

Summary of professional achievements

1. First and last name

Agnieszka Buczak

2. Diplomas, academic degrees held:

In 1996 I obtained a Master's degree from the Faculty of Pedagogy and Psychology at the Maria Curie-Skłodowska University; Master's thesis: Realizacja ról rodzicielskich w rodzinach bezrobotnych [Fulfilment of parental roles in unemployed families] under the supervision of Prof. Maria Chodkowska.

In 2004 I defended the thesis "Współpraca rodziny i szkoły a osiągnięcia w nauce I przystosowanie szkolne uczniów gimnazjum" ["Cooperation of family and school and achievements in education and adaptation of junior high school students"] (promoter Prof. Maria Chodkowska, reviewers: Prof. Sabina Guz, Prof. Julian Radziewicz).

3. Information about past employment and academic centres

In the years 1997-2004 I was employed as an assistant at the Department of Pedagogical Education of Teachers of the Faculty of Pedagogy and Psychology of the Maria Curie-Skłodowska University in Lublin.

Since 2004 I work as an assistant professor at that Department, which was converted in 2005 to the Department of Pedagogical and Health Education.

4. Achievement ensuing from Article 16 par. 2 of the Act of 14 March 2003 on the Academic Degrees and Title and the Degrees and Title in Art (Journal of Laws of 2016, item 882, as amended in the Journal of Laws of 2016, item 1211):

Agnieszka Buczak (2018), Postawy żywieniowe studentów kierunków nauczycielskich. Struktura i uwarunkowania [Eating attitudes of students of teaching courses of study. Structure and determinants] UMCS Publishing House, Lublin. (monograph p. 276).

publisher's reviewer: Anna Gawęł, Ph. D. (UJ Kraków).

Review of the academic objective of the aforementioned work and of the results achieved, including a review of their potential implementation:

The monograph constitutes an effect of several years of research being a combination of my academic interests associated with both profiles of the Department of Pedagogical and

Health Education. The paper embedded in health education addresses the issue of eating attitudes of students of teaching courses of study, doing their traineeship at schools and taking up the job of a teacher in the future, may contribute to activities related to health education at schools. Eating constitutes an interdisciplinary scientific and research area covering health sciences, nutrition and food sciences, as well as economic and social sciences. Interest of social sciences, and, in particular, health pedagogy and education, in eating patterns, is justified by the need to disseminate solid knowledge about nutrition, with a particular emphasis being put on the health aspects in a situation of widespread interest of a major part of society in nutrition and cooking. Common knowledge of nutrition, derived from the media, often deviates from the nutritional knowledge based on scientific research. The eating attitudes of teachers and nutritional education being carried out by them as an element of health education may contribute to increased awareness of healthy eating, to counteracting nutritional disorders and many health problems.

The concept of eating attitude refers to the psychological theory of attitudes where it is treated as a relatively permanent tendency to positively or negatively evaluate the given object. This evaluation may have a form of an emotion evoked by that object, a detached assessment or an automatic involuntary reaction (Wojciszke 2013, p. 200). A cognitive, emotional and behavioural component should be included in the structure of attitudes, which, in accordance with the lenticular model of attitudes (Wojciszke 2002, p. 181-182), are understood not so much as their dimensions but as determinants and consequences (cognitive, emotional and behavioural reactions being the consequence of the attitude). Eating attitudes may be defined as a set of beliefs, thoughts, feelings, behaviours and relations associated with eating (Alveraga and others 2012, p. 436). However, in the analysis of the eating attitudes, the cognitive, emotional and behavioural elements rather participate in shaping thereof, explain the genesis than describe the attitudes themselves (Jeżewska- Zychowicz 2007, p. 152). The eating attitude constitutes a response to problems comprising the whole of the nutrition of an individual or family (Narojek 1993, p. 50). This method of understanding suggests that the object of eating attitude can be one's own eating pattern as well as the eating patterns of others, for instance, family members, friends, and in case of teachers – also students.

Reflection on the eating attitudes is embedded in the concept of health education which aims at changing the health behaviours by affecting the system of values, beliefs and attitudes of the individual (Whitehead 2004, p. 313). However, a broader method of understanding health education, presented in the Polish literature, among others, by A. Gaweł, has been

adopted in this work, which, apart from intended and systematic activities promoting health, also takes into account occasional and accidental ones. Moreover, it points out that the aim of health education is to "become a creator of one's own health and take actions promoting health among other people" (Gaweł 2006, p. 160-161). Eating attitudes may be influenced by knowledge, beliefs, values associated with health, recognized ethical norms associated with religion, tradition, or current trends. Constructing the typology of eating attitudes, an assumption functioning in health education has been adopted that the source of the attitudes is the world-view, understood as a set of subjective intellectual and emotional experiences defining the person's relationship with reality (Kowalewska, Graeber 2003, p. 10-11). According to A. Gurycka, the world-view is affected by the system of values, i.e. judgements of how it should be. In contrast to the values which constitute an ideal picture of the world, the world-view is comprised of beliefs of how the world actually looks like and where "I" belong in it. Man builds his world-view in a less or more conscious way. Gathering experiences, he asks a question about the purpose and meaning of life (Gurycka 1991, p. 52-53).

An analysis of literature on the subject matter made it possible to theoretically distinguish 6 attitudes whose source is the world-view associated with the eating pattern:

Religious attitude where religious rules (moderation ethics, periodic fasting, prohibition to consume certain foods in some religions, assigning a sacral meaning to certain food products) are the fundamental regulator of relations towards eating (Buczak 2017, Mariański 2014; Woźniak 2013; Zwoliński 2006, 2008).

Vegetarian attitude, which ensues from human respect for animals, is considered to be a kind of "secular religion", often appears in a broader ecological context (Kwasek, Obiedzińska 2014; Singer, Mason 2012; Dyczewska 2006; Ziemiański, Budzyńska-Topolowska 1997).

Anorectic attitude, associated with the worship of the body so popular in our culture, and, in particular, the cult of a slim body, is manifested by limiting the quantity of meals we eat (Józefik 2014; Sołtysiak 2013; Głębocka 2010; Zólkowska 2001).

Ortorectic attitude being a consequence of the ideology of healthism, i.e. healthy lifestyle trend which began at the turn of the 20th and 21st century. It consists in an attempt to consume only healthy food products (Borowiec, Lignowska 2012, Kędra 2011, Babicz-Zielińska, Zabrocki 2007).

Experimental attitude based on trust put in dietary novelties and readiness to make eating and cooking experiments. Its aim can be both care about health and taste experiences associated with far away cultures (Pollan 2010, Czarniecka-Skubina 2009, Jeżewska-Zychowicz 2009).

Hedonistic attitude where eating is a source of pleasure and a way of satisfying many needs. In effect it often leads to uncontrolled eating (Ogińska-Bulik 2016, Ogden 2011, Makara-Studzińska and others 2007, Ogińska-Bulik 2004).

Every individual has attitudes towards different objects, grouped in a hierarchical and thematic manner, embedded in the ideology being pursued. This means that new, more detailed attitudes can be derived from more central and general values which the given individual has in that field (Böhner, Wänke 2004, p. 73). For instance, periodic fasting and moderate eating and drinking are attitudes based on religiousness which is superior not only to attitudes towards eating but also attitudes towards suffering, abortion, health, marriage, etc.

The social role of ideology, being a consequence of the adopted world-view, expressed in integration, social control, support of social order or in group interests (see Borowiec, Lingowska 2012, p. 96) causes that the object of the eating attitude is the eating pattern of the individual expressing the given attitude (self-assessment of the eating pattern) as well as an assessment of the eating pattern of others. In the theoretical model of the eating attitudes, attitudes towards one's own eating pattern are defined as "internal" and those towards the eating pattern of others as "external". 3 elements of its structure were included in each type of attitudes: cognitive, emotional, behavioural. Mutual connections between the cognitive, emotional and behavioural aspects in eating attitudes are pointed out, among others, by M. Macht (2005, p. 304). Constructing the theoretical model of eating attitudes, it was assumed that every individual has different eating attitudes of different intensity which are consistent with the individual's system of values and their source is the world-view. They are relatively permanent, open, and significantly conscious.

