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Dear readers, dear colleagues,

You have in your hands the second issue of the journal *Social Pathology and Prevention*, year 2018, which includes four scientific articles, a discussion contribution, information about international scientific conferences and a book review. We are very pleased to have managed to get contributions from abroad, particularly from Lithuania, Poland and Slovakia. It is possible to gain insight of the possibilities of solving risky behaviour and its prevention in various countries, as well as to realize how much the addressed issues are in common.

The authors Ala Petrulytė and Virginija Guogienė from the Vytautas Magnus University present an interesting study orientated towards finding positive factors affecting resilience in relation to emotional and social health. They represent a research whose aim was to determine the level of social and emotional aspects of health and empathy, including a description of their relationship. The results of the research are significant in the context of the positive development of adolescents and they contribute to the development of social and emotional health of students at school.

The Polish author Iwona Sobieraj deals with *The Rights of National and Ethnic Minorities and Immigrants in the Context of Dynamics of Ethnic Relations in Poland*.

The paper "Media Addictions in a School Environment and Possibilities of Prevention" of the Slovak author Cimprichová-Gežová is a theoretical study that analyzes the cause of formation, consequences and ways of preventing media addictions, focusing on school age and school environment. She does not only stress risks of the effect of media, but also assesses their positive features. In connection with reference to the easy suggestibility of children and young people by the media, she highlights the need for high-quality prevention which among other things includes the work of a social pedagogue and the function of well-implemented media education.

The Czech contribution "The Emergence of Skinheads in the CSSR" is a historical retrospect to the creation and operation of the skinhead movement. The anti-Communist mood in the society and growing community intolerance towards the gypsy population paved the way for far-right thinking. The author shows the relationship between song lyrics and provocative actions and behaviour. This analysis is a lesson for generations about the possible circumstances of the development of an extremist movement.

The discussion paper focuses on the area of preventive measures at the level of primary prevention in relation to pupils of secondary school. Such measures are most often implemented by and the field of prevention in elementary school participated in by a school methodology of prevention specialist. The article reflects considerations about the position of a social educator.

The issue is closed by information about a conference on the topic Family with an Addicted Individual organized by the Institute of Pedagogical and Psychological Sciences, and by a review of the book by Zdeněk Sloboda, Adolescence, Parenthood and (Homo)Sexuality. I trust that readers will find interesting and stimulating communication in the text presented which will inspire them to undertake their own part on research.

Marta Kolaříková

	ARTICLES	
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THE RELATIONSHIPS BETWEEN ADOLESCENTS' SOCIAL EMOTIONAL HEALTH AND EXPRESSION OF EMPATHY

**Ala Petrulytė
Virginija Guogienė**

Abstract

The school at present has been facing such challenges as non-decreasing extent of bullying, suicides and high level of adolescents' behavioural as well as emotional problems. This calls for more research on positive adolescent development, its strengths, emotional and social areas of health, which can be developed. *The goal of the research:* to investigate adolescent social emotional health and empathy and their relationships. *The research methodologies:* Social and Emotional Health Survey (Furlong et al., 2014; You et al., 2015) and Interpersonal Reactivity Index (Davis, 1980). *The sample:* adolescents of 12–18 years old. *The research conclusions:* positive correlation between dimensions of adolescents' social and emotional health and empathy were identified. The results of the conducted research are significant in the context of positive development of adolescents and contribute to development of school learners' social and emotional health at school.

Keywords

social and emotional health, empathy, adolescents

Introduction

Mental health is considered to be one of the more relevant aspects of adolescents' health. The definition of mental health was expanded by the Mental Health Foundation (cit. in Wells, Barlow, & Stewart-Brown, 2003) and now it is explained as a combination of emotional wellbeing, social functioning and a big number of competences that can be developed and improved. Research studies on the positive development of adolescents especially emphasising their ability to cope with crisis of psychosocial development are

of utmost importance. The adolescent's ability to deal with challenges of psychosocial development and to overcome developmental crises, to large extent, depends on his or her social and emotional health as well as on emotional and social competences. The conducted research targets at adolescents' emotional and social health as to a multi-dimensional construct, which embraces a combination of person's psychological strengths, i.e. his or her positive dispositions. This includes fundamental personal strengths: belief in self, belief in others, emotional competence, and engaged living (You et al., 2015). The main contexts of this concept of adolescent social and emotional health encompass family, school, peer group and identity under formation together with belief in self and self-respect as well as their interaction and synergy. The main advantages of this model are based on understanding the health of a child/an adolescent as a multi-dimensional and dynamic construct of emotional and social health. Validity is characteristic of methodologies of psychological research. Moreover, extended possibilities for carrying out research on trajectories of child/adolescent development in various educational and socio-cultural contexts can be identified. The model of social and emotional health has been successfully tested and now has been implemented with help of scientific research (Furlong et al., 2014). The completed research showed that the construct of emotional and social health and strengths are linked with high level of mental health, psychological resilience and well-being.

Scholarly literature exhaustively discusses adolescents' empathy in the context of their psychosocial functioning and successful communication (Hoffman, 2000; Reynolds & Scott, 1999; Kradin, 2005; Carr & Lutjemeier, 2005; Pukinskaitė, 2006; Van Noorden et al., 2015; Strayer & Roberts, 2004; Denham, 1998; Eisenberg, Fabes & Spinrad, 2006; Hoffman, 2000). A reaction of an individual to the inner state of another person, its understanding and emotional response to experience of another individual is defined as empathy (Baron & Richardson, 2001, 27–29; Wied, Goudena, & Matthys, 2005). In this study empathy is viewed as a multi-dimensional construct including emotional and cognitive processes (Davis, 1980; Batson, 2009; Decety & Cowell, 2014). The emotional aspect of empathy is understood as indirect experience of another person's emotions, putting oneself into another's place, responsiveness and concern (Mehrabian & Epstein, 1972; Davis, 1983; Cohen & Strayer, 1996; Hoffman, 2000), as a sensual response to other people's experiences. The cognitive element of empathy refers to intellectual and analytical ability to identify oneself with others, and to understand feelings of other people relying on simple associations (White, 1997). This component also includes more complex cognitive processes such as understanding of the perspective of thoughts, intentions and behaviour of another person (Cliffordson, 2002; Wied, Goudena, & Matthys, 2005) and allows to understand the attitude of others, their internal experiences and emotional reactions to this process (Davis, 1983). Empathy also embraces ability to show (pass over) own feelings and understanding to others and it is one of the factors that promotes support to each other (Davis, 1983; Cliffordson, 2002; White, 1997). Expressiveness of adolescent's empathy acquires particular importance. The higher level of adolescents empathy provides for favourable conditions that enable adolescents to experience and

express positive emotions, contributes to anger control and other negative feelings and is a signal of prosocial behaviour (Cohen & Strayer, 1996; Pukinskaitė & Guogienė, 2010). Teaching empathy and introducing social competences to adolescents enable them to learn to control own anger (O'Neil, 1996; Suslavičius, 2000).

Emotional intelligence, as one more object in the context of the research topic, is often determined as non-cognitive abilities and skills, which help to successfully deal with external demands and pressure (Baron, 2000). According to Mayer and Forgas (2001), Murphy et al. (2004) and Petrides et al. (2006) emotional intelligence is linked to adolescents' mental health, predetermines better social functioning and minimises features of destructive behaviour. Emotional intelligence has impact on the level of adolescents' behavioural and emotional difficulties, academic achievements, quality of interpersonal relations and social competence (Qualter & Gardner, 2007), partially contributes to success of his or her coping with emotional and behavioural problems emerging in adolescence (Ivcevic, Brackett, & Mayer, 2007). The results of research conducted by Petrides et al. (2006) and Reiff et al. (2001) show that adolescents of lower emotional intelligence tend to more frequently demonstrate aggressive behaviour and lack self-confidence. Adolescents of higher emotional intelligence are less aggressive, feel sympathy, understand own feelings and those of other people better (Rubin, 1999; Ciarrochi, Chan, & Bajgar, 2001; Furnham & Petrides, 2003; Palmer, Donaldson, & Stough, 2002). The research results presented by Newsome, Day and Catano (2000) revealed that adolescents with higher emotional intelligence are more cheerful and self-confident, happier and more satisfied with their life; they better adapt to a new environment, achieve higher academic results, do not miss lessons without reasons and are more seldom expelled from school. The research results of Ciarrochi, Deane and Anderson (2002) revealed that emotional intelligence contributes to reduction of stress consequences, improves mental health and relieves depression; significant negative correlations were established among the sense of hopelessness, suicidal intentions and emotional intelligence.

Researchers have been further discussing the relationships among dimensions of individual's empathy (Crocetti et al., 2016) as well as development of expressiveness of empathy. It has been identified that boys' empathy is lower compared to that of girls (Carr & Lutjemeier, 2005; Harrod & Scheer, 2005; Eisenberg, Fabes, & Spinrad, 2006; Karkauskaitė, 2013). However, according to other authors, no differences in expression of certain aspects of empathy have been identified (Mestre, Frías, & Samper, 2004; Garaigordobil, 2009). It can be assumed that empathy is one of the integral components of emotional intelligence and differences in its development as well as level of expression of components are likely to be predetermined by age, gender and other sociodemographic aspects. The majority of authors also envisage an obvious social benefit from development of emotional competence and emotional intelligence: according to Booth-Kewley and Friedman (1987) in future improving abilities of emotional intelligence are likely to lead to less aggressiveness and lower rates of violent crimes, fewer problems of mental health, reduced levels of morbidity and mortality due to traditional risk factors (smoking, drug abuse and other harmful addictions) resulting from lower emotional intelligence (Vandervoort, 2006; Kušlevič-Veršekienė & Pukinskaitė, 2009).

Generalising results of various research studies in the context of the analysed topic, the lack of research studies on the links of adolescents' emotional and social health with expression of various aspects of empathy can be seen. Therefore, the following question is formulated in this research: what relationships between dimensions of adolescents' social and emotional health and empathy are observed?

The research was conducted in nine schools of Lithuania (Vilnius, Anykščiai, Joniškis, Palanga, Šalčininkai, Šakiai and Švenčionys). The research sample included 546 adolescents: 284 boys (52 %) and 262 girls (48 %). Distribution of the participants according to age was as follows: 16.7 % are 12 years old, 18.3 % are 13 years old, 11 % – 14 years old, 5.9 % – 15 years old, 16.3 % – 16 years old; 14.8 % – 17 years old, 17 % are 18 years old. The goal of the research: to carry out research on adolescents' social emotional health and its relationships with empathy. The objectives of the research: to identify a correlation between dispositions of social emotional health and empathy. The assumption formulated in the work: adolescents' social emotional health positively correlates with empathy.

The methodologies of research

Social Emotional Health Survey – Secondary (SEHS-S), Furlong et al. (2014). The questionnaire survey includes a wide range of social emotional psychological dispositions associated with positive development of young people. The constructive validity of this questionnaire was confirmed after the factor analysis of its invariance in groups formed on the base of sociocultural and gender principles (You et al., 2015). Permission to use the questionnaire was granted to A. Petrulytė. The double translation was done by A. Petrulytė and J. Bagdonavičiūtė.

The questionnaire consists of four dispositions/scales: Belief in self; Belief in others; Emotional competence; Engaged living. Each disposition embraces three unique sub-scales of mental health (12 in total). All the four dispositions make up a common indicator of social and emotional health. Every disposition/scale consists of three subscales. The first scale belief-in-self, consists: self-efficacy, self-awareness, and persistence. The second belief-in-others, consists: school support, peer support, and family support. The third emotional competence, consists: emotion regulation, empathy, and behavioural self-control. The final scale engaged living, consists: gratitude, zest, and optimism. The internal compatibility of Lithuanian version is sufficiently reliable and can be applied for evaluation of adolescents' social and emotional health (Cronbach alpha of the sub-scale of belief in self – 0.57; Cronbach alpha of the sub-scale of belief in others – 0.41; Cronbach alpha of the subscale of emotional competence – 0.61; Cronbach alpha of the sub-scale of engaged living – 0.70; Cronbach alpha of the common indicator of social and emotional health – 0.78). The examples of items are as follows: "I can work out my problems", "I try to understand what other people go through", "Each day I look forward to having a lot of fun".

Interpersonal Reactivity Index (IRI), (Davis, 1980). The scale investigates various aspects of empathy and evaluates emotional reactions to negative experiences of other people.

The scale consists of 28 items. The respondents were asked to rate every item on a 4-point scale (from 0 to 4) considering their suitability for characterisation of own attitude and feelings. The respondents evaluated statements while the supervisor was reading additional instructions. The scores of sub-scales were calculated summing up the evaluations of all the 7 items.

The scale of *Interpersonal Reactivity Index* (IRI) consists of 4 sub-scales that aim to evaluate different aspects of empathy:

I. Empathic concern scale. The sub-scale assesses emotional empathy, i.e. ability to feel compassion for others or tenderness to take care of them.

II. Perspective-taking scale. The sub-scale establishes the cognitive aspect of empathy, i.e. the ability to understand and adopt the attitude of other people.

III. Personal distress scale. The sub-scale evaluates the ability to experience distress and discomfort reacting to distress of others.

IV. Fantasy scale. The sub-scale evaluates the ability of respondents to transpose themselves imaginatively into the feelings. The sum of the sub-scales of perspective-taking and empathic concern makes up the index of empathy.

The author M. H. Davis granted the permission to use the Scale of Empathy to R. Pukinskaitė and V. Guogienė. The scale of *Interpersonal Reactivity Index* was translated by R. Pukinskaitė. The evaluation of internal compatibility of Lithuanian version showed sufficient reliability of sub-scales and their appropriateness for evaluation of adolescents' empathy (Cronbach alpha of the sub-scale of empathic concern – 0.51; Cronbach alpha of the sub-scale of perspective-taking – 0.57; Cronbach alpha of personal distress – 0.53; Cronbach alpha of fantasy – 0.56; Cronbach alpha of empathy index – 0.69). The examples of items are as follows: "I really get involved with the feelings of the characters in a novel", "When I see someone being taken advantage of, I feel kind of protective towards the", "Sometimes I don't feel very sorry for other people when they are having problems".

