and Psychology UMCS and at the Department of Humanities UMCS. I conduct or have conducted classes for full-time and part-time 1st and 2nd degree students (pedagogy, social work) of the Department of PEducation and Psychology UMCS from the following subjects: general pedagogy, pedeutology, introduction to pedagogy, social communication, facultative subjects – effective communication with the wards, communication in pedagogical relations. At the Department of Humanities UMCS I have conducted or conduct classes for full-time 1st ad 2nd degree students with teaching specialization (history, Polish philology, applied linguistics, German philology, English philology) in general pedagogical preparation, pedagogical preparation for elementary school work, pedagogical preparation for secondary school work. I also supervise internships at the Department of Humanities. Together with Anna Grabowiec Ph.D. and Jacek Bogucki, Ph.D. I modernized the program of pedagogical internships for 1st degree studies of teaching directions of the Department of Humanities within the project „www. praktyki.wh.umcs. Preparation and realization of the new program of pedagogical internships at the Department

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of Humanities UMCS". In addition, together with Anna Grabowiec Ph.D. I developed a program of pedagogical internships for 2nd degree studies at the Department of Humanities. I also conducted classes in the culture of language and communication, communication of the teacher with pupils, pedagogical work of the teacher at Pedagogical Qualification Studies; communicative competences and the hidden program within the training for teachers in the project „www. praktyki.wh.umcs - Preparation and realization of the new program of pedagogical internships at the Department of Humanities UMCS, co-financed from the means of the European union within the European Social Fund. Operational Program Human Capital 2007 – 2013 Priority III, Activity 4.1., Sub-activity 3.3.2 „An effective system of teacher education and improvement”; training of the techniques of mental work and methods of learning within the project From student to expert – environmental protection in practice” – realized at the Department of Chemistry UMCS, project co-financed by the European Union with the European Social Fund. The Operational Program Human Capital Priority IV. Higher education and science, Activity 4.1. Strengthening and developing the didactic potential of university and increasing the number of graduates of the directions of key importance for the economy based on knowledge. Sub-activity 4.1.2. Increasing the number of graduates of the directions of key importance for the economy based on knowledge; general pedagogy in the project “Pedagogy major social aid and social work – 2nd level (part-time) – project “University open to tomorrow” realized within the Operational Program Human Capital 2007 – 2013 Priority IV, Activity 4.1., Sub-activity 4.1.1. “Strengthening the didactic potential of university” at the Department of Education and Psychology.

I supervised 28 M.A. theses at the Department of Education and Psychology UMCS (major – pedagogy), 38 M.A. theses at the Faculty of Social Sciences at the Alcide De Gasperi University of Euroregional Economy in Józefów, 24 B.A. theses at the Lublin Higher School in Ryki. I reviewed 23 B.A. theses (major – pedagogy) and 23 M.A. theses (major – pedagogy) at the Department of Pedagogy and Psychology UMCS, 35 23 M.A. theses at the Faculty of Social Sciences at the Alcide De Gasperi University of Euroregional Economy in Józefów.

In 2015 I participated in psycho-education workshops in the field of academic work within the framework of the project „Przyjazny Uniwersytet” (Friendly University) at the Maria Curie-Skłodowska University and in I Warsztaty Metodologii Jakościowych (First workshops of quality methods) organized at the Department of Education and Psychology. In 2016 I took part in a training entitled Komunikacja interpersonalna (Interpersonal communication) organized by Pracownia Doskonalenia Kompetencji (Laboratory of

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Competence Improvement); in 2018 I took part in a workshop „Uczenie się 2.0. Jak (się) uczyć się w dobie Internetu?” (Learning 2.0. How to learn in the age of Internet?) organized within UMCS. In 2009 I took part in a training of the scientific and didactic staffs of UMCS: Nowe metody kształcenia (New methods of education), realized within the ESF „Nowoczesne metody i techniki kształcenia w UMCS. Wzmocnienie potencjału dydaktycznego Wydziału MFil” New methods and techniques of education at UMCS. Strengthening the didactic potential of the Faculty of Mathematics, Physics and Computer Science, 300 hours, including 120 hours – laboratory and 180 hours – materials on the platform; in 2017 I took part in the following trainings: „Studia w modelu dualnym - warsztaty z zakresu projektowania procesu kształcenia praktycznego” (Studies in a dual model – workshops in designing the process of practical education), organizer: Instytut Rozwoju Szkolnictwa Wyższego; „Tworzenie nowych programów kształcenia – od Polskiej Ramy Kwalifikacji poprzez kwalifikacje dla 6-8 poziomu do sylabusów” (Creating new programs of education – from the Polish Qualifications Framework through qualifications for 6-8 levels to syllabuses), organizer: Centrum Kształcenia IDEA. My participation in the above enumerated workshops and trainings contributed to the improvement of my didactic work.

In 2019 I co-organized III Wojewódzki Turniej Wiedzy Historycznej (3rd Voivodeship Historical Knowledge Tournament) entitled „Spacer po Polsce – nasza mała i duża ojczyzna” (A walk through Poland – our little and big homeland), where children from Lublin nursery schools took part.

In 2007 and 2010 I cooperated with Towarzystwo Wiedzy Powszechnej (Society for universal knowledge). Within this cooperation I conducted trainings for the Pedagogical Councils: *Na czym polega wychowanie w szkole? Umiejętności wychowawcze; Skuteczne motywowanie; Skuteczny wychowawca – rola wychowawcy klasy; Praca z wychowankiem zdolnym* (What is school upbringing? Pedagogical skills. Effective motivation. Effective teacher – role of the form teacher. Work with a talented pupil).

10. Doctoral supervision as a scientific supervisor or auxiliary supervisor

In 2017 I was appointed the auxiliary supervisor in doctoral proceedings of Henryk Waszkowski, M.A. and his dissertation written under the supervision of Professor Doctor Habilitated Janusz Kirenko [*Znaczenie ruchu spółdzielczego inwalidów w rozwoju rehabilitacji zawodowej i społecznej osób z niepełnosprawnością*]. A public defense of the dissertation took place on 16 April, 2018 at the Department of Pedagogy and Psychology UMCS.

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11. Scientific internships in foreign and national scientific and academic centers

I did a scientific internship at the Institute of Pedagogical Education and Adult Education of the National Academy of Pedagogical Sciences in Kiev in the period from 14 to 26 September, 2015. Then I had a opportunity to get to know the organization and preparation for the professional work of future teachers as well as the forms of raising and improving teachers' qualifications in educational institutions of different levels. Moreover, that internship enabled me to exchange professional experience with the workers and to hold meetings with the Academy students. I also visited the Sukhomlinsky Ukrainian College of Kyiv, the Anton Makarenko Professional Pedagogical College, the National Pedagogical Dragomanov University and the National Aviation University. In addition, within that internship on 24 September, 2015 I took part in the 1st International Specialist Conference "Education in Ukraine. Education abroad" , where – together with Anna Grabowiec Ph.D, Anna Witek Ph.D. and Mirosława Braślawska-Haque – I gave a paper on pedagogical education at the universities in Poland.

To sum up, I would like to emphasize that my scientific interests and publications as well as didactic activity are a bridge between health education, pedeutology and school pedagogy.

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