The principal purpose of the research was to learn about the correlations between the attitudes towards one's own eating pattern and the eating pattern of others in the group of students of teaching courses of study and selected psychosocial, socio-demographic and health factors.

The research is principally focused on the correlations between the eating attitudes of students of teaching courses of study and their possible determinants analyzed in the context of health education.

The main research problem takes on the form of a question:

What is the correlation between the psychosocial factors and the attitudes of the surveyed students of teaching courses of study towards their own eating pattern and the eating pattern of others?

The problem, due to its complex nature, required further elaboration and formulation of additional survey questions:

- 1. What is the intensity of selected eating attitudes in the group of students of teaching courses of study?*
- 2. What is the structure of correlations between the attitudes towards one's own eating pattern and the eating pattern of others among the surveyed students of teaching courses of study?*
- 3. How do the socio-demographic variables (gender, course of study, place of residence, religiousness and material status of the students surveyed) differentiate the types of eating attitudes among the group surveyed?*
- 4. What is the correlation between the subjective assessment of the health condition and the BMI and the type of eating attitude of the surveyed students of teaching courses of study?*
- 5. What is the correlation between the functioning of a family, social competencies, global self-esteem and coping strategies and the types of eating attitudes of the surveyed students?*
- 6. What profiles of eating attitudes can be distinguished in the group of the surveyed students of teaching courses of study and how can they be described in categories of the analyzed explanatory variables?*

Assumptions were formulated to the research questions based on an analysis of the literature on the subject matter justifying those questions. Moreover, working hypotheses were formulated to problems of correlation nature:

Hypothesis H1, constituting an attempt to answer **the second research question**, assumes that *the structure of correlations between eating attitudes is complex. It is assumed that there are significant relationships between the attitude towards one's own eating pattern and the attitudes towards the eating pattern of others.*

Hypothesis H2 was formulated to the **fourth research question** which assumes that *there is a significant correlation between the subjective assessment of health condition and the BMI and the eating attitudes of the surveyed students of teaching courses of study.*

Detailed hypotheses were formulated to the **fifth research question** taking into account each of the four psycho-social factors constituting independent variables:

Hypothesis H3.1 assumes that *there is a significant correlation between the assessment of functioning of a family and the eating attitudes of the surveyed students.*

Hypothesis H3.2 assumes that *there is a negative correlation between global self-esteem and the eating attitudes of the surveyed students.*

Hypothesis H3.3 assumes that *there are significant correlations between the coping strategies and the eating attitudes of the surveyed students.*

Hypothesis H3.4 assumes that *there are significant correlations between the social competencies and the eating attitudes.*

The dependant variable in the research is made up of the eating attitudes whose indicators are the type of the attitude (intensification of the types of attitude, their mutual correlations) and the object of the attitude (towards oneself and addressed outwards).

The choice of the **independent variables** constituting correlations of the eating attitudes was based on the integrated eating model of J. Ogden. The individual with its cognitive elements, gender and biology, in a broader social context, with a particular emphasis being put on the family, lies in the centre of the model. Categories such as communication, conflict, control appear at the interface of the individual and the broader context. These themes become significant from the point of view of eating "as the individual interacts with the social world and is constructed by it". The eating attitudes are assigned to specific individuals, ensue from individual needs, the subject's properties – however, they are not isolated from the external world. The individual eating attitudes may pertain to the eating pattern of the individual (subject) as well as to its environment. In this sense they constitute a type of a mechanism of controlling adherence to the social norms. Display of similar types of attitudes by entire groups of people, seeking the source of attitudes in the world-view justifies the need to put them in the social context. The social norms (for instance, communicated in the media, family, or the cultural norms) are important factors shaping the eating attitudes. Acquisition of eating attitudes takes place at the interface between the individual and the social world, and is manifested by communication, conflict and control themes (Ogden 2011, p. 291).

Categories contained in the Integrated Eating Model were expressed in the form of independent variables constituting selected correlates of the types of eating attitudes. Indicators measurable through available research tools were assigned to the variables:

- 1) For the variable *functioning of a family* the indicators were calculated on the basis of SOR/FACES IV of A. Margasiński.
- 2) For the variable *global self-esteem* the indicator was the result on Rosenberg's SES

scale.

- 3) For the variable *coping* the indicators were the results obtained on the Mini-COPE sub-scales of Ch. S. Carver (adapted by: Z. Juczyński, N. Ogińska-Bulik)
- 4) For the variable *social competencies* the indicators were calculated on the basis of the PROKOS scale of A. Matczak, K. Martowska.

The following socio-demographic and health factors: gender, course of study, place of residence, religiousness, health condition, BMI, were indicated as intervening variables.

To achieve the research objective, in an attempt to solve the research problems, the **diagnostic survey** method was used. For the needs of the exploratory work a unique Eating Attitudes Scale was developed on which sub-scales were isolated – factors describing the attitude towards one's own eating pattern and the eating pattern of others.

The preliminary version of the Eating Attitudes Scale had 72 positions, 36 referring to "internal" attitudes referring to one's own eating pattern and 36 "external" attitudes referring to the eating pattern of others. Each attitude was supposed to contain two items diagnosing three components of the attitude (cognitive, behavioural and emotional). The theoretical validity of the items was checked by 6 competent judges. The experimental version of the scale was filled in by 395 individuals aged between 19 and 45. The scale did not obtain satisfactory psychometric values. Too large a number of items were eliminated as a result of a factor analysis and discriminant analysis, and hence certain sub-scales describing the types of the eating attitudes did not contain items describing all components of the attitude (cognitive, emotional and behavioural).

A second experimental version of the questionnaire was prepared which excluded items of low factorial loads and those which the respondents reported as being incomprehensible or difficult to interpret unequivocally. The new experimental version contained 144 items (72 referring to the "internal" eating attitudes and 72 referring to "external" eating attitudes). The propositions were checked in terms of linguistic correctness and verified again by competent judges in terms of cohesion with the theoretical model of eating attitudes. The questionnaire was filled in by 513 individuals aged between 18 and 48 - full and part-time students of pedagogic courses of study.

As a result of a factor and discriminant analysis the number of items on the questionnaire was reduced and the theoretical model of eating attitudes was verified. Ultimately, 5 attitudes towards one's own eating pattern ("internal" and 5 attitudes towards the eating pattern of others ("external")) were identified. It turned out that the attitude described as experimental

type or dietetism in the group of "internal" attitudes is related to the anorectic and ortorectic type. Dietary experiments are understood as supporting weight loss or supporting healthy eating. In the external attitudes group the experimental type was incorporated into the hedonistic attitude, which means that experiences and searches associated with the eating pattern of others are not perceived as dietary experiments but as culinary experiments associated with sensual experiences, deriving pleasure from eating.

The studies were conducted among students of three universities in south-eastern part of Poland: Maria Curie Skłodowska University in Lublin, University of Rzeszów and the Józef Piłsudski University of Physical Education in Warsaw, Branch in Biała Podlaska. 387 persons were surveyed in total.

To examine the structure of eating attitudes of students of teaching courses of study the intensity of the type of each of the eating attitudes was identified in the first place. This made it possible to analyze the interdependencies between the attitudes at a later time (canonical analysis), to seek correlations between them (Tau b non-parametric correlations), examine the power of prediction of independent variables (recourse analysis) and to seek concentrations reflecting the profiles of eating attitudes.

An analysis of the descriptive statistics for the average values obtained in various scales makes it possible to say that from among all attitudes towards one's own eating pattern the surveyed students reveal a vegetarian attitude, which is manifested by the lowest average and median and value of percentiles. At the same time, the surveyed students demonstrate definitely most frequently an ortorectic and experimental attitude which is manifested in the tendency to eat healthily and to experiment with healthy diets.

A comparison of the descriptive statistics of the average weighted attitudes towards the eating pattern of others shows that the surveyed students see a common interest in weight loss ensuing from the trends to stay slim. A high average, median and percentiles are a proof of that. The weighted average figures calculated for the external hedonistic and experimental type of attitude assume slightly smaller values, which may suggest concern about the consequences of overconsumption of food by persons from the respondents' circles. High values of this attitude may also be a proof of readiness to feast together, which is an expression of recognizing the social function of eating – building relationships, communication, expressing feelings, etc.