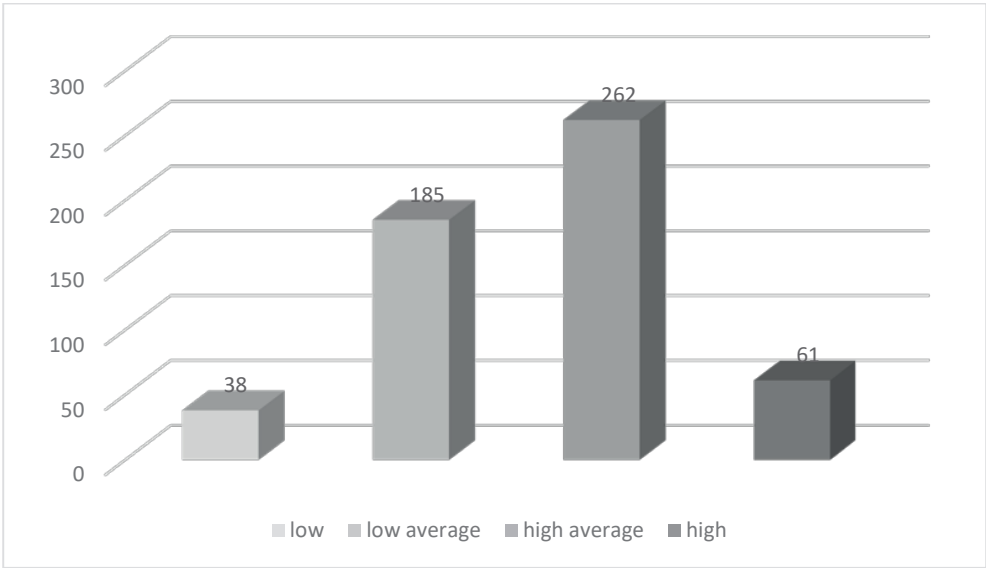
The obtained data were processed using Microsoft Excel 2003, SPSS (Version 17 for Windows). The statistical analysis was applied. Establishing the link among the indicators of respondents' social and emotional health (SEHS-S) and empathy (IRI), the correlation analysis was applied and Spearman's rank correlation coefficient was calculated.

The research results

The following psychometric properties of scales of methodologies applied in the presented research according to the data on the respondents were identified: Cronbach alpha of the scale of SEHS-S – 0.78; that of IRI – 0.69. The total aggregate index of adolescents' SEHS-S is of four levels: low – ≤ 85 ; low average – 86–106; high average – 107–127 and high – ≥ 128 . The average score of SEHS-S of the adolescents in the research (12–18 years old) equals 109.3. The average of 109.5 was established in the group of 14–18 year old respondents in the researched carried out by M. Furlong in 2014, which almost complies with the data of the presented research. The data of this research (see: Figure 1)

revealed that 4.9 % of adolescents get to “low level” and are assigned to a “risk” group. The level of social and emotional health of about 11.1 % of adolescents in the research is high, about half of respondents (46.8 %) fell within the high average level, whereas low average level was established in 33.7 % of the adolescents (see: Figure 1).

Figure 1 Distribution of aggregate index of adolescents’ social and emotional health (SEHS-S) according to levels of norms: *low, low average, high average, high* (in figures)



Conducting the research on adolescents’ social and emotional health, it was important to analyse relationships of its different dimensions with empathy and psychometric characteristics of Social and Emotional Health Questionnaire (SEHS-S). The correlations identified in the scales of adolescents’ social and emotional health (SEHS-S) and empathy (IRI) are presented further (see: Table 1).

Table 1 The correlations of the scales of adolescents' emotional and social health (SEHS-S) with the indicators of empathy (IRI) (using Spearman's rank correlation coefficient ρ)

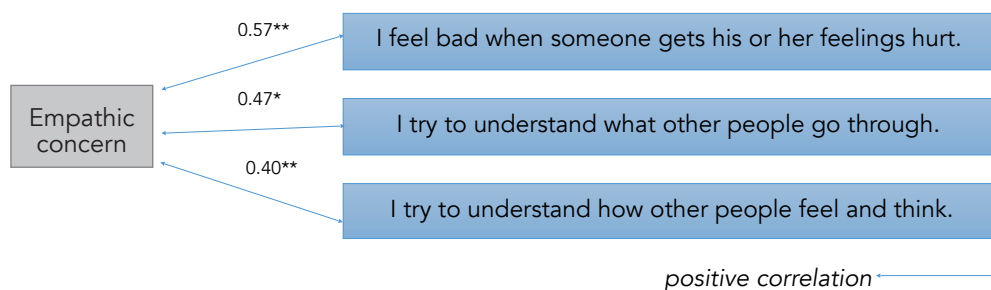
SEHS-S IRI	Belief in self	Belief in others	Emotional competence	Engaged life
Empathic concern	0.31**	0.32**	0.48**	0.37**
Perspective-taking	0.16**	0.31**	0.45**	0.36**
Fantasy	0.04	0.11*	0.35**	0.07
Personal distress	-0.34**	0.05	-0.13**	-0.04

** $p \leq 0.000$; * $p \leq 0.05$

The correlation analysis allowed to reveal a positive significant correlation between the adolescents' *emotional competence* of the SEHS-S and the indicators of *empathic concern* ($r = 0.48$; $p \leq 0.01$), *perspective-taking* ($r = 0.45$; $p \leq 0.01$), *fantasy* ($r = 0.35$; $p \leq 0.01$) of the IRI scale and a very weak negative correlation with *personal distress* ($r = -0.13$; $p \leq 0.01$). The indicator of *belief in others* in the SEHS-S questionnaire showed a weak significant positive correlation with the values of *empathic concern* ($r = 0.32$; $p \leq 0.01$), *perspective-taking* ($r = 0.31$; $p \leq 0.01$) and *fantasy* ($r = 0.11$; $p \leq 0.05$) of the IRI scale. *Engaged life* in the SEHS-S scale significantly positively correlated with *empathic concern* ($r = 0.37$; $p \leq 0.01$) and *perspective-taking* ($r = 0.36$; $p \leq 0.01$). *Belief in self* revealed a significant positive correlation with *empathic concern* ($r = 0.31$; $p \leq 0.01$) and *perspective-taking* ($r = 0.16$; $p \leq 0.01$) and a weakly negative correlation with the indicators of *personal distress* ($r = -0.34$; $p \leq 0.01$). Generalising the investigated adolescents' dimensions, numerous positive relationships were identified and simultaneously the first assumption was confirmed that adolescents' social and emotional health is significantly positively related to the indicators of empathy: *empathic concern*, *perspective-taking* and *fantasy*. The obtained values of *belief in self* and *emotional competence* in the SEHS-S scale were negatively linked only to the indicators of *personal distress* of the empathy (IRI) scale.

Additional research focus was laid on how the items of the sub-scale of *empathy* of the adolescents' social and emotional health (SEHS-S) correlated with the sub-scale of *empathic concern* in the empathy (IRI) questionnaire. The conducted correlation analysis revealed relationships (see: Figure 2), which allowed to conclude that the sub-scale of adolescents' *empathic concern* (IRI) were significantly related to the following items of the sub-scale of empathy (SEHS-S): "I feel bad when someone gets his or her feelings hurt" ($r = 0.57$; $p \leq 0.01$); "I try to understand what other people go through" ($r = 0.47$; $p \leq 0.01$); "I try to understand how other people feel and think" ($r = 0.40$; $p \leq 0.01$).

Figure 2 The relationships between separate items of the sub-scale of empathy of adolescents' social and emotional health (SEHS-S) and the sub-scale of empathic concern in the empathy (IRI) scale (using Spearman's rank correlation coefficient ρ)



Discussion

The average of the sample of 12–18 year old adolescents in the research presented in this article is the same as that of white Americans in the research conducted by Furlong et al. (2014), which equals 109.5; i. e. falls within the level of “high average”. About 5 per cent (4.9 %) of adolescents are attributed to “low” level and can face social and psychological problems. They should be provided with full attention and support. The level of health of about 11.1 % adolescents is high and the majority of respondents fall within the levels of “high average” (46.8 %) and “low average” (33.7 %). Comparing the results of the present research with those of previously conducted one (Petrulytė & Guogienė, 2017), which embraced more than 1,600 school learners in Lithuania, a slight change was identified: the number of school learners assigned to the low level decreased by 3 %, a 4 % fall in the number of school students with high level was established. The numbers of learners within “low average” and “high average” level rose respectively.

The research results revealed positive correlations of various dimensions of adolescents' social and emotional health. The established correlations of adolescents' dimensions confirmed the validity and reliability of the SEHS-S questionnaire. The moderate positive relationships between the adolescents' *emotional competence* in the SEHS-S questionnaire and two main aspects of empathy: *empathic concern* (*emotional component of empathy*) ($r = 0.48$; $p \leq 0.01$) and *perspective-taking* (*cognitive component of empathy*) ($r = 0.45$; $p \leq 0.01$) were obtained. *Belief in others* in the SEHS-S scale positively correlated with *empathic concern* ($r = 0.32$; $p \leq 0.01$) of IRI. The positive relationships were identified between *engaged life* (SEHS-S) and *empathic concern* ($r = 0.37$; $p \leq 0.01$) as well as *perspective-taking* ($r = 0.36$; $p \leq 0.01$) of IRI. *Belief in self* in the SEHS-S scale showed a positive correlation with *empathic concern* ($r = 0.31$; $p \leq 0.01$) and a negative correlation – with *personal distress* ($r = -0.34$; $p \leq 0.01$). All the positive relationships revealed during the research do not contradict the research on expression of adolescents'

emotional competence and emotional intelligence and social development conducted by other researchers (Mayer & Forgas, 2001; Murphy et al., 2004; Petrides et al., 2006; Hoffman, 2000; Kradin, 2005; Carr & Lutjemeier, 2005 and other) and are in line with the development of emotional competence and emotional intelligence. It is particularly important to conduct research on the adolescent emotional and social areas of health, which can be developed.

A weak negative correlation of SEHS-S with personal distress is in line with the results of the research conducted by Karkauskaitė (2013), where a positive relationship of all forms of empathy with adolescent's prosocial behaviour (a desire to provide help in emergency or under request) was established with exception of personal distress. It would be interesting to carry out research on how adolescents' social and emotional health is related to other dimensions of personality, e.g., self-assessment and state of identity, behaviour characteristics and sociodemographic – cultural indicators. This could be focus for further research.

Discussing the limitations of the conducted research and its perspectives, the sample of the research could be expanded and the respondents could be investigated in terms age and gender. We want to note that the age norms for the use of the SEHS-S survey have not been specified in Lithuania yet. It would also be possible to take into consideration such indicators as the composition of the family, the socio-economic status of the family as well as the cultural and value-based aspects (Grusec, 2008; Chao & Tseng, 2002; Kakiyama & Tilton-Weaver, 2009), the role of empathy in the moral development of an individual and in the context of parents' upbringing and relations with their children (Hoffman, 2000; Crocetti et al., 2016). For example, future research could focus on how parents' behaviour can elicit different effects for their children depending on the level of their empathy expressivity, how parents should communicate with children, who possess high level of empathy, and, therefore, are more vulnerable, etc.

It would be important to conduct research on how positive dispositions of adolescents are formed and how they relate to their successful adult life. Discussing the research perspectives, such factors as family composition, socio-economic status of family, cultural-value aspect, the role of empathy in the person's moral development and in the context of parents' upbringing and relations with children could be analysed.

Conclusions

The following correlations of the scales of adolescents' social and emotional health (SEHS-S) and empathy (IRI) were identified:

1. Emotional competence positively correlates with empathic concern ($r = 0.48$; $p \leq 0.01$), perspective-taking ($r = 0.45$; $p \leq 0.01$), fantasy ($r = 0.35$; $p \leq 0.01$);
2. Belief in others positively correlates with empathic concern ($r = 0.32$; $p \leq 0.01$), perspective-taking ($r = 0.31$; $p \leq 0.01$); engaged living is positively related to empathic concern ($r = 0.37$; $p \leq 0.01$), perspective-taking ($r = 0.36$; $p \leq 0.01$);
3. Belief in self shows a positive correlation with empathic concern ($r = 0.31$; $p \leq 0.01$) and a negative correlation with personal distress ($r = -0.34$; $p \leq 0.01$).

Adolescents' strengths and "risk" factors could be evaluated by SEHS-S and, on the basis of this, psychological support of higher quality could be provided to adolescents, their parents, more targeted preventive activities could be implemented and favourable environment for education in the community seeking for psychological well-being could be created.

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Authors

Prof. Dr. Ala Petrulytė
Education Academy, Vytautas Magnus University
T. Ševčenkos g. 31, 03111 Vilnius, Lithuania
alapetrul@gmail.com

PsyM. Virginija Guogienė
Education Academy, Vytautas Magnus University
T. Ševčenkos g. 31, 03111 Vilnius, Lithuania
virginija.guogiene@gmail.com

THE RIGHTS OF NATIONAL AND ETHNIC MINORITIES AND IMMIGRANTS IN THE CONTEXT OF DYNAMICS OF ETHNIC RELATIONS IN POLAND

Iwona Sobieraj

Abstract

The article presents the situation of national and ethnic minorities and foreigners in Poland in the context of legal and demographic changes that took place between the censuses in 2002 and 2011. There were many factors that affected the situation of minorities in Poland, among them:

- the entry into force of new legislation (primarily the 2006 National and Ethnic Minorities Act),
- activities of the Silesian Autonomy Movement, including the public hearing in the European Court of Human Rights concerning the refusal to register by the Supreme Court in Poland of the Association of Silesian Nationals,
- change of census methodology, among others. By introducing the possibility of a declaration of dual national-ethnic identification,
- increase in immigration in Poland, especially those from the eastern border,
- these factors were presented in statistical and social terms – based on opinion polls in Poland.

Keywords

national and ethnic minorities, foreigners, immigrants, human rights, ethnic relations, sociology

Introduction

The issue of rights belonging to national and ethnic minorities is complex due to the diversity of national and ethnic forms that occur in many countries, together with Poland.

The reason for difficulties is also the dynamics of ethnic phenomena, which are subjected to the transformation of the minority groups themselves, of society as a whole and of wider global changes. It is partly imposed on the question of the rights of foreigners / immigrants in the host society. In democratic countries, the rights of national minorities and ethnic groups and immigrants are today a permanent element of the legal order. At the same time, their scope and form and the possibility of enforcement vary from country to country and are subject to change. The solutions in legal aspects usually cause the emotions in the groups which are involved in, as well as the vibrant interest of the media and the public. The largest ones usually when they are grossly out-of-proportion by the majority, or abused by the minority. The purpose of this article is to analyze demographic and social changes within minority relations in Poland in the context of the current legislation between the two recent censuses in 2002 and 2011¹.

The elusiveness of the definition and the dynamics of national and ethnic minorities in Poland

Among the definitions of minorities we can distinguish, among others: nominal definitions, referring to the number of minorities with respect to the whole of society; normative definitions, emphasizing the legal status of the minority in a given country, and sociological definitions combining objective and subjective criteria for the highlighting of a minority group. The classic sociological definition of the Louis Wirth identifies a minority as a group of people who, because of their physical or cultural characteristics, are distinguished from others living in a given society and therefore treated unequivocally and considered to be discriminated against. The attributes of a minority group in sociological definitions include, but are not limited to: the relatively small number of minority, physical and cultural distinctiveness, intersubjective social ties between members of the minority group and their differentiation from the rest of society, asymmetry of allocation and participation in cultural, social and political life; limited access to power, wealth and prestige, limited political autonomy of the group, group interest integrating members of the group around common values, attributed of membership based on origin and birth, not on election and the historical and symbolic nature of minorities. (Paleczny, 1999, p. 259). With reference to national and ethnic minorities, the issue of their definition in social sciences has been and continues to be a significant difficulty, as is the theoretical and empirical distinction between national and ethnic minorities. More and more definitions are emerging, highlighting the dynamic, declarative, political, and internally differentiated concept of national minorities and ethnic minorities. (Sadowski, 1997, p. 538; Nikitorowicz, 2010)

Issues related to the protection of national minorities became an international concern at the beginning of the twentieth century through the settlement of the League of Nations.

¹ This article was published in Polish in the book: *Global Contexts of Respect for Human Rights and Freedoms*, edited by Aleksandra Kuzior, Zabrze 2013.

The issue of the rights of minorities was also discussed during the work on the Universal Declaration of Human Rights, however, there were no provisions explicitly referring to minorities. They are written in Article 27 of the Political Rights Pact: "In the countries where there are ethnic, religious or linguistic minorities, people belonging to these minorities can not be deprived of the right to their own cultural life, profess and practice their own religion and use their own language with other members of the group". Difficulties in agreement on a common definition of the concept of "national minority" resulted in the use of the phrase "people belonging to the minority" without defining the concept itself. The minority rights were defined more precisely by the "Declaration of the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities" adopted by the United Nations General Assembly in 1992. Its signatories undertook to protect the existence and identity of national or ethnic, cultural, religious and linguistic minorities. They granted minority rights the right to develop their culture, practice their religion, use language, and participate in public life. (Kuźnar, 2002, p. 117–118, 422). In 1990 the issue of minority rights was also the subject of CSCE debates within the framework of the Copenhagen conference. It defined the standards that were applicable to the Member States in the area of minority rights, and two years later a permanent position of the High Commissioner for National Minorities was established. The issue of minority rights was also taken up by the Council of Europe, who in 1998 brought about the entry into force of two conventions: the "European Charter for Regional or Minority Languages" and the "European Framework Convention for the Protection of National Minorities".

The necessity of defining the rights and obligations of national and ethnic minorities in Europe was due to many factors that further intensified at the turn of the 20th and 21st centuries. These are:

- Territorial changes and system transformations in Central and Eastern European countries after 1989.
- National and religious conflicts.
- National-origin movements and aspirations of autonomy among various ethnic and cultural groups.
- Increased activity of regional and local communities.
- Demographic changes in the population structure, which were evident, among others, in the censuses.
- Development of international standards for the rights of minorities and their dissemination.
- Empowerment of national minorities in international and internal relations. (Janusz, 2006, p. 11–13).

In Poland, the rights of national and ethnic minorities are defined in the act of 6 January 2005 on National and Ethnic Minorities and on Regional Language. In the act, the national minority was defined as a group of Polish citizens, which fulfills the following conditions:

- is less populous than the rest of the population of the Republic of Poland;
- significantly differentiates itself from other citizens by language, culture or tradition;
- aims to preserve its language, culture or tradition;

- is aware of its own historical national community and is geared towards its expression and protection;
- its ancestors have lived in the present territory of the Republic of Poland for at least 100 years;
- identifies with a nation organized in its own state. (Dz. U. 2005 nr 17 poz. 141, 2005)

On the other hand, the definition of an ethnic minority was created by repeating the first five points of the definition of a national minority by referring to the ethnic community and denouncing the last one: "it does not identify with a nation organized in its own state." (Dz. U. 2005 nr 17 poz. 141, 2005). The national minorities recognized in Poland: the Belarusian, Lithuanian, German, Armenian, Russian, Slovak, Ukrainian and Jewish, and ethnic minorities: Karaite, Lemko, Romani, and Tatar.

The act was the result of work of a committee of representatives from many ethnic groups, and the work on it was difficult and led to a compromise that was not satisfactory to all parties. During the drafting of the bill, the issues of minority definition and bilingual regulations were the most controversial. (Łodziński, 2006, p. 292–293). On the fifth anniversary of the signing of the act, its creators were talking about the work in *Gazeta Wyborcza*: "The act, passed in 2005, is the longest accepted of all passed by the Polish parliament. Since 1994, the team has been working on it, with the addition of prof. Rzeplinski who was the president of the Helsinki Foundation for Human Rights, Marek Nowicki, the head of the Department of Penitentiary Law at the Jagiellonian University and the member of the Helsinki Foundation for Human Rights Zbigniew Hołda and prof. Grzegorz Janusz. It was created after Jacek Kuroń, the chairman of the parliamentary committee for national minorities, came to the foundation to prepare a preliminary draft. (...) Prof. Rzeplinski: – In fact, thinking like that was clear among the politicians: since in Lithuania the Polish minority has no privileges, why should Lithuanian minority should have any in Poland? We tried to explain that according to international law human rights do not apply to the principle of reciprocity based on the premise – "if they do us wrong, we do them too". On the contrary. Since we are aware that Polish minority is discriminated somewhere, let us show them how the model of cooperation between the minority and the state should look like. This can prompt our neighbors to changes. Probably the biggest enemy of the bill was the short-sightedness of some politicians, the inclination of some deputies and officials to xenophobia, lack of knowledge of the broader context." (Reszka, 2010).

The National Census of Population and Housing of 2002 was published during the work on the act. It contained a question about the nationality of the respondent, in response to which 471,475 people declared nationality other than Polish, and 774,885 people did not give their nationality. The largest group that declared its nationality as non-Polish were the Silesians – 172,682 people. On the second place were people declaring German nationality – 147,094 people. The next were Belarusian, Ukrainian, Romanian, Russian, Lemkos, Lithuanian, Kashubian, Slovakian, Vietnamese, French, American, Greek, Italian, Jewish, Bulgarian and Armenian nationalities which were declared by more than 1,000 people each and others which were declared by less than 1,000 people, and a total of 109 different ethnic groups and nationalities. (Główny Urząd Statystyczny, n.d.). The

results of the 2002 census were met with the accusations of minority organizations and associations, including the Silesian Autonomy Movement, the Association of Ukrainians in Poland, and the German Minority Association because of many examples of refusal of entry of non-Polish nationals or writing them with a pencil. The weakness of the Census, which was referred to by minority organizations, was also the lack of possibility to declare dual nationality.

This situation was changed in the National Population and Housing Census in 2011. In the Census, 871,000 people used the possibility of choosing dual nationality, a total of 1,388 thousand people declared non-Polish nationality (including double Polish-foreign). The analysis of the census results done by the statistics indicates that the dynamics of ethnic relations in Poland was noticed. "The latest census data show an increase in the sense of ethnic separateness of regional communities in Poland, although in most cases this is connected with the simultaneous feeling of Polish national identity. Among the most numerous non-Polish national-ethnic identities belong Silesian and Kashubian declarations. In total, as a response to the first or second ethnic question – 809,000 Silesian declarations, with less than half of them (362,000) expressed as a single identification, and more often identified as Silesian together with Polish one – 415,000. Among 228,000 of the total number of people declaring Kashubian affiliation, 212 thousand were the ones that declared Polish-Kashubian affiliation, while 16,000 – exclusively Kashubian." (Results of the National Census of Population and Housing, 2012, p. 17).

Particularly in relation to the Silesian and Kashubian population, there are changes that significantly affect the dynamics of ethnic relations in Poland. The media was showing the trial of the registration of the Association of Silesian Nationality, which ended in the Supreme Court in 1998 with the refusal to register. The response to this court decision was a complaint filed with the European Court of Human Rights and rejected in 2004. These events for long animated discussions on the issues of the nation, minority groups, and permeated the media through public awareness, feedback, and stimulated reflection (often critical) on the state of the rights of national and ethnic minorities in Poland as well as the extent of loyalty of national and ethnic minorities to the country in which they reside.

According to Professor Ewa Nowicka, a longtime researcher of ethnic issues in Poland and Europe: "It is unprofessional to say that ethnic ties lose their meaning in today's world. The changes that are willingly and certainly due to conceptual helplessness, termed civilizational, lead to profound changes in the phenomenon of ethnic ties. Politicization and instrumentalisation of ethnicity are indicated. Having a culture of its own, unique, specific, untypical and quaint is the foundation for the existence of an ethnic / national group. At the same time, relying on such a culture is increasingly becoming a condition of gaining the status of an ethnic group or nation, a status that gives both tangible political and legal advantages and less tangible benefits. The group's status as a nation or ethnic group gives it certain privileges; it becomes a political subject to a specific set of recognized rights, acting at both local and regional and international levels of relations and institutions." (Nowicka, 2007, p. 489–480).

The question now remains whether and how current statistics and minority actions will

shape changes in policy and legislation towards minorities. The examples of Silesians and Kashubians show that processes that were once perceived as longtime, in the information society and thanks to political elites of these groups can influence national self-declarations and accelerate changes in the awareness of members and potential members of these groups. According to Ernest Renan, "nationality is a daily plebiscite" – members of different ethnic and national groups living in Poland are more and more willing to take part in it and declare their identification. In less than 10 years between the censuses (2002–2011) there was more than 200 % increase of the number of people declaring non-Polish nationality in Poland, and although it has a small scale (from 1.23 % to 3.60 %), it is difficult not to notice the difference. We do not know to what extent this change results from the change in the census methodology, and to what extent to relation to wider social processes.

Immigrants in Poland – legal and social situation

Foreigners, both in Polish legislation and in census statistics, are defined as people residing in Poland who do not have Polish citizenship. On the other hand, the concept of immigrant is less acute. Immigration is, according to the sociological definition, "a voluntary or forced movement of foreigners settling permanently in a country, and immigrants are a group of people settled permanently in a country." (Olechnicki & Załęcki, 1997). It is assumed that immigration is relatively durable, although this criterion is blurred. For census purposes it is assumed that permanent residence is a stay of at least 12 months. However, the literature distinguishes between fixed and temporary migrations, most of which include job migration. Among other types of migration that significantly determine the situation of immigrants, voluntary and involuntary migration (e.g. resettlement, deportation, expulsion) and legal and illegal migration (which determine the status of immigrant in the target country) should be distinguished. (Kubiak & Slany, 1999, p. 243–249).

Observing the demographic and statistical data on migration in Poland, it is noted that despite the still small scale of this phenomenon, the demographic situation here is also dynamic. According to census data from 2011, only 0.1 % (57.5 thousand) of Polish residents were foreigners. The results of the census show that over 327 thousand of Polish people also had other nationalities (German: 239.3 thousand), American (29.6 thousand), Canadian (8.9 thousand), French (6.3 thousand), Italian (6.1 thousand) and British (4.7 thousand) and almost 1.6 thousand people had two non-Polish nationalities. The number of people with non-Polish citizenship in 2011 was higher than in 2002. The total number of foreigners temporarily residing in Poland from 3 to 12 months was included in the list of 56,300, but it is believed to be underestimated because of the representative census methodology, and the widespread perception among immigrants that the census only applies to Polish citizens. (Narodowy Spis Powszechny Ludności i Mieszkań 2011, 2012). Another source of information on foreigners residing in Poland is the data of the Office for Foreigners concerning applications submitted and types of residence permits issued.

In 2012 the number of applicants for refugee status reached the highest recorded value of 10,753. There are also statistics on visas and invitations issued to foreigners. Over 70,000 invitations and over 3,000 visas were issued in 2012. (UDSC, n.d.). Information on the temporary employment of foreigners in Poland is also provided by the Ministry of Labor and Social Policy in the form of statistics on work permits issued. According to the latest report in 2012 in Poland over 39 thousand work permits were issued. In 2011 there were slightly over 40 thousand permits, and in 2010 more than 36.5 thousand. (Report of the Ministry of Labor and Social Policy, Foreigners working in Poland, n.d.). These statistics, however, do not include foreigners from the east (among others: Ukrainians, Belarussians, Russians, Moldovan and Georgians) who can work in Poland for 6 months on the basis of a statement submitted to the county employment office as well as difficult to estimate number of foreign workers who are working illegally.

The basic act which regulates the rules of staying of the foreigners in Poland is the Act of 13 June 2003 on Foreigners. A foreigner is anyone who does not have Polish citizenship, except: representatives of diplomatic staff, representatives of EU countries, EFTA parties to the agreement on the European Economic Area or the Swiss Confederation, asylum seekers and political asylum seekers and repatriates. (Dz. U. 2011 nr 264 poz. 1573, 2011). The legal situation of foreigners residing in Poland depends on their legal status, and because of this criterion they can be divided into the following categories:

- people with a temporary residence permit (temporary residence),
- people with residence permit,
- people with a work permit,
- people with a refugee status and subsidiary protection status,
- people with tolerated stay permit. (Wybrane pojęcia i terminy – Migracja cudzoziemców do Polski, 2010).

Important legal and economic conditions that affect the situation of foreigners in Poland may also include changes in the law concerning employment of foreigners. Facilitation of employment of foreigners is introduced, but they primarily concern citizens of the European Union and some Eastern European countries, while formalities and economic requirements have been introduced for countries that have a visa requirement after Poland's accession to the European Union. In addition, these conditions are complicated by the economic crisis and the difficult situation on the Polish labor market.

The attitude of Poles to foreigners is generally characterized by several factors:

- low proportion of foreigners in the population,
- low level of contact between Poles and foreigners,
- increased acceptance for foreigners working in Poland,
- a greater willingness to be open to foreigners when the people experienced personal contact (e.g. with a foreigner living in Poland or as a result of their own migration experience),
- conditional and limited acceptance of foreigners. (Wenzel, 2009).

The feeling of sympathy or antipathy of Poles towards foreigners depends also on the extent to which they are similar to Poles in a racial, ethnic and cultural way (the more similar they are, the better they are perceived) and the second factor is the level of

perceived wealthy (the richer, the better). In some situations, the role of economic factors seems to be less significant, e.g. to those from the former USSR, who are often met with reluctance. (Wenzel, 2009).