The most proper correlating procedure for studying the correlations between the "internal" and "external" eating attitudes was the use of the canonical analysis which makes it possible to study the relations between two sets of variables. The results indicate that it is possible to

explain 57.93% of variations in the set of variables describing attitudes towards the eating pattern of others through one's own eating attitudes. 54.04% of variations of external attitudes is explained by the variability of internal attitudes ($R_c=0.894$; $p<0.001$). It can thus be concluded that there is a high correlation between the attitudes being represented by both sets of variables.

In the course of the procedure as many as five pairs of canonical variables were obtained, which means that the correlations between the sets of variables can be explained in five different dimensions. From the point of view of health education, the relations between the sets of canonical variables in which attitudes associated with supporting healthy eating habits of students - future teachers - seem to be important. Such attitudes co-appear with dietary experiments and healthy eating habits (second pair of canonical variables) and with avoiding excessive, uncontrolled eating by potential teachers (fifth pair of canonical variables). A canonical analysis in all statistically relevant dimensions makes it possible to notice a convergence of attitudes towards one's own eating pattern and the attitudes towards the eating pattern of others, a consequence of which can be a dual educational impact on the eating attitudes of students – by modelling and supporting attitudes beneficial from the health's point of view.

These results make it possible to confirm hypothesis H1 which shows that there is a significant correlation between attitudes towards one's own eating pattern and the attitudes towards the eating pattern of others.

Diversity of the eating attitudes of the surveyed students in relation to the socio-demographic and health variables should be pointed out. Although women seem to express more interest in the way they eat and the way others eat, only the average values of vegetarian attitudes and attitudes associated with weight loss are significantly higher. Gender does not differentiate attitudes associated with healthy eating habits. Religiousness and place of residence demonstrate a correlation only with religious attitudes. Assessment of the health condition differentiates the anorectic and hedonistic attitude – persons highly valuing their health avoid both excessive eating and weight loss diets. The BMI displays a positive correlation only with preparedness to lose weight, which means that the desire to reduce weight appears more frequently among obese and overweighted people than among people with proper or low body mass. An analysis of the results of own studies confirmed prior research observations (Domański and others 2015; Machaj, Łopacka-Sęczyk 2008; Story and others 2002) which indicate gender as a factor which strongly differentiates the eating habits. According to previous research findings (Schlimpert 2016; Width, Reinhard 2014),

appearance of health problems (including excessive body mass) may be associated with greater attention to healthy eating habits. These results give inclinations to confirm hypothesis H2 which assumes that there are significant correlations between a subjective assessment of the health condition and the BMI and the eating attitudes of the respondents.

Such relations justify the search for correlations of various attitudes, identification of their predictors, as well as an analysis of the determinants of the most frequently correlated types (concentrations).

Results of the correlation analyses make it possible to confirm hypothesis H.3.1 which suggests that there are correlations between functioning of a family and the eating attitudes. It should be pointed out that they are complex and, at the same time, concurrent with the research findings of numerous authors. An analysis of the results of own studies shows the impact of positive assessment of functioning of a family on stronger external hedonistic and experimental attitude associated with feasting together. Correlations with the general SOR indicator, sustainability scales, communication and satisfaction with family life confirm the findings concerning the importance of consuming meals together not only in the context of healthy eating habits but in a broader pedagogic perspective (see, for instance, Fulkerson and others 2006; Rawlings 2009; Nicklas and others 2004).

Correlations between the assessment of functioning of a family and the eating attitude associated with feasting together are stronger than in the case of attitudes focusing on healthy eating habits. Probably the importance of functioning of a family to pro-health eating patterns of adults is not noticeable since, as research shows, such attitudes develop during early childhood, often unconsciously (Savage and others 2007). Moreover, statistically relevant negative correlations between the assessment of functioning of a family and the anorectic, vegetarian and partially hedonistic attitudes can be observed in the female group. This means that weight control, vegetarian diets or excessive eating may be a way of escaping from difficult family relationships. It is worth comparing these results with those obtained by B. Ziółkowska during her studies of girls with excessive body weight. Comparing the retrospective parental attitudes of the underweight and overweight group, no significant differences were observed (Ziółkowska 2014, p. 170 – 171). This may suggest that both the eating attitudes associated with excessive, unjustified weight control and with excessive eating leading to overweight and obesity may be correlated with the assessment of functioning of the family.

In the light of the presented results of own studies, self-esteem constitutes a factor shaping the eating attitudes only in the female respondents group – no statistically relevant correlations were observed in the male respondents group. Thus, it can be said that hypothesis H3.2 was confirmed, with an indication of strong correlation of gender as the intervening variable. Significant negative correlations appear in relation to intensification of both anorectic, vegetarian and internal hedonistic attitudes, i.e. attitudes which are unfavourable from the health's point of view. Particularly high values of correlations with anorectic attitudes, which may suggest an appearance of a syndrome of anorectic readiness, are worth mentioning. Its indicator is self-esteem "usually unrealistic, understated, sometimes pertaining to a selected sphere of life, and not generalized functioning; poor coping with defeats; blaming oneself for all failures" (Ziółkowska 2005, p. 67).

The correlation between the eating attitudes and self-esteem can be explained not so much with respect to global self-esteem but to its selected aspects (for instance, perception of one's own appearance) in the context of stereotypes associated with the gender concerning the body, social behaviours associated with eating, influence of the media, etc. (Ogden 2011, p. 81-112; Sołtysiak 2013, p. 80-99; Buczak, Samujło 2013, p. 232-242). Lack of satisfaction with the appearance is a mediator in the relationship between self-esteem and fixed attitude of avoiding eating (Gianini, Smith 2008, p. 53-54), and efforts to reduce the body mass through dietary restrictions support the reinforcement of self-assessment of appearance (Tekin and others 2017, p. 6). Intervention programs of teenagers at risk of eating disorders consisting in the reinforcement of self-esteem bring about a significant improvement in the area of satisfaction with the body, satisfaction with the appearance and reduced aspiration to reduce weight (O'Dea, Abraham 2000, p. 50-52).

The results of the correlation studies provide grounds for confirming hypothesis H3.3 about the existence of significant correlations between the coping strategies and the eating attitudes. Analysis of the results of the studies constituting the subject matter of this monograph confirms previous findings that the key factor differentiating the correlation between eating (eating attitudes) and the coping strategies is gender. Eating attitudes are most frequently treated as avoidance coping methods. Anorectic attitudes (internal and external) among both women and men displayed statistically significant correlations with avoidance behaviours. The remaining eating attitudes can be explained in categories of avoidance coping strategies only in groups differentiated due to gender. There is a correlation among women between avoidance behaviours and internal hedonistic attitude and external vegetarian attitude. The surveyed female students avoid stress through excessive eating but also by

supporting others in vegetarian diets. Where relations between excessive eating and avoiding stress, taking into account the gender as the intervening variable, are often described in literature (Ogińska-Bulik 2004, Todd, Baumeister 1991), the correlation between avoidance behaviours and the external vegetarian attitude does not find confirmation in studies conducted so far. An attempt to clarify this correlation can be made on the basis of a diagnosis of motivation of vegetarians. Many of them experience tensions caused by a conflict between ethical (respect for animals) or social (influence of peer group) motives of switching to vegetarianism and health aspects constituting a barrier for taking such decision. These tensions are a cause of development of coping mechanisms (Janda, Trocchia 2001, p. 1215-1219).

In case of the surveyed men, the avoidance behaviours correlate with the religious and ortorectic attitudes. Numerous studies of the eating habits determined by religiousness make it possible to notice that the religious attitude constitutes a factor decreasing the existence of eating disorders. However, these correlations are observed mainly among women because researchers deal with the eating disorders among men less frequently (Akrawi and others 2015, 29). A healthy diet is the most effective strategy of coping with stress, especially if it is caused by health problems. A change of eating habits to more pro-healthy ones is the best way of avoiding cardiovascular diseases, digestive system diseases, diabetes, chronic pain, malignant and immunological diseases. However, a realistic and planned approach to modification of the eating habits is important (Bilsker and others 2009).

The results of the studies provide grounds for confirming hypothesis H3.4 about the existence of significant correlations between the social competencies and the eating attitudes among the surveyed students. In own studies a correlation analysis showed a statistically relevant correlation between social competencies and the ortorectic attitude expressed in a concern for one's own health. The correlations pertain not only to the general competency indicator but to all PROKOS sub-scales. It should be pointed out that significant correlations can be identified among both women and men. These results confirm the role of social competencies emphasized by WHO in the context of life skills in shaping pro-health attitudes and eating habits. Statistically relevant correlations between social competencies and external ortorectic attitude were observed in the female respondents group, which seems to be particularly important from the point of view of future teachers. Female students with high social skills are more ready to support others in healthy eating - for instance, acquaintances, friends, family members as well as pupils during student internships.

Negative correlations between the anorectic and vegetarian attitude and assertive competencies can be explained in the context of conformism and social influence. The author's previous studies revealed, among other things, a correlation between the assessment of social influence of peers and dissatisfaction with one's own appearance, desire to lose weight, experiments with diets and taking steps associated with weight control (Buczak 2013, p. 120). Awareness of the social influence on eating habits is a proof that there are correlations between assertiveness and behaviours and attitudes associated with dieting. Social influence of peers, advertisements, media may promote not only activities associated with dieting but also contribute to overconsumption of food to reaching for unhealthy products. Results of own studies revealed that assertive competencies promote pro-healthy eating attitudes. Assertiveness training among pupils seems to be an important activity fostering the development of eating attitudes beneficial from the health's point of view (Vesela, Grebeňova 2010, p. 276-278).

The pedagogic importance of social competencies to the development of eating attitudes is important not only as regards the quantity of food being consumed or analysis of the nutritional ingredients contained in them. The eating attitudes being analyzed here do not have only a healthy dimension. Eating is a social activity that requires observing generally accepted cultural norms. From this perspective, social competencies should be considered in terms of a condition of proper behaviour at a table, being an expression of the so-called "good manners" (Shepherd 2009).

Predictors of eating attitudes being analyzed with respect to the entire population of respondents only reveal the direction of search for most important conditions of attitudes towards one's own eating pattern and the eating pattern of others. The differences in the models explaining the types of eating attitudes of female and male respondents are significant.

Global self-esteem turned out to be a factor explaining the eating attitudes only in the female respondents group, which is not surprising in a situation where correlation analyses did not reveal the importance of this variable as a factor shaping any of the eating attitudes of men. In the female respondents group, low self-esteem associated with high BMI, dissatisfaction with family life, possession of social competencies, escape behaviours in difficult situations, is being justified by anorectic attitudes associated with readiness to lose weight and supporting others in reducing body mass. In case of male respondents, a huge role in explaining the anorectic attitudes is played by balanced family relations. It should be pointed out that for the internal anorectic attitude, constituting an expression of readiness to reduce body mass, the strongest predictor among both women and men is high BMI. This

means that regardless of the gender, the respondents want to lose weight due to excessive body mass, with other psycho-social factors playing farther roles.

Social competencies as predictors of eating attitudes play a significantly more important role in the female respondents group. As regards the female student responders, social competencies do not appear only in models explaining eating attitudes based on religiousness and the internal hedonistic type associated with excessive eating.

Coping strategies equally frequently appear in models explaining eating attitudes both among women and men. The internal hedonistic attitude whose manifestation is the tendency to overeat can be explained by escape behaviours, whereas the predictors of the ortorectic and internal experimental attitude, associated with readiness to go on pro-healthy diets, are task-based strategies of coping with difficult situations.

Analyzing the determination coefficients revealing the degree of explanation of attitudes through important predictors, it can be noted that internal as well as external religious attitudes are explained the best through independent variables included in the models. At the same time, the lowest percentage of the variation being explained appears in the vegetarian attitude models. It should be noted that there are differences in the value of the determination coefficient in the models developed for women and men. The variables explaining the external vegetarian and hedonistic and experimental models of men seem to be more important than the variables identified in similar models developed for women. This means that the method of explaining these attitudes among women is more complex than ensues from the adopted recourse model.

The four profiles of eating attitudes revealed during the concentration analysis reflect the complexity of co-existence of attitudes of various intensity together with their socio-demographic and psycho-social determinants. The largest represented profile 1 is characterized by a balanced intensity of the eating attitudes. Higher religious and ortorectic attitudes reveal that care about health is related to religiousness. Representatives of the medical sciences admit that fasting is not detrimental to health but may contribute to an alignment of internal homeostasis. They present evidence confirming existence of a positive correlation between pro-health behaviours, including proper nutrition, and intensity of religiousness (Pawlikowski, Marczewski 2008, p. 101). It can be presumed that moderation in eating recommended by the Christian ethics constitutes an important aspect of care about health of a large group of the respondents, which is not always coherent with the tendencies being analyzed in the literature or surveys. Although care about health is an obligation of the Christians in the name of respecting the commandment "You shall not kill", the correlation

between attitudes motivated by religiousness and healthy eating is not obvious (Zwoliński 2008, p. 12). Own studies lean towards a deeper reflection and conducting further empirical studies on the role of religious and health motives in shaping the eating attitudes, taking into account complex socio-demographic and psycho-social correlates. Similar studies being conducted in various cultural settings (surveys and studies of various clinical cases) should serve as an inspiration. Eating attitudes of religiously involved followers of Islam (Ağköl and others 2002), Judaism (Benjamins 2012), Greek Catholicism (Trepanowski, Bloomer 2010), and Christians (Morgan and others 2000, Pilecki and others 2012) analyzed from the health's point of view did not reveal a correlation between religious practices associated with eating and eating disorders, or pro-healthy diet. As the authors of the above studies show, such correlations may appear but always in connection with individual predispositions and social context. An analysis of the correlates of profile 1 reveals the importance among individual predispositions of active coping with stress and problems and entanglement of family relations as a social context.

The other profiles, although definitely not so numerous, are significantly modified by religious attitudes towards eating and religiousness as a socio-demographic variable. Moreover, attention should be given to gender as the factor differentiating belonging to those concentrations in contrast to profile 1 which was independent of the gender of the respondents. Results of analysis of the conditions of those profiles do not always constitute a confirmation of the results of studies of other authors. It was revealed, among other things, that religious women avoid weight loss diets since they are less affected by the trends to stay slim; hence, their eating attitudes are more pro-healthy since they do not promote eating disorders. Meanwhile, religious men do not see hazards associated with overweight and obesity, what causes them to eat unhealthily (Kim 2007). Meanwhile, own studies revealed different tendencies. Profile 4 - hedonistic - represented mainly by men, comprises persons describing themselves as religiously neutral and atheists, whereas profile 4 dominated by women is characterized by greater inclination to go on diet and high intensity of religious eating attitudes.

Profile 2 with higher intensity of religious attitudes, dominated by women, is characterized by an inclination to go on weight loss diets. Men who definitely dominate in profile 4 declare lack of religious involvement, which is reflected in the lowest intensity of religious attitudes towards eating and high intensity of hedonistic attitudes. Their tendency to eat excessively is confirmed by high BMI values indicative of overweight and obesity. The hedonistic eating attitude observed in profile 4 cannot be explained by low self-esteem, inability to cope with

stress, or difficulties ensuing from improper functioning of a family. Anti-religious attitude of the persons from this profile not only towards eating may be indicative of a world-view, cultural basis for excessive eating leading to overweight and obesity. Profile 3 represented, above all, by men indifferent to eating is characterized by a positive image of functioning of a family and higher religiousness index.

The correlation between eating attitude profiles and religiousness probably has a strong cultural background. Similar studies being conducted in other countries indicate a significantly smaller role of religious world-view in the development of eating attitudes. Among the socio-demographic factors explaining the eating attitudes, religiousness occupies the last place in terms of the predictive power, and the correlation between religiousness and eating attitudes is statistically insignificant (Adeoye, Adeoye 2009, p. 115).