In a survey conducted by CBOS in 2010, every fourth Pole declared that they know personally a foreigner living in Poland. Most commonly declared were representatives of such nationalities as Ukrainians, Russians, Belarussians, Germans, and Brits. This fact in further research proved to be important, because it significantly influenced a more positive attitude towards foreigners. The vast majority of the respondents (81 %) accepted the possibility of taking up work in Poland by foreigners, but one third of the respondents limited their acceptance to certain types of work, most of which were the ones they did not want or could not do because of low wages or lack of adequate specialists. Poles also made their consent to the work of foreigners in Poland if there were no Poles willing to undertake a given job. In a situation of crisis, the Poles felt a threat to their attitude towards foreigners working in the East, as 65 % of respondents believed that the government should strive to reduce the number of workers from the East. (Feliński, 2010).

Conclusions

In Western Europe, ethnic processes are very dynamic and occur on a much larger scale than in Poland. The problems faced by many Western European countries have prompted in-depth reflection on the rights and obligations of minorities and immigrants, as these problems and their specific solutions may provide a basis for future action in Poland as well. (Sobieraj, 2011, p. 97–106). The ethnic and national processes occurring in Poland and concerning minorities and immigrant groups, as well as the shaping of legislation regulating this sphere of public life, are part of the construction of democratic governance. This is a process that is more and more public in the course of which there is a public discourse between the minorities and the majority and the scope of the minority's discretion and the will to respect it. (Sadowski, 1997, p. 533). In this process, there are specific difficulties that arise from factors such as:

- diversity of national and ethnic groups in Poland (in terms of their pedigree, geographical distribution, number, national or ethnic character),
- internal diversity and the lack of heterogeneity of minorities (e.g. among Lemkos, Silesians, Germans, Roma),
- overlapping and crossing ethnic and national minorities with an autochthonous character, with immigrant groups,
- a diverse situation in region and local communities, where the minority may actually be a dominant group (e.g. because of numerical superiority, economic or a significant role in local government),
- demographic and statistical changes in minority numbers (e.g. as a result of assimilation of subsequent generations or revitalization of ethnic identity, but also as a result of spatial migration).

These factors put lawmaking in the protection of minorities at the beginning in the face of many restrictions and it is condemned to numerous imperfections. Inclusion in the legislative processes demographic, social and cultural changes, as well as the diversity of the minority as a social category is not an easy task, and in many situations simply impossible or pointless. This gap should be filled with education for multiculturalism, covering not only human rights issues but also other cultural backgrounds, but also showing the importance of multiculturalism in Poland and in the contemporary world and raising awareness of the need for intercultural competences. In the age of globalization, the implementation of international legal standards is often insufficient to maintain good ethnic relations in many countries. Recognition of minority rights can not be a one-off fact, and both rights and obligations should be constantly negotiated in open social dialogue.

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Author

dr Iwona Sobieraj
Institute of Sociology, University of Opole
ul. Katowicka 89, 45-061 Opole, Poland
isobieraj@uni.opole.pl

MEDIA ADDICTIONS IN A SCHOOL ENVIRONMENT AND POSSIBILITIES OF PREVENTION

Katarína Cimprichová Gežová

Abstract

We are living in times where the media have become the main source of information, education and instruction for personal, family and social behaviour for many people. Different forms of media are competing for readers, listeners and viewers. They have growing influence on people's consciousness, feelings, opinions, values, attitudes, actions and they contribute to versatile personality development. They are also source of information and entertainment. The system of mass media has a specific position in society. It contributes to the versatile personality development as a source of information, entertainment and it also acts as a tool of unification and coordination of educational influences in the whole society. The media includes not only negative aspects, but also many positive aspects that cannot be questioned. At the same time we have to be aware of the fact that children and young people belong to a "weaker" target group, which is more predisposed to addictions, because they are not able to distinguish what is right and what is wrong for them and what can result in negative or even fatal consequences. Media addictions in school environment have and unfortunately will have a rising tendency since the technology progresses much faster than in the past. Therefore it is important to pay attention to the prevention of media addictions at schools. Although the school cannot substitute a functioning family environment and upbringing, it can help to a large extent to prevent these addictions.

Keywords

media addictions, children, young people, parents, school, prevention

Introduction

The level of science and technology development in our society is very high. New media, new communication technologies and media services are arising and have great power to influence the society in which we are losing our own opinions and adopt those foisted by media. These modern technologies are spreading not only to public life but also to

the life of individuals. They are source of information which helps us keep contact with reality and they influence our behaviour and actions. Children and young people are very perceptive and therefore the most suggestible group. The media are for them the primary way in the process of socialisation from a very early age. They affect the attitude and opinion formation and the perception of reality. Children and young people believe that everything they hear and see is reality and adopt all the behaviour and action patterns. Nowadays, using and mastering the computer, the Internet and other modern conveniences is considered second literacy. Without this literacy one cannot get by in any field; problem-free or even professional handling of all means of communication is necessary. Today, the Internet is available to almost everybody and brings not only many positives, but also some negative aspects in the form of addictions or cyberbullying. These addictions have a rising tendency and the age bracket of the media addicted is younger every year. Even the children commencing the primary education show indications of media addictions.

The causes of media addictions by children and young people

Substance and non-substance addictions are described as addictive behaviour belonging to socio-pathological phenomena. The society is developing along with the changing spectrum of socio-pathological phenomena. The changes take place not only in the field of drug addictions, but also in the field of non-substance addictions, for example the rapid expansion of new so-called communication addictions (Hupková, 2009, p. 82).

The emergence and development of addictions is determined by the interaction of many factors that affect the personality and disorders of individuals. These are cultural, environmental and interpersonal factors. The addiction arises as a consequence of unfulfilled internal inducements, needs and goals. These include the endogenous and exogenous factors which are direct and indirect causes of the emergence and development of addiction (Fedorová & Hardy, 2014, p. 111).

1. *Biological factors* – genetic (congenital) predisposition, central nervous system damage, chronic diseases, sensory defects, impulse control disorder.
2. *Psychological factors* – personality disorder, negative destructive emotions and affective disorders, trauma, post-traumatic stress disorder, feeling like nothing makes sense, low self-control, low emotional control, low self-confidence, ADHD, impulsiveness, instability, signs of psychopathy, low self-respect and others.
3. *Social factors* – family system dysfunction, incomplete family system, undesirable parental attitude such as rejection, disturbed relations, disorder of family function, socio-pathological phenomena in family, ineffective use of leisure time, divorce of the parents, communication block in the family system, inability to handle stressful situations, insufficient social support and others (Fedorová & Hardy, 2014, p. 111–113).

The authors Escandón and Gálvez (2012, p. 123) present external causes that can be the triggers to an addiction. These are:

- increase in productivity, consumerism and advertising – people look for new and immediate pleasure and then succumb easily to this phenomenon, especially when speaking about novelties,
- socio-economic triggers – include family breakdown, fast pace of life, depression, anxiety of individuals,
- “bombardment” of sensations – e. g. the situation when a shopaholic needs to possess something new which is a current trend or novelty,
- information overload – people are scared of excessive number of bad news presented by the mass media, the press or the Internet,
- materialism – when people take unconscious and ineffective actions that get them into tense situations in which they resort to substance or non-substance addictions.

The addiction itself is in many cases a consequence of another problem. Children and young people often replace another deficit with an addiction, be it lack of attention from their parents or missing friendships, boredom and others. Other causes that can give the rise to an addiction include (Gregussová & Drobný, 2013):

- boredom,
- failure in real life, problems at school,
- parents’ lack of interest, lack of spending the time together,
- conflicts in family,
- missing friendships,
- psychological problems,
- need for venting frustration and accumulated anger (bullying).

Almost everybody in our surroundings has Internet access and it means not only positives but also many risks that come with it. We use computers and Internet on a daily basis. The Internet, phoning and texting can be potential sources of pleasant feelings. If people are not aware of the risks, this relationship can develop into a mental disorder closely related to addiction to addictive substances (Emmerová, 2011, p. 50). Pathological relationship to Internet and computers has analogy to six features defining any addiction:

1. feature: strong desire or compulsion, so-called craving,
2. feature: problems with self-control,
3. feature: habit-breaking state,
4. feature: increase in tolerance,
5. feature: progressive neglect of hobbies and interests,
6. feature: continuation in spite of harmful consequences (Hupková, 2009, p. 82).

Holdoš (2013, p. 9) defines the Internet addiction as an individual inability to control the use of the Internet which leads to stress and functional disturbance of daily activities. It is excessive Internet use which brings to the life of individuals psychological, social and other complications.

Causes of emergence of Internet addiction:

- *feeling of excitement* – people look for something exciting on the Internet. They search for websites which are interesting for them a which bring them the feeling of excitement and euphoria,
- *reduction of tension* – calming down by chatting and playing Internet games,
- *new feeling of identity* – the communication on the social networks enables the anonymous users to adopt various social identities on themselves,
- *looking for company* – virtual communities provide space for escape from reality, they create ways to fulfil unsatisfied social or psychological needs,
- *biological aspects* – people use the Internet to change their mood, when they are bored, feel isolated or full of anxiety,
- *psychological problems* – depression, phobia, impulse control disorder and attention deficit disorder,
- *family situation* – unfavourable family conditions which can develop into an inclination to addictive behaviour (Sejčová, 2011, p. 95–96).

There are different triggers that can lead to addictive behaviour on the Internet. Benkovič (2007, p. 250–253) claims that these are mostly long-lasting conflict situations in families and at schools because consequently people withdraw within themselves, to their internal idealized world and they look for the way out in the alternative virtual world – on the Internet. Situations that lead to addictive behaviour on the Internet can have great impact on cyberbullying, which is one of the most frequent negative phenomena on the Internet. It is not something new, it is just occurring in another space. With the expansion of modern technologies the considerable part of bullying moved to a virtual setting. It is easier for the aggressors to hurt somebody they do not have to be in direct contact with, do not have to look into their eyes, they perceive the emotions and harms of the victims to a lesser extent, they are less aware of the seriousness of their actions and the responsibility thereof. This kind of bullying can seem to them as a kind of harmless entertainment. At the same time, the anonymity of aggressors protects them from discovery. For the victims, virtual bullying is even more serious – they cannot escape from it, even not to the safety of their homes. If they use a mobile phone or the Internet, the aggressors can reach them any time and in any place (Gregussová & Drobný, 2013). The mobile phone is a phenomenon of the present days. Mobile phone communication has influenced a major part of the middle and young generation to such extent that its sudden absence leads to stress, loss of comfort and, in many cases, even to addiction. We often use a mobile phone not only for phoning but also for spending our free time in that we excessively use text messages, surf on the Internet or play different games. The mobile phone has become a phenomenon of the present. The mobile phone addiction belongs to the contemporary phenomena. People suffering from mobile phone addiction are not able to move away from their mobile phones for more than few minutes. With the massive arrival of smartphones that are connected online to Internet applications, this addiction is growing even more, because it is supported by the Internet addiction or virtual communication (Fischer & Škoda, 2014, p. 133).

Pokorný, Telcová, & Tomko (2002, p. 209) presents four examples of risks that come with the use of mobile phones:

- people lose the ability to rely on themselves in common and difficult situations, they do not practise basic social skills,
- disturbance of social contacts, disturbance of communication and relationships,
- parents who do not have enough time for their children provide them with mobile phones. They think they are still bringing their children up, at least partially, or even that they are “in”,
- mobile phone enables escape from difficult situations which they would be otherwise taught to handle.

Excessive use of mobile phones belongs to the non-substance addictions and is as destructive as a substance addiction. In the present fast-moving times full of technologies, we can hardly find a person who would not welcome this modern form of communication and quick contact with people. The mobile phone addiction develops gradually. At first, it is about “an inevitable need”, and then it is an alternative to personal contact or quick information transfer. At the beginning, people may use the phone just to get or check certain information, but later they have compulsive need to use the mobile phone on every occasion. Permanent and unreasonable holding of mobile phone in our hands can warn us about possible addiction. Internet access, E-mail, camera or mp3 player are self-evident in a mobile phone. There are some preferred marks and types of mobile phones that children and young people try to possess. Phoning by mobile phones has become a standard and sort of ritual which gives us the feeling of importance and prestige (Juríková, 2015). The non-substance addictions include, apart from the Internet and mobile phone, also other phenomena, such as playing computer games, gaming machines, excessive TV watching and many others that can seriously threaten the development of children and young people and can have destructive and even fatal impact on them.

Impact of media addictions on children and young people

The means of massive information and propaganda have not only positive but also negative impacts on children and young people. Specialized discussions about the negative impact are lead more and more often, since the most analysed is the violence in television, on the Internet and in different magazines and the impact on aggressive undisciplined behaviour of children and adolescents thereof.

Undesirable effects of media on children are according to McQuail (2009, p. 500–501) mainly as follows:

- rising social isolation,
- less time and attention for homework,
- rising passivity,
- less time for playing and movement,
- less time for reading (because of television),

- undermining of parental activities,
- premature sexual knowledge and experiences,
- unhealthy food and obesity,
- extreme personal grooming leading to anorexia and bulimia,
- inclination to depression.

Many researches point to a very negative impact on children, especially negative impact on attention, value orientation and speech:

- *attention disturbance of children* – successful children's TV programmes are based on plot twists, so that children will sit in front of TV and will constantly be surprised. Time intervals between these twists are very short, only about 35 seconds. If children watch this kind of programmes a lot, they lose the ability to concentrate on events without such a twist, for example: lessons at school, long-term leisure activity, etc.;
- *value of authentic personal experiences is disturbed* – children suffering from television addiction lose sensitivity to events they can experience by themselves, events which they can experience through television are more appealing for them, it means for them to experience something through someone else, through their heroes. The development of personal identity is disturbed and they lose sense of their own lives. We must keep in mind that the programme offer for children also gives rise to aggressive behaviour;
- *speech reduction to primitive heard dialogues* – the ability to speak in advanced and respectful way, to listen to the opinions of other people, to argue and to accept the arguments of other people is suppressed;
- children enforce the programmes according to the current trend, what is popular among the classmates, friends. *It comes to imitating and identification*, where educational corrections are needed but hardly enforceable. So aggression, impudence and similar phenomena spread to the mentality of children;
- *specific problem is "caricatured childhood"* – the notions of caricatured childhood are implanted in children as a sign of the fact that adults understand them. When children accept this role and "successfully play" it, it comes necessarily to conflicts between them and adults. Children lose the basic orientation in themselves and the seriousness of demands which are placed on them (Helus, 2004, p. 65–66).

Children and young people create profiles in a community web. These are based on such information as age, sex, residence, hobbies, photographs, videos. These can be seen and shared by other users. Children and young people use social networking even more than phones and recently even more than communication and face-to-face dialogues. This kind of communication is the easiest way to maintain contact and friendships and serve as substitution for social relations. There is a risk of loss of privacy but also of addiction emergence, which can be caused by the Internet. The biggest risks include the loss of privacy by misuse of data, identifying with the virtual reality, access to inappropriate contents and social risks connected with threatening, harassment and aggression.