The aspect of eating is broad and interesting not only from the scientific and cognitive perspective but also from the perspective of daily life.

Reaffirmation of the aspect of eating in the perspective of interdisciplinary contemplations about the human being, taking into account civilizational development, biological, social and spiritual needs and reflection on the meaning of life makes it possible to correlate eating attitudes with the world-view and private ideology of the individual.

The eating attitudes of the surveyed students reflect the system of values being presented by them, covering categories such as: health (ortorectic attitude), religion, spirituality and faith (religious attitude), ecology and respect for animals (vegetarian attitude), pleasure and sensuality (hedonistic attitude), nutritional knowledge and openness to culinary experiences (experimental dietetism), body image and leanness (anorectic attitude). Values and the related eating attitudes are not subject to evaluation, which is an expression of respect for the rights of every human being. It is also not possible to unequivocally relate to the healthy consequences of these attitudes. Although high intensity of each one of them may contribute to eating disorders.

Results of empirical studies analyzed in the context of the findings of other authors make inclinations to draw conclusions of exploratory nature as well as educational practice. Limitations associated with the narrowed down area of research and choice of correlates of eating attitudes suggest a justness of continuation of research. Further work on the conceptualization of the typology of the eating attitudes or on the construction of an abbreviated version of the scale for examining them should be considered. It also seems interesting to extend the research area to entire Poland, and from the pedagogy's point of view, also to include active teachers, parents, kids and pupils. It is also a good idea to include

such correlates of eating attitudes as self-effectiveness, locus of control or type of personality in the empirical model. A cognitively interesting undertaking due to the cultural determinants of the eating attitudes would be to conduct comparative studies in other countries.

The differences between women and men as regards interest in the eating habits, an expression of which is intensification of eating attitudes, correspond to colloquial notions about this and are coherent with the results of sociological studies, gender studies and analyses being conducted in the area of health sciences or social, clinical and nutritional psychology. The ortorectic attitudes of the female respondents are explained through high coping indicators in connection with social skills.

Relatively high intensification of religiousness and the eating attitudes based on it, not only associated with fasting and moderation ethics but also pro-health attitudes, seems to be somewhat surprising. Probably such traditional approach to the eating habits ensues from the place where the studies are being conducted. Eastern and south-eastern regions of our country are considered to be exceptionally religious and traditional, which may be important from the point of view of eating attitudes and behaviours beneficial to health.

The nutritional aspects in the educational context seem to be a marginal issue in relation to pedagogic priorities such as: parenting difficulties at different periods of development, addictions and co-addictions of children and youth, special educational needs, crisis of traditional values underlying parenting, low economic status of many families, etc. Nonetheless, nutritional education is informally associated with parenting relationship, parental and family love, care about development and health.

Paradoxically, despite of a common interest in healthy diets, the way children and teens eat leaves a lot to be desired. An analysis of the diet of children in their early school age showed a huge discrepancy with the model diet, important from the point of view of preventing civilizational diseases (Kostecka, Halska 2014, p. 110-116).

In this situation school nutritional education should be justified not so much by the trendy ideology of healthism and interest in diets but, above all, out of concern for a healthy lifestyle, it should be permanently incorporated into the didactic and educational program. It is a good idea to take advantage of the current pro-health trends, interest in the art of cooking not only to realize the pro-health nutritional education program attributed to physical education but to take up issues associated with nutrition as part of other school subjects.

5. Presentation of other academic and research achievements

5.1. Eating attitudes and behaviours in the perspective of health education

The above monograph "Eating attitudes of students of teaching courses of study. Structure and determinants" is a part of a stream of my research which, since 2010, are the eating attitudes and behaviours in the perspective of health education. An effect of the research interest in the issues described in the above monograph are 10 scientific publications, including one author's monograph, four articles in magazines from the B list of the Ministry of Science and Higher Education and five chapters in the monographs:

- 5.1.1. Agnieszka Buczak, (2011). Socjokulturowe uwarunkowania zachowań żywieniowych - wyzwanie dla edukacji zdrowotnej" (w:) J. Kirenko, D. Wosik-Kawała, T. Zubrzycka-Maciąg (red.) "Wychowanie wobec wyzwań współczesności", Lublin, s. 221-238.
- 5.1.2. Agnieszka Buczak (2013). Zachowania żywieniowe gimnazjalistów i studentów w kontekście wpływu społecznego, *Medycyna Ogólna i Nauki o Zdrowiu* , 19(2):116-122.
- 5.1.3. Agnieszka Buczak (2014). Zachowania żywieniowe młodzieży w perspektywie edukacji zdrowotnej Wydawnictwo UMCS, Lublin, ss123 (monografia) ISBN 978-83-7784-337-6.
- 5.1.4. Agnieszka Buczak, Małgorzata Samujło (2014). Samoocena globalna i postrzeganie własnego ciała a zachowania żywieniowe studentów, *Lubelski Rocznik Pedagogiczny* 32 (Wydanie specjalne), A. Wiatrowska, A. Bieganowska, A. Witek (red.), *Problemy żywieniowe dzieci i młodzieży*, Lublin, s. 232-242.
- 5.1.5. Agnieszka Buczak (2016). Szacunek jako element postawy wobec odżywiania – w poszukiwaniu sprawności moralnych w edukacji żywieniowej (w:) I. Jazukiewicz, E. Rojewska (red.), *Sprawności moralne a przestrzenie pedagogiczne*, Szczecin, s. 269-283 .
- 5.1.6. Małgorzata Samujło, Agnieszka Buczak (2017). Zachowania związane z jedzeniem w kontekście zarządzania czasem studentów,(w:) V. Tanaś, W. Welskop, *Człowiek wobec zagrożeń współczesności*, Wydawnictwo Wyższej Szkoły Biznesu i Nauk o Zdrowiu, Łódź, s. 197-206.
- 5.1.7. Agnieszka Buczak (2017). Postawy żywieniowe przyszłych nauczycieli – zagrożenia i wyzwania dla edukacji żywieniowej, (w:) V. Tanaś, W. Welskop, *Człowiek wobec zagrożeń współczesności*, Wydawnictwo Naukowe Wyższej Szkoły Biznesu i Nauk o Zdrowiu, Łódź, s. 187-196.
- 5.1.8. Izabella Łukasik, Anna Witek, Agnieszka Buczak (2017). Reaching for energy drinks and ability to deal effectively with difficult situation in the opinion of students (Sięganie po napoje energetyzujące a umiejętność skutecznego radzenia sobie z sytuacją trudną w opinii studentów), *Annales Universitatis Mariae Curie Skłodowska Sectio J, Pedagogia-Psychologia* 30(3): 125-136.
- 5.1.9. Agnieszka Buczak (2017). Rodzinne uwarunkowania postaw żywieniowych studentów opartych na religijności, *Rozprawy Społeczne* 11(4), s. 28-35.
- 5.1.10. Agnieszka Buczak (2018). Rodzinne uwarunkowania konsumpcyjnych postaw żywieniowych, (w:) V. Tanaś, W. Welskop, *Rodzina w społeczeństwie konsumpcyjnym* Wydawnictwo Naukowe Wyższej Szkoły Biznesu i Nauk o Zdrowiu, Łódź, s. 231-240.

"Zachowania żywieniowe młodzieży w perspektywie edukacji zdrowotnej" [Eating behaviours of teens in the perspective of health education] (2014) is a scientific monograph associated with my interest in nutrition in the pedagogic context. The term "eating

behaviours" has a narrower scope of content than "eating attitudes", which is important to the methodology, reference of my own research to the explorations of other authors and possibility of applying the results in the educational practice.

The theoretical basis for the research were models of determinants of eating behaviours of M. Jeżewska - Zychowicz (2009, 2007, 2005) and Cz. Bywalec and L. Rudnicki (1999). Due to the fact that the said authors perceive eating behaviours from the perspective of consumer behaviours, a reference has been made to the ecological model of R. Jessor, illustrating the correlation between environmental and individual factors and the behaviour and health of teens (see Oblacińska, Woynarowska 2004). The aim of the studies was to determine the correlations between eating behaviours and selected subjective and socio-cultural factors. The methodological assumptions ensue from the Theory of Reasoned Action / Planned Behaviour by I. Ajzen, to the elements of which variables referring to eating behaviours and their determinants have been attributed. It should be added that the Theory of Planned Behaviour was used in the past to study the determinants of the choices and eating behaviours by R. Shepherd and the co-workers (1995). Demographic variables were adopted as the independent variables: age (junior high school/university students) and gender of the respondents. The dependent variables were factors associated with eating behaviours attributed to elements of the Theory of Reasoned Action/Planned Behaviour. The key concept of this theory is the intention, understood as a behavioural disposition of an increased predictive power. It precedes behaviour and is the key predictor of initiating behavioural activity. It is shaped by the individual attitude towards behaviour, subjectively perceived norms and perceived behavioural control (see Kowalski, Gawęł 2006, p. 132). In the studies the behavioural intention was made up of self-assessment of one's appearance and desire to change the body mass, activities undertaken to reduce the body mass and search for information about healthy diets. The indicator of behaviours preceding the intention were declared behaviours associated with healthy and unhealthy diets. The indicators of individual attitude towards behaviour include subjective factors such as the place of health in the hierarchy of personal values and symbols of happiness and conviction of correlations between various eating patterns and health. The place of health in the hierarchy of values and symbols of happiness perceived in the family and peer group and the conviction of the meaning of various social factors to the eating patterns (family, peer group, media, idols, etc.) were supposed to serve as evidence of the perceived social norms.

A unique questionnaire called "What do I eat and why" and the List of Personal Values developed by Z. Juczyński was used in the studies. The respondent group was composed of junior high school students from the lubelskie voivodeship aged between 14 and 16 (188 persons, including 111 girls and 77 boys) and 84 students of teaching courses of study (including 79 women and 5 men, which corresponds to the gender structure of the teaching courses of study). An analysis of the results of the studies reveals a number of threads which can be important from the point of view of the strategies of shaping the eating behaviours in the health education process:

1. Less than half of the teen respondents were satisfied with the way they look. More than 70% of university students and almost half of the junior high school students declare a need to reduce the body mass. In majority of cases this need is justified because 10% of the junior high school students and 16% of university students surveyed have a problem of excessive body weight. Even underweight persons limit their food intake. Nutritional education programs should include information not only extending the nutritional knowledge but also concerning self-assessment of one's own appearance.
2. Gender is a factor differentiating the needs of the junior high school students ensuing from lack of acceptance of one's own appearance. While girls wanted to reduce their body mass, boys wanted to put on weight. Also, girls expressed readiness to seek information about healthy diets more often. Nutritional education as an element of health education should take into account differences associated with gender.
3. Health is a value appreciated by youth and perception of health as a value is an effect of its socialization in the family and peer group. Attribution of importance to health as a personal value and to the symbol of happiness reveals a correlation with the valuation of health in the reference groups. However, valuation of health is not reflected in pro-health behaviours.
4. The nutritional knowledge of youth, expressed in the evaluation of various eating patterns, reveals significant differences in terms of age and gender. More proper knowledge about healthy diet can be observed among girls and older youth (students).
5. A significant percentage of the youth surveyed declares unhealthy eating behaviours (for instance, skipping breakfast, excessive consumption of sweets, irregular consumption of meals). At the same time, one fourth of the respondents admit that they seek information about healthy diets on TV, in books, magazines, the Internet. Media can play a huge role in nutritional education - it is a good idea to utilize the interest of young people in

nutritional knowledge by addressing pro-health social advertisements, popular science publications, or articles in teen magazines devoted to healthy diet.

The results of the studies presented in the monograph suggested a need to intensify activities in the area of nutritional education, aimed at developing complex strategies covering not only nutritional knowledge but also practical skills (for instance, planning and preparing meals), influencing the system of values, shaping self-esteem and activities fostering healthy eating patterns in the environment, especially in the family and at school.

The aforementioned chapters in monographs and articles in magazines constitute an elaboration on the issues associated with eating attitudes and behaviours and contain detailed knowledge. To diagnose eating behaviours I used a unique questionnaire called "What do I eat and why" several times, also in studies co-run with Małgorzata Samujło, and in unpublished studies conducted among school and pre-school teachers under my supervision by the participants of the master's degree seminar in the years 2010-2012. Raising the issues of socio-cultural determinants of the dietary patterns among the respondents - female students of pedagogy - I pointed out the aspirations towards physical attractiveness as the most frequently indicated factor of eating behaviours, which is probably determined by a desire to achieve a cultural model of a slim figure (5.1.1). In the studies concerning students, run together with Małgorzata Samujło, I presented the importance of global self-esteem and self-assessment of one's own appearance to behaviours associated with eating (5.1.4). We also pointed out the time management skill as one of the correlates of eating behaviours. The surveyed students emphasized the impact of fast pace of life on behaviours associated with eating and lack of time for healthy, regular meals (5.1.6). I also analyzed the eating behaviours of youth in the context of the social impact, pointing out that both the so-called closer circles (family, peer group) and farther circles (advertisements, media) may have a positive or negative impact on the eating patterns (5.1.2). An analysis of the concept of "eating attitude" led me to a reflection on respect in religious, moral, interpersonal and intrapersonal categories as an element of various attitudes towards eating (5.1.5). I pointed to the religious and moral aspect of eating attitudes and its ties to functioning of the family (5.1.9). I also demonstrated the meaning of the family to the development of eating attitudes associated with the ideology of consumerism (5.1.10). In the perspective of health education, analysis of the eating attitudes and behaviours posing a threat to health seems particularly important (5.1.7). An example can be youth reaching for energy drinks as one of the methods of coping with problems (5.1.8).

I presented the results of the studies in this area during seven domestic and international scientific conferences in Lublin, Szczecin and Łódź.

Apart from the aforementioned research projects in the area of eating attitudes and behaviours in the context of health education, I ran a number of didactic and training activities. To broaden my own competencies in this regard, I completed post-graduate studies in psychodietetics in 2013 at the Higher School of Social Sciences in Lublin. I actively participated in the coaching of students, pupils and teachers in the area of nutritional education. I held lectures for the representatives of schools participating in the nation-wide project "Fruits and vegetables in school" (Conferences "Champion Fruits and Vegetables in School - Lublin, June 2015), and for teachers of physical education during the conference "Physical activity in a healthy lifestyle" – Lublin, October 2017). Together with the UMCS students of teaching courses of study I carried out projects associated with nutritional education at schools and pre-schools in the lubelskie voivodeship.

5.2. Use of pain killers by youth – determinants and health consequences

In 2008, together with Professor Izabella M. Łukasik and Anna Witek, Ph.D., I carried out a team research grant from UMCS Vice-chancellor for Science called *Environmental and personal determinants of use of non-prescription pain killers by high school teens*. The project was honoured in 2010 by JM team award from the UMCS Chancellor.

We raised the problem of pain killers being used by youth because we are aware of the threats to health associated with the abuse of this kind of medications as indicated, among other things, by surveys conducted by TNS OBOP. It was assumed that consumption of pain killers from the OTC group may depend on various environmental/situational factors and personal competencies. Focus was made on determinants associated with social relations, coping with difficult situations, self-effectiveness, health locus of control, sense of one's own worth, flexibility, empathy. A diagnostic survey method was used in the studies. Apart from the unique questionnaire the Health Locus of Control (HLC) Scale and the Personal Competencies (KompOs) Scale were used as research tools. Studies conducted among 276 senior high school students revealed, among other things, that every fourth person surveyed used OTC pain killers during physical discomfort. Every tenth person surveyed carries pain killers with them, which may contribute to them being used in unjustified situations. Moreover, results of own studies revealed that pain killers may be one of the strategies of coping with problems at school, and reaching for pain killers is fostered by low sense of one's own effectiveness. An effect of the project was a co-authored monograph called "Use of pain

killers by senior high school youth – determinants (2009), 6 chapters in collective works (including 2 in English) and 2 articles in magazines – in English (Polish Journal of Social Science – B list of the Ministry of Science and Higher Education – item 5) and in German (Das Gesundheitswesen – A list - item 13). Publications of the results of the studies in English and, in particular, in the magazine from the JCR list, became the cause of interest of our research team in the problem of using pain killers. We paid particular attention to unjustified use of OTC medications, for instance, under the influence of advertisements in the media, as an attempt to cope with personal, family and school problems. In 2018 we were invited to participate in a joint research project together with a group of researchers from the Dental Surgery Clinic of the University of Mainz (Germany) under the supervision of Prof. Monika Daubländer. We are planning joint interdisciplinary studies associated with the use of pain killers under the influence of advertisements.