The biggest danger that threatens healthy psychological and moral development of children and young people are the websites with pornographic contents in form of texts, photographs and films (Kunák, 2007). Micháleková (2003) claims that children live in a fictional environment, lose the need and ability to express their feelings and fears. They lose the ability of orientation in a real world and physical skilfulness. They can come into contact with information that can endanger their further development without their parents even knowing it. They consider violence the most effective and the only way of solving conflicts. They start to lose creative and free thinking and think in a schematic way. They have the tendency to express themselves in curt and short commands. They are disoriented in the area of ethical norms and values (especially in connection with combat games and games full of violence). Kilčík (Katedra základov a vyučovania informatiky, n.d.) points to the negative impacts of media addictions, since they can give rise to aggression and simulated violence in which they can participate. That way their tendency to hurt somebody would be even higher because of these reasons:

- children are highly susceptible to reiterate after individuals who they can identify with. Most of the violent games put the player in the role of a shooter or other kind of executor of violent actions and so create the connection between the aggressor from the game and the player controlling the game,
- in contrast to television that is passive, the games require active participation. This can support the incorrect impression that the executed actions are acceptable since they were included in the game,
- it is known that learning is easier by repeating. The elements in the game are repeating and so teaching to be violent,
- people and especially children learn easier and more voluntary if they are rewarded for their effort.

Spálová (2013, p. 62–63) describes several theories connected with the negative consequences of mass media. They are as follows:

1. *Theory of imitation* – there is a possibility that on the basis of displayed socially undesirable behaviour the individual can learn how to perform violence or criminal acts. Television programmes provide a specific form of aggression, a pattern worth of imitation that the viewer adopts. Watching of media violence often leads to imitating aggressive behaviour patterns in real life.
2. *Theory of habituation* – according to this theory, when people are repeatedly exposed to visual violence, they become insensitive, their emotional sides are numbed and after a certain time, the violence is considered normal. Then they become more tolerant of real violent behaviour that they witness.

It is desired to deal with violence, aggression, brutality and inappropriate social behaviour that is provided by mass media and that is fertile ground for arising of other inappropriate phenomena – impulses that form the personality of children and young people and often even adult population, in a negative way.

Possibilities of preventing media addictions in school environment

Internet, computer and phone addiction is a serious social and medical problem which concerns almost all age groups. Like by other addictions, prevention is very important. Addiction prevention is understood as an activity leading to prevention of undesired influences, its goal is health protection and upbringing to a healthy way of life (Roľková, 2015, p. 63). Family should lay the foundations of immunization of children against socio-pathological phenomena because family is the initial educational and socialization factor and parents represent the first educational and human models for their children. Children transfer what they learn in their families to their own lives and also to other social groups in which they live. Therefore a social pedagogue influences in a preventive way the children via a positive model, right value orientation, education to right use of leisure time and love to their families and this in an intentional and nonintentional way. On the other hand, a family is a lay educational institution and the parents often make mistakes in upbringing and preventive influence on children (Hroncová, Emmerová, & Hronec, 2014, p. 257). Sharp increase in socio-pathological phenomena by children and young people, increase in consumer lifestyle, negative impact of mass media, negative spending of leisure time and increase of social problems in society require the profession of social pedagogue. Specific task of a social pedagogue in the past was to act as a coordinator of drug addiction prevention and prevention of other socio-pathological phenomena (Emmerová, 2008, p. 147). According to the Law No. 245/2008 Journal of Laws about upbringing and education as amended and Law No. 317/2009 Journal of Laws about pedagogical and specialised stuff as amended, a social pedagogue is classified into a system of education consultancy and prevention as a specialised staff in schools, as well as school, special, educational and consultancy facilities. Law about pedagogical and specialised staff No. 317/2009 characterises in § 24 a social pedagogue as follows: "A social pedagogue carries out professional activities within prevention, intervention and providing advice especially for children and pupils threatened by socio-pathological phenomena, from socially disadvantaged backgrounds, drug addicts or in other way disadvantaged children and pupils, for their legal representatives and pedagogical staff in schools and school facilities. A social pedagogue fulfils the tasks of social education, support of prosocial and ethical behaviour, socio-pedagogical diagnostics of environment and relations, socio-pedagogical consultancy, prevention of socio-pathological phenomena and behaviour re-education. He carries out the expertise and enlightenment". A social pedagogue belongs to very specific professions, because within his focus is the work with children and young people, he participates in the formation of their personalities, he helps to develop their dispositions and preconditions. He also works in the area of primary prevention with the orientation on all children and young people but also in the area of secondary prevention with the orientation on children and young people from socially disadvantaged backgrounds. Considering this, a social pedagogue must have certain personal qualities that predestine him for the work with children and young people (Snopková, 2013, p. 21). Emmerová (2004, p. 201) defines the personal qualities of a social pedagogue as follows:

- he himself is a model of healthy lifestyle and he is convinced about the correctness and effectiveness of prevention,
- he is a personality that can communicate, cooperate and coordinate the activities with pupils, colleagues, school leaders and partners of other organisations,
- he has preconditions for dealing with relationships but also extreme life situations, especially from the point of view of health protection,
- he has preconditions for personal growth and further self-education etc.

Bakošová (2005, p. 180–184) was the first in Slovakia to divide the competences of social pedagogues. Specific competences of a social pedagogue include socio-educational competence, competence of re-education, counselling competence, competence of prevention and competence of management. With the competence of prevention the author points out the use of a social pedagogue in prevention of socio-pathological phenomena and she describes particular tasks of a social pedagogue at schools according to the orientation of the target group and that in relation to pupils, teachers and parents. Other tasks in prevention of media addiction include creation and realisation of preventive programmes, such as conflict resolution programmes, bullying prevention programmes, truancy prevention programmes, healthy lifestyle programmes, programmes of creation of social competences etc. A social pedagogue is adequately trained and competent to carry out the education about social competences of pupils, especially of pupils from socially disadvantaged backgrounds and of those who come to school with low level of social competences. So his task is to create programmes, trainings, games and other activities that can lead to education and strengthening of mentioned skills. Part of the education of mentioned competences is to offer educational, leisure, preventive and training activities for teachers, parents, to at least partially align the goal of school and family education by formation of social competences, (Bakošová et al., 2011, p. 117) that play a significant role in the realisation of preventive programmes focused on media addictions. They are as follows:

1. *Preventive programme Med* – the programme is designed for pupils from the fourth year in primary schools; the goal is a media education with the orientation on chosen risk factors that follow from the daily media influence.
2. *Teambuilding* – the programme is oriented on improving relations in a class, functioning of a class group, improving the communication among pupils, improving the group cohesion and cooperation. This programme is designed primarily for newly created groups.
3. *Body and Image and Self-Perception* – it is a preventive programme dedicated to discussions to the topic of self-assessment, perception of one's own body and impact of the media on self-image (Centrum pedagogicko-psychologického poradenstva a prevencie Bratislava IV., n.d.).
4. *A Way to an Emotional Maturity* – it is about strengthening one's own personality capacities and it is designed for pupils aged from 12 to 15 years.
5. *How to Become Yourself* – this preventive programme is designed as a

supplementary teaching text for secondary school pupils, in which it offers useful information about the forms of socio-pathological phenomena and solutions of emergency situations (Frívaldská, 2015).

Like other scientific disciplines, social pedagogy distinguishes three basic levels of prevention of socio-pathological phenomena. It is the primary, secondary and tertiary prevention.

Primary prevention is the basis for preventive effect on children and young people. Nowadays, the emphasis is put mainly on primary prevention that should prevent the emergence of deviant behaviour of children and young people, therefore it should be realised on a professional level. It is the professionalism that increases its effectiveness and decreases the need of secondary prevention (Hroncová, Emmerová, & Hronec, 2014, p. 256).

Secondary prevention is directed and focused on endangered groups of children and young people; it does not concern all pupils. Its goal is to prevent the emergence of disorders of social and psychological development, to detect them in their early stage and to provide the measures necessary for high-risk or endangered pupils (Hroncová, Emmerová, & Hronec, 2014, p. 257).

Tertiary prevention represents activities focused on preventing the relapse of undesired behaviour. It is a part of a long-term social rehabilitation and is carried out on a professional level via the staff of social rehabilitation facilities (Emmerová, 2011, p. 88).

In connection with prevention we can point towards media education that, according to the document *Conception of Media Education in the Slovak Republic in the Context of Lifelong Learning* of 2009, is defined as a systematic and goal-directed process of gaining media competences and increasing the level of media literacy with the goal to support responsible media use and to develop critical attitudes towards media contents with the emphasis on moral principles and humanism (Emmerová, 2011, p. 54). Media education comes to the foreground as a result of computerisation of schools and dangers of the media. Its main goal is to teach all age brackets a responsible attitude to media and media contents, to teach them to use new communication technologies and to protect them from illegal and unsuitable contents. Media education has the potential to decrease the harmful effects of media and emphasize the positive effects. Media education appears to be a possible prevention of undesired online influences; it represents the way of how to teach a valuable way of media life and to protect from high-risk online behaviour (Hollá, 2013, p. 20).

Media education as the prevention of online high-risk behaviour:

- eliminates negative impacts of media that contribute to the rise of unsuitable behaviour,
- eliminates the uncritical acceptance of media contents,
- eliminates the prejudices and gender stereotypes coming from the media,
- eliminates the deformed view of values that threaten and harm children's development,

- strengthens responsible behaviour in cyberspace and beyond it,
- strengthens critical acceptance of media contents and messages,
- strengthens positive use of media through its work with it,
- strengthens reasonable use of leisure time (Hollá, 2013, p. 20).

Young people build a target group to which we must pay particular and permanent attention to in connection with primary prevention of so-called substance (drug) and non-substance addictions. Especially young people aged from 13 to 20 years are a high-risk group and the probability of contact or experimentation with substance and non-substance addictions, including the modern communication technologies, is very high. It must be emphasized that the contemporary phenomenon of so-called communication addictions can endanger people of all age groups. All these facts are a strong call for preventive intervention (Hupková, 2009, p. 83). The lack of preventive and educational influence of families on children should be compensated by schools. Social pedagogy has always put emphasis on the compensation of the shortcomings in families to prevent deviant development of children and young people. Compensative function in relation to families in prevention of socio-pathological phenomena must be carried out, especially by schools and educational consultancy and prevention facilities (Hroncová, Emmerová, & Hronec, 2014, p. 256). Addictive behaviour of substance and non-substance nature belongs according to many authors (e.g. S. Fischer, J. Škoda, B. Kraus, J. Hroncová, P. Ondřejkovič and others) to the most serious socio-pathological phenomena. On account of this, it is necessary that the social pedagogue is familiar with, can recognize and be helpful in not only primary prevention but also successful intervention and solution of a given problem (Hupková & Liberčánová, 2012, p. 58).

Conclusion

Nowadays, the media participate more and more intensively in personality development since early childhood. Childhood without television, Internet, Facebook and other media is all in the past now. The impact on children and young people thereof is on the one hand positive, since they get information in every area which supports their personality development. On the other hand, it comes more and more often to disturbance of personality which manifests itself by aggressive behaviour, increased stress, decreased self-control, insufficient real relationships, which can lead to loneliness, depression, cyberbullying and other negative features of media influence. The best prevention of media addictions is effective and early prevention since eliminating consequences requires more effort and resources by solving existing problems, while many consequences are already irreversible. It is necessary that our society reacts in time to this problem via effective prevention at all levels – primary, secondary and tertiary.

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Author

PhDr. Katarína Cimprichová Gežová, PhD.
Faculty of Education, Matej Bel University
Department of Pedagogy
Ružová 13, 974 11 Banská Bystrica, Slovak Republic
katarina.gezova@umb.sk

THE EMERGENCE OF SKINHEADS IN THE CSSR¹

Radek Rákos

Abstract

The first remarkable signs of the skinhead subculture, according to the current literature, date back to 1985, but the first signs of skinhead can be traced between 1983 and 1984. The anti-communist mood in society and growing community intolerance towards the gypsy population have paved the way for far-right thinking. This was further stimulated by the infiltration of news from foreign medias, which considered ultra-right action to be a sensation, and because of this marketing step, the population was so supplied with hot news. The relationship between the punk movement and the skinhead subculture is basically that skinheads are merging from punk movement because of the influence of so-called Oi movement or by the imagination of foreign media, such as the 100+1 magazine of foreign interests. The right-wing skins experienced its own Renaissance when the Orlík music group emerged, which, however, evaded from neo-Nazism promoted abroad and built its values on patriotism and racism, although some of those texts attracted a number of those fans. With the collapse of the communist regime and the opening of the information flow, several subcultures began to be profiled by yet unavailable information.

Keywords

punk rock, skinheads, racism, alternative scene, subcultures

Introducing the issue of the newly uprising Nazi skinheads

"In the United Kingdom at the turn of the 1970s and 1980s, the problems of immigration have culminated. It is estimated that in the 1950s the number of immigrants in the UK was 4 % of the population, or almost two million people." (Morgan et al., 1999, p. 351). The local government first supported immigration, due to the vision of cheap labor. This fact, however, worried local people heavily because they had a fear of loss of their work. Increased hostility among immigrants and indigenous peoples was also increased by the

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laws favoring immigrants. The government subsequently sought to alleviate the situation by retroactively tightening immigration and wage laws. But it was too late. The reaction to these events was the terrorist invasion controlled by the neo-fascist organization so-called neo-Nazi skinheads, which have severed themselves from traditional skinheads and their ideology has begun to turn to right-wing extremism. Neo-Nazi skinheads attacked the immigrant population not only in an organized manner, but also randomly, not only creating a strong rancor, but they also changed the view of the population to the skinhead movement itself. Those skinheads were largely influenced by the National Front, which, like Hitler, created striking units to promote its goals. A few years earlier, they tried to do it through the punk movement, but they did not have a remarkable success. "Its greatest influence has been achieved by the National Front in the 1970s and 1980s." (Holmes, 1988, p. 264)

In this unpleasant atmosphere politicizing of those skins occurred, of which the most important was Ian Stuart Donaldson, which established the so-called White Noise Club, which was a music publisher focused on racist-oriented skinheads. The establishment of the RAC (*Rock against Communism*) platform followed, the establishment of RAC can be understood as the so-called recruitment of the same-minded skinheads. Around the first half of the 1980s the skinhead movement gets into other European countries. Thanks to the great response of the mass media, which skinheads displayed as racist and right-minded, this movement has started to be assigned with the basis of Nazism and the Italian and Spanish ideas of fascism in the public. In Czechoslovakia, the spreading circumstances of the skinhead subculture were somewhat different. Aversion to communism was the link of otherwise very different views of different subcultures. If we focus on the punk and skinsheads of the pre-revolutionary era, we can safely say they did not differ much from each other. It is therefore very likely, that the idea of RAC would be supported by both punkers and skinheads.