A detailed summary of my scientific papers in this regard is presented below:

- 5.2.1. Izabella Maria Łukasik, Anna Witek, Agnieszka Buczak (2009), Stosowanie środków przeciwbólowych przez młodzież licealną – uwarunkowania, Wydawnictwo UMCS, Lublin, ss.118 (monografia).
- 5.2.2. Izabella Maria Łukasik, Anna Witek, Agnieszka Buczak (2008), Kompetencje osobiste w radzeniu sobie z problemami rodzinnymi a zażywanie środków przeciwbólowych, (w:) Renata Domżał-Drzewicka, Amelia Ścibor, Halina Kaźmiera (red.) Uzależnienia a rodzina. Wybrane zagadnienia, Wydawnictwo Makmed, Lublin, s.118-122.
- 5.2.3. Anna Witek, Izabella Maria Łukasik, Agnieszka Buczak (2008), Zażywanie środków przeciwbólowych z grupy OTC przez młodzież licealną w zależności od spostrzegania trudności w sytuacji szkolnej, (w:) Renata Domżał-Drzewicka, Amelia Ścibor, Halina Kaźmiera (red.) Uzależnienia a rodzina. Wybrane zagadnienia, Wydawnictwo Makmed, Lublin, s.58-64.
- 5.2.4. Agnieszka Buczak (2008). Sugestywność reklamy dla wyboru środków przeciwbólowych, (w:) A. Grabowiec, J. Bogucki, A. Bochniarz „Zdrowa szkoła - zdrowy uczeń. Edukacja wobec współczesnych zagrożeń zdrowia”, Lublin, s.57-64.
- 5.2.5. Agnieszka Buczak, Izabella Maria Łukasik, Anna Witek (2009), Personal resources and strategies of coping with the pain experienced by young people in High School, (w:) G. Olchownik (red.) Wellness and prosperity in different phases of life, NeuroCentrum, Lublin 2009, s. 69-80.
- 5.2.6. Agnieszka Buczak, Izabella Maria Łukasik, Anna Witek (2009), Anger and mental well-being versus strategies of coping with pain as applied by young people, (w:) J Daniluk (red.) Education vs. wellness, NeuroCentrum, Lublin 2009, s. 91-106.
- 5.2.7. Agnieszka Buczak, Izabella Maria Łukasik, Anna Witek (2009), The use of painkillers in the context of dealing with school problems by young people, (w) M. Plopa (red.) Polish Journal of Social Science 2009 (4): 2015-230.

- 5.2.8. Agnieszka Buczak, Małgorzata Samujło, Anna Witek, Izabella Łukasik (2010), Metaforyczna percepcja środków przeciwbólowych z grupy OTC, (w:) J. Kocki (red.) Kazyistyka wieku rozwojowego. Symptomatologia i diagnostyka. Wyd. Polihymnia, Lublin s.51-68.
- 5.2.9. Agnieszka Buczak, Izabella Maria Łukasik, Anna Witek (2010), Die Einnahme von schmerzstillenden Mitteln durch polnische Oberstufenschüler und der Einfluss der Werbung (Use of Painkillers by Polish Secondary School Students and the Influence of TV Commercials"), Das Gesundheitswesen 72(11): 808-812 DOI/10.1055/s-0029-1242788.

I presented the effects of the research project in question during four interdisciplinary scientific conferences organized both by medical centres and centres associated with social sciences.

Apart from the research purpose, the project also had an educational character – representatives of schools participating in the studies were informed about the results and received training materials for preventive and educational work with pupils in the form of a brochure "If not pain killers, then what" and a multimedia program on how to cope with stress. We also organized activities for pupils and students as part of the Lublin Science Festival in September 2008. Moreover, the results of the studies were presented during my lecture at Fachhochschule Muenster (Germany) in December 2008 where I was invited by Prof. Bernhard Brugger during the scientific conference in Elblag. In 2009, jointly with Prof. B. Brugger, we reported a topic for the program of an international agreement on scientific cooperation abroad for the years 2009 –2010 as part of the bi-lateral agreement between DAAD (Germany) and the Ministry of Science and Higher Education (Poland): "Unjustified use of pain killers by pupils. Facts and practical conclusions. Similarities and differences in Poland and in Germany" (Ministry of Science and Higher Education registration number 7889).

5.3 Teacher and school in the changing social reality – from tradition to modernity

Scientific achievements associated with the issues contained within my field of pedeutological interests. The studies were greatly inspired by activities with students from different fields of study and teaching specializations conducted at UMCS since 1997. A number of my scientific papers were written before I obtained my doctoral degree. Below I present for assessment my works from the field of pedeutology, school pedagogy and higher education pedagogy comprised of publications since I defended my doctoral thesis. I would like to point out that they are also used as part of my didactic courses. A significant portion of works in this regard are scientific articles and chapters in monographs devoted to psychopedagogic education of

teachers, their professional competencies (5.3.1.), need to get involved in cooperation with parents (5.3.2.), and applying pedagogical theories in teaching practice (5.3.3.). An important issue in this area is teacher's cooperation with the pupil with special educational needs, in particular, with disability. These pupils in a mass school require, on one hand, individual approach while, on the other hand, integration with healthy peers (5.3.4; 5.3.5). The aforementioned works were developed on the basis of results of own studies conducted among teachers and students of teaching courses of study. One of the modern educational challenges, accented by the creators of the new reform of the educational system, is to prepare teachers in such a manner so that education at the so-called vocational schools fulfils the requirements of the changing job market (5.3.6). It is also important that teachers use the latest technologies (5.3.7) and seek possibilities to provide health education whose contents are not attributed to a single school subject. As for younger pupils, it is a good idea to use cartoon characters to promote a healthy lifestyle (5.3.8), and as regards older pupils, pro-health contents can be successfully promoted as part of different school subjects, including, for instance, language courses (5.3.12). A modern teacher should be able to deal with numerous challenges associated with educational hardships – one of them could be dealing with anger and aggression of pupils which can be caused by situations at school, and, in particular, with problems in peer relations (5.3.9). An interesting issue seems to be reception of views of Janusz Korczak, which, despite of lapse of one hundred years, are still up-to-date in didactic and educational work. An example can be a pedagogic reflection on children's rights (5.3.11) and possibility to use the plebiscite of kindness and hostility as the source of knowledge about peer relations in class (5.3.10). A co-authored article (5.3.13), constituting an effect of the international scientific and didactic project run in 2012 in Poland, Germany and Northern Ireland "Social Work Students' Perceptions of Risk" is also worth pointing out. Work on the project was begun by a meeting of partners of the Erasmus program: Fachhochschule Muenster (Germany), Queen's University Belfast (Northern Ireland), Oslo University College (Norway) and Maria Curie – Skłodowska University in Lublin, which was held between 12 and 14 March 2012 in Muenster, Germany. During the meeting, which had a rank of an international conference, I held a lecture called: "Schule – Risiko – Erziehung. Cartoon Idole von Kindern als Vorbilder fuer die 'gesunde' Lebensweise". Persons involved in the research project agreed upon the research plan and commenced work on the research tool, taking into account the method of performing social work in every country participating in the project. My task was to adapt the research tool to the Polish conditions, organize questionnaire-based studies in Poland and to prepare their results for analysis in the

international perspective, and to recruit 10 social work students at UMCS, participating in the international discussion forum on the Internet platform. The criterion of participation of the students in the project was knowledge of English on a level allowing for communication with students from other countries. The results of the questionnaire-based studies and discussions of the students on the Internet platform were described in a scientific article in the Social Work Education magazine. The International Journal (2016).