Skinheads, those are boys, sir!

The available publications stated, that the appearance of skinheads in our country dates to 1985. The fact is, that the skinsheads could appear earlier, as the first preserved song from band A 64 "*Já nemám šajn*" (*I don't have a clue*) from the original "*Banned From the Pubs*" comes from the skinhead band PETER AND THE TEST TUBE BABIES. The song has circulated Europe with a tape called "*World Class Punk*", which came out in 1984. Considering that the band A 64 (Operating since 1983) had been able to work on the song since 1983, there is a chance that the skinhead subculture has been known to us since 1983–1984. At least this points to the fact that, that already in this timeframe we have with us some among the alternative scene awareness of skinhead music production, although they did not have to associate this creation with the skinhead subculture itself. As already mentioned above, the information came through the Iron Curtain in very difficult manner and in a rather inaccurate form. "While it was possible (Although usually illegally) to get some music from the West (foreign radio stations, music market

exchanges, exceptionally even tolerated programs in Czechoslovak Radio and later TV), the essence of subcultural style and ideology was much worse." (Janeček & Bittnerová, 2011, p. 90). That is precisely why the emerging subculture among us with inspiration from international media tried as much as possible to imitate foreign subculture. However, members of subcultures in Czechoslovakia have often failed to distinguish differences between subcultures themselves, and therefore created their own form based on the presentation of the subculture by the foreign media. However, due to the total inaccessibility of appropriate resources, from which it would be possible to imitate the proper visage, here almost reaches the top of the phenomenon of DIY (Do it yourself). *"Punks uses black dye on medical cloth trousers and heavy leather boots are replacement by military boots or work boots."* (Janeček & Bittnerová, 2011, p. 90)

Another controversial feature of the communist regime was insensitive approach to Gypsies, especially the Discrimination Act the 1958 Permanent Settlement Act. "Increase in gypsy population due to immigration from Slovakia and a different way of life for its members has led to an increase in ethnic tension already in the communist era between "White" and the Gypsy population in many locations, which however dampened the regime in various ways (not informing, de facto "bribing" Gypsies, etc.)." (Mareš, 2003, p. 165). This caused that, compared to the world scene, where punk from its roots has been associated with non-racist or anti-fascist tendencies, it is just in our country, based on those growing racist tensions, we could find first aggressions from the punk subculture. These racist-oriented punkers, were later mostly first Czechoslovak skinheads. *"It is just the opportunity to implement and justify violence against gypsies and foreign students or workers (from Cuba, Vietnam and other third-world left-wing countries) and at the same time to express anti-regime attitudes has tempted the first individuals to create Czech skinheads."* (Smolík, 2010, p. 145)

Despite this, however, until November 1989 was not a significant number of followers. It is believed that the number of poorly profiled skins ranged between 70–90. The skinheads style in Czechoslovakia was specific in a way that in the early stages of development, students and intellectuals played a leading role and strong representation (albeit living bohemian or "living in pub" style) as opposed to purely workers skinhead roots in Western Europe and the United States. (Smolík, 2010, p. 145)

One of the most important news from foreign media, which is attributed to a major impulse to the creation of the Czechoslovak skinheads, is an article in the magazine "100+1 foreign attractions" with the title "Skinheads, those are boys, sir!", describing a right-wing part of the skinheads. The article contains several insights and personal experiences with the presence of many skinhead groups in European countries, ending very often with violence. The subtitle itself is intended to shock and attract readers, which our Czechoslovak youth certainly was interested in.

"In recent years, neo-Nazi politicians in Western Europe have found enthusiastic supporters among ultra-right skinheads. They are young people who were born several years after the war and whose ideas of the "fear and misery" of the Third Reich are often very inaccurate. Still, they do not want to abandon their idol, even though it is dead for over forty years. The portraits of Adolf Hitler and the swastika flags are preserved as

a precious relic, they greet with the Nazi hail – and most importantly: they are racially intolerant. Some skinheads, though, come from unhappy social conditions, but even unemployment cannot influence their violent behavior, as well as there is no justification for the slack attitude of official places towards rising neo-Nazism” (Kromschröder, 1986). According to available publications, this article can be considered one of the biggest causes of the rise of right-wing sympathizers skinheads in our country. It does not, however, mean that newly created neo-Nazi skinheads have business in all Nazi and Fascist activities in Communist Czechoslovakia. Quite the contrary. *“Skinheads did not have anything to do with neo-Nazi excesses of non-conforming youth from the mid-eighties (e.g. Z. Jankulovski² of Totenkopf³ knew about skinheads, but to him they were “stupid people” in the West who are fighting at football matches).”* (Mareš, 2003, p. 165). *“The Liberation of Czechoslovakia and the introduction of a new political system, whose foundations were agreed upon by the London and Moscow resistance even during the war, meant for a long time the end of the more significant public or even legal activities of right-wing extremism and radicalism in the Czech, which was further compounded by the Communist’s grasp of power in 1948.”* (Mareš, 2003, p. 160). The Communists have made much of a consideration that any right-wing extreme or radical tendencies are immediately prosecuted and punished. *“The first phase of the post-war ultra-right is tied to pre-war and protectorate or even Nazi organizations, some of those members (even individual) members were attempting to actively engage in illegal activities and, in the new circumstances, immediately followed up on earlier activities, or for fear of being captured, they carried out anti-state activities.”* (Mareš, 2003, p. 161)

This knowledge is mainly underlined by numerous reports, e.g. in Rude Právo, (Czech communist newspapers) where occasional occurrences of “Terrorist acts” committed by these offenders can be traced easily. Whereas, that during the entire communist regime, no media and StB (Communist secret police) news did not distinguish individual fascist and Nazi delicts, all cases had the same label. Therefore, it is virtually impossible to tell whether any act was done under the guise of skinheads or not. It is obvious, however, that these right-wing anti-regime actions certainly became a base for newly formed ultra-right skinheads.

Returning to the above-mentioned article and looking at the text itself, we will find out how the propaganda article worked. *“The skulls are shaved, wearing US Air Force jackets, jeans, scuffed jeans, heavy boots with Doc Martens steel studs. Those skinheads are carrying the British flags and yelling their slogan: If you’re white – you’re alright. If they’re black – send’em back!”* (Kromschröder, 1986).

However, the article did not focus only on the racism and xenophobia of the participants, but also on the verbal attack of the passerby black family during the parade.

² *“The leading organizer of Totenkopf. He came to Nazism because of his childhood hobby, which was plastic modeling. His father was bringing him from his trips to capitalistic countries models of German planes (including decals with Nazi emblems), this led him to acquire an interest in history of war and later to Nazism, later even Nazi theories.”* (Mareš, 2003, p. 164).

³ *“One of the later significant activities of young neo-Nazis in the communist era was the short existence of the Totenkopf group, de facto a group of several teenagers in Brno in 1983.”* (Mareš, 2003, p. 164).

Neither the attention nor the increased anti-Semitic mood was not missed when they meet a group of orthodox Jews. There are hate speech yells like: "Jews in the Gas", "Look at those inferior people" and similar statements. (Kromschröder, 1986). After these worrying reports from London, one gets the impression that perhaps is in 40 years back and the famous "Hitlerjugend"⁴ are back. The very cause of these unrest originates at the very end of the march, in the moment when the march ends in one room. *"Then the chairman of the National Front⁵ Martin Wingfield speaks: I do not want to see any big roaring groups, but small inconspicuous clusters that strikes unexpectedly"*. (Kromschröder, 1986).

Following the dissolution of the party, the groups are divided in all different directions, with various racial attacks on minorities occurring on the part of the indoctrinated skinheads. These racist attacks have been more and more common with the fascist tendencies in other countries, creating support for radical youth. In Spain, skinheads are associations at the Nazi organization *Cedade*, Norway is home to *Nordiska Rikspartiet* (The Norwegian Empire Party), in Austria: Action of the new alt-right. (Kromschröder, 1986).

As can be seen from the above-mentioned article, right-wing skins have achieved attention not only on the scale of their own state, but also on the international level. Their radical behavior was a hot topic and a jewel on each reporter's report. As a matter of fact, in a certain way the mass media are responsible for extending this extreme right-wing ideology to the global level.

Skinheads in Czechoslovakia, right-wing in the left-wing state

The first visible results of the spread of the skinhead subculture in our countries were reflected in the formation of a band so-called Oi Oi HUBERT MACHÁNĚ. This punk band originated in 1983, when she first appeared at the festival in Ostrov nad Ohří. The name of the band has two reasons. The first was a satirical reaction to Hubert Koch's photo from the German ensemble, which he was being depicted on it with a very funny clothing on. The second part of the band name is related to the character from the film *"Jára Cimrman, ležící a spící"*, where the Emperor's twin Macháně appears. But the most notable is the beginning of the band's name, because "Oi Oi Oi", is the name of a song from an English punk rock band COCKNEY REJECTS, who first played it in the 1980s. The name "Oi Oi Oi" is not accidental since it has been a slang salute for so-called working class in England for years. Very quickly the designation "Oi" became the link of not a racist branch of skins and punkers. Oi! is a simple punk enriched sometimes by the ska passages. Danics and Kamín (2008) to the above, states that this concept revives the non-political nature of the movement in the form of a special social protest current society.

⁴ Hitlerjugend aka. Hitler youth, was one of the first Nazi, militarized propaganda organization in which there were mainly boys in age between 14–18. Main goals of this organization were the spreading of antisemitism, racism, and white race supremacy.

⁵ Already mentioned fascist party with a name National Front.

So, it is clear that we have somehow got information about this new scene. However, the extent to which our listeners have been able to combine context is already the subject of speculation. The band's protagonists themselves express like this: *"We just learned to play, then we heard the Oi somewhere, we liked it, and so we started using that in our texts,"* said Tomáš Hájiček in Rock & Pop, 1991. And Mirek Macháček said: *"Inspiration is in stupidity. With the songs, and that's the main thing, we do not want to tell anyone anything. They rank us as a skinhead band, which, I think, we are not. The main thing is good bigbeat and having fun."* (Hrabalík, n.d.-b). This subject has been discussed with members of the band several times during various interviews. On their official site, they then comment on the skinhead subculture as follows: *"None of us knew what Skinheads were and what Oi meant, and even though we knew bands like Angelic Upstarts, Sham 69, Cockney Reject and others that are now considered skinhead, for us it was another wave of punk bands linked to Sex Pistols, Clash and Damned."* (Hubert Macháně – Historie, n.d.). But the most controversial was the production of the band, which in some of its pieces is racist. One of them was a song called *"Práskni negra do hlavy"* meaning *shoot the nigger in the head* or *"Bílej rajón."* meaning white district.

Unity in the white circle is the correct order

all for one, one for all in the state⁶

I want a white district, so I would not have to fear,⁷ that they will rape a whole nation

You would like it as well

Well damn, why are you just standing there and why do you fear

We are your power intelligence is murderer⁸

I want a white district, so I would not have to fear, that they will rape a whole nation

You would like it as well, so what

Put yourself together and let's go we are on the right path⁹ so let's go time is right

(Hubert Macháně – Bílej rajón, n.d.)

After analyzing the text, one can notice the similarity with the way media was showing racist part of skinheads. Whether there is a connection between Oi Oi HUBERT MACHÁNĚ and right-wing skins, may be true, but not necessarily. The answer itself is irrelevant for understanding the tendencies of bands. The fact that the band has distanced itself from the skinhead subculture does not at all deny racist, xenophobic and nationalist thinking.

⁶ The first two verses clearly indicate the superiority of the white race and the nationalist tendencies.

⁷ Right from the next statement, we can clearly feel xenophobic behavior, which is aimed primarily at the Gypsy community. Also, we can see at the beginning of the song itself, that it is mimicking gypsy dialect.

⁸ Another verse looks as if it should reach out to other white fellow citizens.

⁹ End of the song have similarities to the recruitment tool, when text tells them they are the right side.

"It is a fact that at the time of the first period of the "macháňovců", the skinheads in the whole country could be counted on the fingers of one hand. But there were many so-called militant punks whose philosophy was approaching skinhead subculture." (Hrabalík, n.d.-b). "More surprising for the public is the alliance of punkers with skinheads, who are perceived to be the mortal enemies for they have completely different values and aspirations." (Kolářová & Oravcová, 2011, p. 71). In our countries, however, they had a common enemy, and that was a socialistic state, which thanks to the often interventions managed to unite a lot of subcultures. "Many of those friendships, however, are the result of the fact that many punkers during adolescence choose skinhead identity as a compromise between youth rebellion and responsible adult life as a conformist." (Kolářová & Oravcová, 2011, p. 71)

The band concerted, like other punk bands of this time, especially in unofficial places, so they never met a more prominent audience. The band mostly dealt with cover and funny songs. Their scope of the first period ends in autumn 1986, when they played the last concert in Liberec. Macháňovci came together three years later in the original set, but with a slightly changed name to HUBERT MACHÁNĚ. They became active during the 1990s, when they made their own LP-album. In 1991 T. Hájíček left and founded his own band KRUCIPÜSK.

Another fact that affected founding of skinheads was, as well as underground, which as a first founded, some punks tended to subculture of skinheads. We can see this effect for example with the punk group initiators. For Example: Limburský, which started with a KEČUP, they he made his way to the band A 64, and later found himself in 1989 with the famous band ORLÍK.

The opposite view of punk-skinhead symbiosis, which was opposing the ideology of a communist regime brings and interview with the man known as Jižan, he was a skin since 1985. In this interview that was made in April 2016, it turned out that above mentioned Jižan, became skinhead just because of many times mentioned article in a magazine 100+1 of foreign interests and since then being skinhead defined him for the rest of his live. On the question if he became a skinhead after his punk phase he said: *"No, no, for me punk was always a filth, I don't mean the music, but punkers, so this wasn't for me at all. At home, my dad always was listening to the relatively normal music – Rolling Stones, Olympic, Beatles and so on. So, rock music was always in my blood since I was a small kid, and still till this day. I just changed the bands that he was listening. I would never ever listen to those communistic shit like Vondračková, Gott, we never listened to those (laugh)." (Vávra, n.d.).* In the next part of the interview Jižan was asked about the attitude of police, in the question it was suggested that skinheads and punkers were in the same group. *"Back in the day anticommunist was everyone who stepped from the line. That doesn't mean they were our friends, for me we were definitely not the same group, skinhead did draw attention to himself, that mean I ended up on the police station very often" (Vávra, n.d.).* Confirming the existence of certain conflicts between skinheads and punkers, can be confirmed from the lyrics of punk bands. One of those bands is for example HRDINOVÉ NOVÉ FRONTY, shortcut HNF, the name means heroes of the new front. In one of song they had an answer for the raising numbers of new skinheads

influenced by an extreme right-wing ideology. Name of the song is *"Skinheadská noc"* meaning *the night of the skinheads* and premier of this song was somewhere around 1986–1987.

"Walkway shakes under the heavy boots,
Chain night have begun.
The night is a swine. It speaks through the void,
Everyone is in the streets and noise is there.

Skinhead night, oi oi oi,
Skinhead night, oi oi oi,
Skinhead night, oi oi oi,
skinhead night!

Skinhead night, when debts are paid,
for outlanders it's not safe here.
Skinhead strikes on Turks are payment,
if you want to welcome skins ghetto.¹⁰

Nazi already yells crazy hits,
their war is in the beginning,
decibel into the night never was silenced,
tomorrow it will begin again."
(H.N.F. – Skinheadská noc, n.d.).

As a next thing Jižan gives an example how he was forced by the police to scratch away his decoration patch from his jacket with his keys. The fact that police was arresting young citizens on the basis of being different and thanks to the war against so called – defective youth, is an indisputable fact that can be substantiated by many materials. It is, however, very foolish to overstate the state security authorities was even able to distinguish patches and know which patch belong to which group and who owns them. Already under State Security Administration in 11 September 1986 was stated that the secret police verified the existence of certain knowledge. This knowledge was that a fascist group was created and promoted the skinhead movement in Česká Lípa. This group was supposed to focus on *"especially the physical attack on Gypsy community"* (X. direction¹¹ SNB 1986). Besides one of the main attributes of the skinheads is their own fashion, that allowed for a recognition. But how was it in the early days of their origin?

¹⁰ An indisputable remark for the xenophobic subtext of Czechoslovak.

¹¹ The X. Administration was tasked to influence Czechoslovak youth with educational means, including all kinds of repressions. The main objective was to gather information about the moods in society and from that information they developed preventive measures and analysis.

Was it even a possible back then to see skinhead with the today typical “bomber”¹² and “Martensky”¹³? *“Well it wasn’t impossible, but it was very hard. I got my bomber, in the autumn of 1988 in Budapest, until then I had similar green jacket. And about the boots I got them in December 1989, immediately after we could visit the west Berlin”.* (Vávra, n.d.). This testimony proves and confirms how much skins were un-profiled in the early beginnings, which also does not contribute to their identification within the general population and the members of the police itself.

And how was the music? Given the findings, it is obvious that it depended on the relationship between those skinheads and the other subcultures. They could go to the punk concerts if they offered at least some ideological similarities. Other option was to listen foreign skinhead bands, these cassettes were hard to find. As Jižan said: *“Sure, there was few cassettes of 4-skin. Terrible copies, sure, but you could understand what the meaning was.”* (Vávra, n.d.). Band 4-Skins was a successor of the band COCKNEY REJECTS and became of the most prominent in Oi movement. They were singing about traditional skinhead values and so-called street life and they built their band as an apolitical skinhead band. And that was the moment when we could saw the distorted information coming from the abroad. If the information flow would be correct, for sure right-winged skinheads would despise this music.

First band in Czechoslovakia that is considered as a part of the movement Oi punk was Band with the name DO ŘADY! (Into the line!). This Slovakian band was one of the first to be based on the new wave of punk from year 1977 and the skinhead style Oi, result form was so-called skunx. Renowned for the anti-militaristic texts, which were often misinterpreted and because of that they got a label of being in a right-wing spectrum. *“This misinterpreted militarism that was attributed to the band, was also caused because member of the band Hošek or also known as a “Sid”¹⁴ had great punk reputation. And his bare head phase have just began. This immediately became the subject of discussion and speculations in Czech “flowers in dumpsters”¹⁵”* (Hrabalík, n.d.-a).

Song *“Tak se přidej”* (So join), is one of those song, that was supposed to show the antimilitaristic tendencies. *“Band appeared for the first time in the November 1987 in National house in Prague, where they played 6 songs, and one cover from Siouxi & The Banshees.”* (Hrabalík, n.d.-a). Then they had several successful concerts, most important from them was the illegal performance in Poland city Jacin. *“Band casted 25th place out of total 90 bands and thanks to this success they received an offer to record an LP in the Ameba studio in Katowice.”* (Hrabalík, n.d.-a). One of their remarkable songs that got to LP is the above mentioned song *“Tak se přidej”* (So join), which in itself becomes even more ironic when a year later the main protagonist of the band Volman

¹² Bomber is a military flight jacket typical for skinheads.

¹³ Martensky – heavy military boots with the steel tip, typical for the working class.

¹⁴ Nickname for the singer Petr “Sid” Hošek from band PLEXIS.

¹⁵ Name for the Czech society and fashion during 1970s.

is forced to join military service.¹⁶ During the lifecycle of the band it became known as a band causing conflicts. That was because on their concerts there were punkers and skinheads. *"Concert in Litochleby, where fan club of the band ŽENTOUR invited punk bands TŘI SESTRY (three sisters) a DO ŘADY! (into the line), Ended with a mass fight after a skinhead provocation. This fiasco is displayed after the revolution in the comix series in magazine Scene Report author F.E. Müller – he also depicted a fiasco from the Pilsen and band DIE TOTEN HOSEN)." (Fuchs, 2002, p. 114). "Skunnx band DO ŘADY! (Into the line) had a great influence on the Czech subcultures, mainly thanks to their contact with abroad (years 1987–1990) and had many chances in abroad to make themselves way more famous than they were". (Hrabalík, n.d.-a).*

Last Band with the great influence is Band ORLÍK. This pure skinhead bad was founded around year 1988. Lead singer was Daniel Landa with David Matásek playing guitar, already well-known Jan Limburský playing drums and finally Jakub Maleček with bass. Nationalistic and racist band became holy grail to the right-wing skinheads. Before the revolution they already made famous song *"Bílá Liga"* (white league) and one patriotic song *"Čech."* (Czech). In the two years of band activities, there was several racist ventures for example VLAJKA¹⁷, BRÁNÍK¹⁸, VALAŠSKÁ LIGA¹⁹. *"In the opposite side there were bans for apolitical skinheads THE PROTEST, FISTBOIS, JABLONECKÝ PROTEST (later PATRIA) and more."* (Kolářová & Oravcová, 2011, p. 172). Band texts were mainly about patriotism, skinhead movement and also racism. Texts aimed mainly agins Cubans and Gypsies. They stood at the birth of a typical Czech odd called Kališníci, their main mission was patriotism, racism and fight against neo-Nazis and communists. Despite the claims of the band members, about distancing themselves from all forms of Nazism and fascism, some texts do have some elements that undoubtedly had to attract that sort of fans. We must understand that the line between patriotism and xenophobia is very thin. As well as pointing to the white race community do not have to be automatically bad, if it is used in a wider context. Typical example of this is above mentioned song *"Bílá liga"* (White league), which clearly determinate the point with its structure. Regardless of the group's intention, which may be whatever, the song in the first parts is supposed to provoke the audience and show the controversy regarding the presence of foreigners in our country. Refrain itself is there to have an uniting character, then its used to incite hatred to the enemy. Entire song then evokes the thoughts, about xenophobia, racism and the cohesion of the white race.

¹⁶ In Czechoslovakia military service was mandatory for all males in age for years.

¹⁷ "First phases of Naci organizations, where some members were involved in illegal activities and in new conditions they immediately followed up on earlier activities, respectively for fear of being captured, they carried out anti-state activities." (Mareš, 2003, p. 161).

¹⁸ Extremist right-wing skinhead band considered of 6 members operating since the 1990s.

¹⁹ Extremist right-wing band operating between 1987–1989. Name of the album Valmez über alles is cue about the Nazi hymn Deutschland über alles, where Valmez is a shortcut of a city Valašské Meziříčí. After the revolution this band had way more controversial texts and stopped existing in 1994.

"Nothing against a tourist
When they want to see
But it's impossible to live here²⁰
And also to work

What was that sound?
Who fell here from the palm tree?
Black eyes, black body
that is not my friend!²¹

White league
White league
White league is white, white
Clean your boots
Your power is in them
White power blinded me
Black spirit bleached from me²²

They have different morals
manners too
they will never be like us
Do not believe in miracles²³

And for a bad word
They will stab you with a knife
So why do they send
those killers here?"
(Orlík – Bílá liga, n.d.).

Conclusions

Information embargo, harsh communist regime, strong vigilance towards new trends, fear of state authorities, dull atmosphere and monotonous culture, it all played a role in punk rock formation in the eastern block dominated by one dominant party. In addition to

²⁰ Here is comment about the criminality of Cubans, they misused the immunity they had, because Cuba was our Brother state assigned by Moscow.

²¹ In here we can see denial of socialistic brotherhood. Nonetheless without context this can be interpreted as a pure racist statement.

²² Sigh of favoriting white race with protentional militaristic underline.

²³ Here we can feel the denial of multiculturalism.

combating and ignoring elements of human and civil rights, the communist party caused resentment and general displeasure in all possible areas of culture, social thinking, to the credibility of official media and inflexibility of the regime. Polarity between the West and the East necessarily created the exaggerated caution of the ruling officials. Trying to prevent the spread of Western ideas forced the Eastern Bloc to make security measures. So this made it harder to the citizens of the communist state.

Since the mid-1980s, the first Skinhead groups have appeared on our territory that were influenced by foreign media, which at that time portrayed this subculture as a radically right-wing individual with xenophobic and racist thinking with the basics of Hitler tradition. With the massive displacement of gypsy communities has led to racist moods, so also local punks.

The link between skinheads and punks is alarming on its own. This link can be found in many subcultures around in Czechoslovakia. More or less we could say that the members of this subculture were always living alternative lifestyle. More so thanks to the monotone culture thanks to the regime. Anyone who did not want to be in the mainstream regime culture was already pursued and punished. Thanks to this feelings of loneliness, emptiness helped them to unite and create the subcultures. We can find this in western countries as well, but thanks to the pursuing of the non-conformist in Czechoslovakia this was way bigger factor.

Right-wing skins blossomed after the creation of their own music, mostly band Orlik. Orlik itself avoided the neo-nacism propagated in the abroad and they build its values on patriotism and racism. Many of their fans were lured to the neo-nazism nonetheless. After the fall of iron curtain thanks to the influx of information many of these subcultures began to profile with the new informations.

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Author

Mgr. Radek Rákos
Faculty of Social Sciences, Charles University
Institute of Political Studies
U kříže 661/8, 158 00 Praha 5, Czech Republic
Kedar012567@seznam.cz

	DISCUSSION	
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SOCIAL EDUCATORS AND THEIR OPTIONS OF PREVENTIVE ACTIONS AT ELEMENTARY SCHOOLS

Lucie Blašítková

Abstract

Our article deals with the environment of elementary school, which is specific in many respects. Our goal does not consist in analyzing in all factors that shape and influence the elementary school environment, but we focus primarily on the area of preventive actions, at the level of primary prevention in relation to pupils of higher elementary school (10–15 year old pupils). Such actions are most frequently implemented by the school prevention methodist at the elementary school. However, at present, also other professions are developed to be active in the area of prevention at the elementary school. Our goal consists in introducing and describing the options of preventive actions of the social educator at the elementary school. The article analyzes crucial documents dealing with prevention. We further offer some results of studies concerning the issue of risk behaviour in connection with the profession of social educator.

Keywords

environment of elementary school, primary prevention in relation to pupils, documents dealing with prevention

Profession of social educator at the elementary school

It is not very easy to determine the profession of social educator in the Czech conditions, as the profession is not stipulated in the Czech legislation and in the job catalogue. Nevertheless, at present it is possible to study the discipline of social education at selected Czech universities. The question is, where can the graduates of such disciplines find a job? The answer to this question is complicated both for practice and for academic

environment. Based on the current legislation, the graduates can find a job of social educator in many areas. One of them is, of course, the area of labour and social matters where the graduate can execute the role of social worker, social probation officer for children and youth or worker at Employment Offices. The above stated options are based on Act No. 108/2006 Coll., on social services, as amended (*Zákon č. 108/2006 Sb.*, 2006). Another area is certainly the area of education. According to Act No. 563/2004 Coll., on educators, as amended, the social educator can work as leisure time educator, instructor and educator's assistant (MŠMT, 2004b). It should be mentioned that in Slovakia, our neighbour country, the situation is different. The social educator is confirmed by legislation, in Act No. 317/2009 Coll., on professional and educational employees (*Zákon č. 317/2009 Z. z.*, 2009). The Act defines the social educator as a professional employee. Our goal consists in focusing on the elementary school environment in which social educators work within the above stated professions, but also as members of school advisory centres at positions of social educators at present. We face some obstacles here, specifically the job content, which is not defined, and the funding of this position.¹ Bakošová speaks about the activities of social educator in school environment as follows: "The social-educational activities of social educator at schools are qualified professional activities, implemented directly at school and not having teaching but upbringing character. They reduce the load of stressed teachers and work with children and youth who need help at harmonizing relations, at different dysfunctions, disharmonious family, peer, school or broader environment, and they lead to improve the quality of their lives. In narrower sense, children need to compensate undesirable problems by desirable matters, they need to understand and shape values, desirable habits that have not been developed in their existing environment so far. Activities focused on problems derived from unsuitable upbringing, socialization and communication and activities focused on elimination of socially pathological phenomena hold a specific place." (Bakošová, 2015). We agree with the definition and think, similarly to Bakošová, that the activities of social educators at elementary school concern children and youth showing risk behaviours, but also children and youth not showing risk behaviours but harmonious development. The profession of social educator in school environment is discussed also by Zemančíková who speaks about the area of social upbringing, support in many areas of children's and young people's development and about the area of prevention of socially pathological phenomena. (Zemančíková, 2014). Notable authors who deal with the activities of social educators include also Ondrejko, Hroncová, Hudecová, Emmerová. We could also draw from Polish representatives of social pedagogy like Walancik, Kucharczyk, Pikiewicz and others. We have many notable representatives in the Czech environment too; Kraus is indisputably one of them and he defines the profession of social educator as follows: "That worker controls and organizes the upbringing process professionally and acts upon the upbringing process subjects at two levels:

1. Integrational level – the social educator focuses on persons (clients) who need professional help and support (people in crisis situations, in psychological, social or psycho-social danger, who become an obstacle to their environment).

¹ Due to the focus of the text, we will not discuss in more detail the funding of the position of social educator.