Below is a list of scientific publications associated with the issue of education in the changing social reality:

- 5.3.1. Agnieszka Buczak, Anna Witek (2005). Percepcja własnych kompetencji zawodowych nauczycieli gimnazjum, (w:) E. Kozioł, E. Pasterniak-Kobyłecka (red.), Świadomość i samoświadomość nauczyciela a jego zachowanie zawodowe, Zielona Góra 2005, s.207-216.
- 5.3.2. Agnieszka Buczak (2005). Współpraca rodziny i szkoły szansą przeciwdziałania patologiom i zagrożeniom młodzieży, (w:) ACTA ELBINGENSIA, T.III, Elbląg 2005, s.79-88.
- 5.3.3. Agnieszka Buczak (2010). Nauczyciel między teorią a praktyką. Opinie studentów pedagogiki o przydatności teoretycznej wiedzy pedagogicznej w praktyce dydaktyczno-wychowawczej (w:) A. Witek, I. Łukasik, A. Buczak (red.), Zasoby osobiste i społeczne. Zdrowa Szkoła – Zdrowy Uczeń. Między teorią a praktyką, Lublin, s. 143-157.
- 5.3.4. Agnieszka Buczak, Małgorzata Samujło (2011), Uczeń niepełnosprawny w szkole ogólnodostępnej z perspektywy studentów odbywających praktykę ogólnopedagogiczną (w:) A. Bogucka- Kocka, M. Selda, J. Kocki (red.), Wybrane uwarunkowania medyczne i społeczne rozwoju dziecka niepełnosprawnego, Wyd. Polihymnia, Lublin, s. 15-31.
- 5.3.5. Agnieszka Buczak, Małgorzata Samujło, Bronisław Samujło (2012), Nauczyciel między indywidualizacją a integracją . Studenci kierunków nauczycielskich wobec nowych zadań edukacyjnych (w:) A. Dudak, K. Klimkowska, A. Różański (red.), Przygotowanie zawodowe młodych pedagogów, Impuls, Kraków, s. 45-60.
- 5.3.6. Małgorzata Samujło, Agnieszka Buczak, Bronisław Samujło (2012), Nauczyciel przedmiotów zawodowych a wymagania rynku pracy (w:) A. Dudak, K. Klimkowska, A. Różański (red.), Przygotowanie zawodowe młodych pedagogów, Impuls, Kraków, s. 85-100.
- 5.3.7. Małgorzata Samujło, Bronisław Samujło, Agnieszka Buczak (2013), Use of modern information technologies in education, (w): Вісник ЛНУ імені Тараса Шевченка № 13 (272), Ч. II, 2013 , s. 16 - 24.
- 5.3.8. Agnieszka. Buczak, Małgorzata. Samujło, Bronisław Samujło (2013), Cartoon heroes as health behaviour models,(w): Вісник ЛНУ імені Тараса Шевченка № 13 (272), Ч. II, 2013, s. 41- 50.
- 5.3.9. Małgorzata Samujło, Agnieszka. Buczak (2013), Postrzeganie sytuacji szkolnej a sposoby radzenia sobie z gniewem przez młodzież gimnazjalną (w): Zeszyty Naukowe WSSP im. Wincentego Pola w Lublinie, Tom 16, Pedagogika specjalna, Lublin, s. 215 – 225.
- 5.3.10. Małgorzata Samujło, Agnieszka Buczak (2015), Plebiscyt życzliwości i niechęci we współczesnej szkole w opiniach studentów kierunków nauczycielskich,(w:) M. Korczyński, M. Okrasa, B.

Wierzchowska – Konera, Pochylmy się nad dzieckiem. Idea i dzieło Janusza Korczaka, Wydawnictwo UMCS, Lublin, s. 247 – 256.

- 5.3.11. Małgorzata Samujło , Agnieszka Buczak (2015), O prawach dziecka w ujęciu Janusza Korczaka i według obowiązujących aktów prawnych w: M. Czepil, R. Anna Bednarz-Grzybek , M. Hajkowska (red.), Janusz Korczak - przyjaciel dzieci. W nurcie rozważań pedagogicznych , Wydawnictwo UMCS Lublin: 173-182.
- 5.3.12. Agnieszka Buczak (2016), Edukacja zdrowotna w kształceniu językowym w świetle analizy podstawy programowej i podręczników do nauki języków obcych, Lubelski Rocznik Pedagogiczny 35(3), s. 241-256.
- 5.3.13. David Hayes, Agnieszka Buczak, Gavin Davidson, Chaitali Das, Janet Carter Anand, Peter Hansbauer, Dirk Koob (2016), Comparing social work students' perceptions of risk using online discussion fora: Lessons learned from a European pilot project, Social Work Education. The International Journal, 35(2) 2016: 144-157, DOI:10.1080/02615479.2016.1141193.

Apart from the aforementioned articles and chapters in the monographs I participated in the edition of three collective works covering the issue of pedeutology, school pedagogy and health education. These include:

1. Anna Witek Agnieszka Buczak, Łukasik Izabella (2010) (red.), Zasoby osobiste i społeczne. Zdrowa Szkoła – Zdrowy Uczeń. Między teorią a praktyką. Wydawnictwo Neurocentrum, Lublin, ss.233 ISBN 978-83-61495-49-9.
2. Agnieszka Buczak, Izabella Łukasik, Anna Witek (2010) (red.), Edukacja wobec zagrożeń zdrowia. Zdrowa Szkoła – Zdrowy Uczeń. Między teorią a praktyką. Wydawnictwo Neurocentrum, Lublin, ss.252 ISBN 978-83-61495-53-6.
3. Magdalena Boczkowska, Agnieszka. Buczak (redakcja naukowa) (2016), Lubelski Rocznik Pedagogiczny 35 (3), ss.351 ISSN 0137-6136.

The results of the studies associated with the area of my scientific interests presented here were presented during seven national and international conferences.

In the area of activities on behalf of education in the changing reality, apart from scientific publications, I participated in undertakings associated with opinionating didactic projects, realizing educational reforms at schools, didactic usefulness of scientific publications relating to pedagogy. In 2006 I prepared opinions for PWN Publishing House on the didactic usefulness of the said publications associated with education of teachers and counsellors (Kupisiewicz Cz., Projekty reform edukacyjnych w Polsce [Drafts of educational reforms in Poland], PWN Warsaw 2006; Fullan M., Odpowiedzialne i skuteczne kierowanie szkołą [Responsible and successful management of schools], PWN Warsaw 2006). In 2008 I acted as an observer during a secondary school final exam on behalf of UMCS and prepared an

opinion for the District Examination Board on the course of the maturity exam as part of the "new matriculation exam". In 2010 I prepared a substantive opinion on the education of teachers, counsellors and school psychologists for the needs of the system project "Podkarpackie IT and methodical training" as part of POKL.09.04.00-18-133/2008, No. AG 3211/7/10. I participated several times in the implementation of didactic grants financed from the European Union funds, among other things, "Post-graduate ICT, foreign language and second subject studies" (2006/2007); Project "www.praktyki.wh.umcs" - Preparation and implementation of a new pedagogic apprenticeship program at the Department of Humanities of UMCS (2010/2015), Project "From aspirant of social work to a social worker" (2015/2016).

An important element of my activities for education in the changing reality is international cooperation, among other things, as part of the Erasmus program. I stayed three times (2008, 2009, 2012) at Fachhochschule Muenster (Germany) where I held lectures, observed or actively participated in activities with students, learned about pedagogic innovations, visited schools and other educational institutions, and also exercised supervision over Polish students participating in international workshops "Puppets workshop" on the use of puppets in pedagogic therapy. My visits to the German university resulted in academic and didactic cooperation whose outcome were the visits of German scientists and students to Lublin. I participated, among other things, in the organization of stays for groups of German academic and didactic employees and students in November 2009, April 2011 and May 2013. At the same time I interpreted the lectures of German academics held at the Faculty of Pedagogy and Psychology into Polish for the students of UMCS. During the summer semester (March-June) 2010 I organized traineeship as part of the Erasmus program for Annemarie Larisch, female student from the Fachhochschule Munster. The international cooperation described above undoubtedly contributed to the promotion of UMCS and Polish science abroad.

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