2. Developmental level – the social educator supports and strengthens the desirable development of personality that should head towards the right life style and valuable and useful spending of leisure time; that is actually social prevention concerning the whole population, particularly children and youth.” (Kraus, 2014)

At the same time, Kraus comments the activities executed by the social educator, dividing them into three areas. The first area consists in adequate content of leisure time; the second area consists in advisory activities; and the third area consists in field and screening activities. (Kraus, 2014)

If consulting the above stated Slovak Act No. 317/2009 Coll., we can see that its §24 delimits that social educator performs “professional activities in the scope of prevention, intervention and counselling particularly for children and pupils endangered by socially pathological phenomena, coming from socially disadvantaged environment, drug-addicted or otherwise disadvantaged pupils, their legal representatives and teachers.” (Zákon č. 317/2009 Z. z., 2009)

In 2015, a study² was implemented with a partially goal focused on defining the job content of social educator at the elementary school. Based on the study, the job content of social educator was defined in the following points. (Blašítková, 2015)

- Preventive activities – the social educator participates in preventive activities and closely cooperates with the school prevention methodist.
- School advisory centre – the social educator acts within the centre as informant about the situation in the catchment area of the school and about the events at school.
- Procedures for ascertainment of risk behaviour – the school must have clearly defined procedures for the case of detection of a risk behaviour; therefore the social educator is involved in creation of minimal preventive program of the school and of other documents in the area of prevention.
- Establishing contacts with the parents – based on the study, this area was identified as one of the most challenging ones, primarily for form teachers. The social educator as a professional usually takes over this area.
- Work in classes – the social educator works directly in classes with the pupil(s). They are usually pupils showing risk behaviours and thus disturbing the whole teaching process.
- Consultations with form teachers – they consist in mutual cooperation on further steps when working with the pupils and the parents in their own interest.

We believe that based on the above stated points and of definitions, it can be stated that the area of prevention is very important within the social educator’s activities, which is confirmed also by Hroncová who states: “The prevention as a focus competence of

² The project was called “School climate and the influence of school prevention methodist and social educator upon it at elementary school”. The study was implemented in five elementary schools in the Czech Republic and in three elementary schools in Slovakia. Within mixed design, semi-structured interviews were implemented with professional workers of schools.

social educator, both at school and in educational institutions, must be comprehensive and interconnected. The boundaries between individual prevention types are very unstable and individual prevention types mingle into and complement each other.” (Hroncová, 2015). That’s why we will discuss the preventive actions of social educator at the elementary school in the next part of our text.

Prevention at elementary school

Prevention at the elementary school is related to many terms that should be defined. They include primarily risk behaviours and specific types of them. We primarily draw on Miovský’s works and on important documents including *Národní strategie primární prevence rizikového chování u žáků na období 2013–2018* (National strategy of primary prevention of risk behaviour of pupils for the period of 2013–2018) (MŠMT, 2013), which is a document of the Ministry of Education, Youth and Physical Education, as well as *Metodické doporučení k primární prevenci rizikového chování u dětí, žáků a studentů ve školách a školských zařízeních* (Methodical recommendation to primary prevention of risk behaviour of children, pupils and students at schools and in educational institutions). (MŠMT, 2010). We consider important also the Decree No. 72/2005 Coll., on provision of advisory activities at schools and in school advisory centres, as amended (MŠMT, 2005). Prevention can be defined as follows. Prevent – “forestall, preclude” (Rejzek, 2001). Čech defines prevention in a broader context. “We define as prevention all actions heading towards forestalling and minimizing the phenomena related with risk behaviour and its consequences. Prevention may have the character of forestalling the origination, development and recurrence of a socially undesirable phenomenon.” (Čech, 2012). At present, school prevention is implemented through tools resulting from the above stated documents. It includes the minimal preventive program, the school rules or the school preventive strategy. The minimal preventive program is defined by Miovský as a “specific document of the school, aimed at upbringing the pupils towards healthy life style, at their personality and social development and at the development of their socially communicative skills. It also includes specific interventions helping the pupils to acquire such knowledge, skills and capabilities (or also competences) that efficiently reduce the risk of incidence or development of specific forms of risk behaviour” (Miovský et al., 2015). The MPP is a school document that must be updated every year. It is created primarily by the school prevention methodist, but each teacher or professional school worker may be involved as well. The implemented study showed that the social educator participates strongly in the program in the context of field and screening activities. The school rules constitute a crucial document of the school; it is created by the school headmaster according to the definition of the “School Act”, i.e. Act No. 561/2004 Coll., on preschool, elementary, secondary, higher professional and other education, as amended (MŠMT, 2004a). The school preventive strategy is described in the Methodical recommendation and it is a long-term strategy of work at school in relation to different groups that may have significant influence on the school environment (teachers, pupils, but also parents).

Prevention can be subdivided in different ways; according to WHO into (Miovský, 2015):

- Primary, secondary, and tertiary.

The American Academy of Sciences divides prevention into (Černý, 2010):

- General, selective, and indicated prevention.

MŠMT divides prevention into (MŠMT, 2005):

- Specific and non-specific prevention.

The Methodical recommendation on primary prevention suggests that the school environment is primarily the scene for first-degree prevention, i.e. primary prevention that can be defined as a set of actions intended for the whole population. The elementary school prevention is focused on the following types of risk behaviours, based on the *Methodical recommendation to primary prevention of risk behaviour of children, pupils and students at schools and in educational institutions*. (MŠMT, 2010)

- truancy,
- bullying and aggression,
- risk sports and risk behaviours in traffic,
- racism and xenophobia,
- negative influence of sects,
- sexual risk behaviours,
- prevention in addictology,
- eating disorders,
- syndrome of mistreated, neglected and abused child.

According to Jessorov, risk behaviour should be understood as “problematic, disturbing or undesirable behaviour with respect to the norms, institutions and authorities of conventional society.” (Jessorov, in Miovský, 2010).

Skopalová’s study of 2014 showed that the form teachers most frequently face the following risk behaviour types – late arrivals, truancy, vulgar behaviour and aggressive behaviour. Further, the form teachers stated to face such behaviours frequently, but not to have much grasp of how to solve them. (Kupčík & Skopalová, 2014)

We see adequate solution of the situation in the delegation of the actions to professional school employees including the school prevention methodist, special educator, upbringing advisor, career advisor, school psychologist, but also social educator. So what options does the social educator have in the area of preventive actions at the elementary school?

Preventive activities of social educator

We believe that the social educator is a significant agent who can influence both the prevention of origination of risk behaviour and its solution. With respect to the above described activities, the preventive actions are extraordinarily important. Stephens writes in his book that social pedagogy is both a scientific discipline and practice applying pedagogical solutions to social problems. It primarily strives for preventive actions of the social educator to avoid such problems. (Stephens, 2013)

We create the areas of preventive actions based on the study from 2015, focused on mutual cooperation of social educator and school prevention methodist and on our own practice. (Blašíková, 2015)

Field work – the field and screening activities of social educator is discussed also by Kraus (2014), but some professionals believe that that type of activities should not be included in the job content of social educator. Field work consists specifically in the educator's implementing primary and secondary prevention in the catchment area of the school, in the pupils' place of residence. Tertiary prevention should be left to other workers. Preventive actions are focused both on the pupils and on their parents, because the parents often may be the inciters of risk behaviours. Field work or also street work can be defined as one of the work methods of social workers that may be subdivided into specific stages. (Matoušek et al., 2013). Street work is described by Burke (2014) as an important part of the work that connects the internal and external school environment. He states that street work as a method may considerably influence the school in its social changes, thus contributing to elimination of risk behaviours or to improvement of the school climate. (Burke, 2014)

Cooperation with external professionals – the social educator primarily provides for cooperation of school with the authorities of social-legal protection of children, i.e. with social workers and social probation officers for children and youth according to Act No. 359/1999 Coll., on social-legal protection of children, as amended (*Zákon č. 359/1999 Sb.*, 1999). The OSPOD often contacts the school in relation with writing down a report on the child's current status in different areas. Further, there is cooperation with the pedagogical-psychological advisory centre that focuses more on the area of developmental learning and behaviour disorders rather than on social development. Last but not least, cooperation with the Czech Police is important too, for example in the area of preventive programs, talks, lectures or suspected criminal activity of pupils or their parents. Hutyrová et al. (2013) do not underestimate the importance of cooperation of institutions, not only in the area of prevention but also of intervention and re-socialization. They include the work with risk population among interventional activities in which not only OSPOD, but also social services, pedagogical-psychological advisory centres, special pedagogical centres and upbringing care centres are involved. They also do not omit the important cooperation with the family. (Hutyrová et al., 2013). We see space for the social educator here, both in establishing cooperation in the school environment and in field.

Preventive programs – as was stated above, the social educator participates in the creation of the minimal preventive program, but cooperates with the school prevention methodist also at other programs prepared by the school. Programs provided by external experts are of course implemented at schools. Nevertheless, in view of the specific structure of the pupils, it is sometimes better to create own programs related to the current difficulties and behaviours of the pupils of the school. The coordination of the preventive programs takes place at vertical level as well as at horizontal level. We believe that the vertical coordination is more important for this text; that coordination includes

the Regional methodical centre – the regional anti-drug coordinator, the regional school prevention coordinator, the criminality prevention coordinator or the coordinator for Roma matters. Further, the system includes consulting activities by the school prevention methodist, the school headmaster, the form teacher or the prevention methodist of the pedagogical-psychological advisory centre. (Doležalová, in Miovský et al., 2015). Further, we would mention the basic types of preventive programs according to Gabrhelík (in Miovský et al., 2015):

- Programs focused on the development of life skills (we can include programs focused on decision-making skills or programs focused on training of social skills).
- Programs focused on intrapersonal development (programs focused on values and scale of values or programs focused on building positive self-image).

As for the social educator's work in the area of prevention, we consider it important to mention also programs for parents or peer programs aimed at prevention of risk behaviour.

The article discusses the profession of social educator and the specific activities implemented by the social educator at the elementary school. The article also states basic information from the area of prevention, which is primarily aimed at specific options of preventive actions of the social educator. In view of the continuously developing risk behaviour at schools, we believe that distinctive engagement in the field of prevention is necessary, not only from the position of the school prevention methodist. The above stated study (Kupčík & Skopalová, 2014) confirms that teachers face different types of risk behaviours, but that they do not dispose of adequate competences to solve them adequately. Although the profession of social educator is not defined by legislation in the Czech environment, selected elementary schools (primarily in the South Moravian Region) have social educators in their school advisory centres and the social educators are distinctively engaged in preventive activities.

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Author

Mgr. Lucie Blašíková
Faculty of Humanities, Tomas Bata University in Zlín
Department of Pedagogical Sciences
Štefánikova 5670, 760 01 Zlín, Czech Republic
blastikova@utb.cz

	REPORT	
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INFORMATION ON INTERNATIONAL SCIENTIFIC CONFERENCE, TRANSFORMATION OF FAMILY – FAMILY WITH AN ADDICTED INDIVIDUAL

Jitka Skopalová

The International Scientific Conference of the Institute of Pedagogical and Psychological Sciences of the Faculty of Public Policies of Silesian University in Opava took place on November 7, 2017 at the premises of the faculty. This year, it bore the name Transformation of the Family VII. "Family with an Addicted Individual". The conference was organized within the Institutional Development Plan project Marketing and Promotion at the Silesian University and took place not only in the traditional cooperation with the Children's Centre Čtyřlístek [Four-Leaf-Clover] Opava and the Opavian branch of the Czech Pedagogical Society, but also with foreign partners. These were the Pedagogical Faculty, University of Prešov, the Institute of Sociology, University of Opole and the College of Social Sciences Pedagogium in Warsaw. The event was attended not only by the academic staff of the Faculty of Public Policies of the Silesian University in Opava, but by the staff of the Philosophical Faculty of Palacký University, of the University of Pardubice and of the Pedagogical Faculty of University of Ostrava, and by the staff of the organizations Elim Opava, PBC [o.p.s.], EUROTOPIA.CZ, Ltd. [s.r.o.], Do náruče, CSO [o.p.s.], the Police, Czech Probation and Mediation Service, The Psychiatric Hospital Opava, Association of Social Assistants, PBC [o.p.s.], Prison and Department for the Performance of Security Detention Opava, and 45 students of the Institute of Pedagogical and Psychological Sciences. The total number of attendees was 118. The Conference was commenced by the Vice-Dean for Science and Development doc. PhDr. et PhDr. Martin Kaleja, Ph.D. by welcoming and introducing the guests, as well as thanking the whole organising team. The central motto of the Conference, as the name suggests, was the family with an addicted individual. Both in the plenary and in the individual sections which immediately followed, individual presenters approached the topic from various areas of addictive behaviour. This created a fairly broad room for discussion which arose in the wake of the individual contributions, providing an opportunity to see and understand the issue of addiction as a multidimensional phenomenon the solution of which often exceeds the strength of the individual, the family, but also both the general and professional assistance. These facts were pointed at in plenary presentations which started with the subject of Social Factors of Alcoholism presented by the head of Institute of Pedagogical and Psychological Sciences, doc. PhDr. Jitka Skopalová, Ph.D., and with lectures by

foreign partners, prof. nzw. dr hab. Beata Maria Nowak on the subject (Re)Integracja społeczna skazanych uzależnionych od środków psychoaktywnych i ich rodzin, and Andrzej Margasiński, Ph.D., who focused on the topic of Psychological Roles of Young Adults Growing Up in Alcoholic and Non-Alcoholic Families in Own Research. In conclusion, Mgr. Tatiana Dubayová, Ph.D. presented on The Child in Addicted Parents' Family – The Overlooked Member. Equally rich in subjects, the individual sections of the Conference provided enough room for the exchange of opinions and professional experience.

Author

doc. PhDr. Jitka Skopalová, Ph.D.
Faculty of Public Policies in Opava, Silesian University in Opava
Institute of Pedagogical and Psychological Sciences
Bezručovo nám. 885/14, 746 01 Opava, Czech Republic
jitka.skopalova@fvp.slu.cz

	BOOK REVIEW	
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ADOLESCENCE, PARENTHOOD AND (HOMO)SEXUALITY

Kamil Janiš

Sloboda, Z. (2016). *Dospívání, rodičovství a (homo)sexualita [Adolescence, Parenthood and (Homo)Sexuality]*. Prague: Pasparta.

Recently, homosexuality is quite often spoken of (the author of the publication also presents the concept of non-heterosexuality), especially in relation to the possibility of bringing up children. It is, therefore, a very serious matter that echoes not only in the society, but also in the school environment already. It can be reasonably assumed that children of homosexual couples may be to some extent discriminated against by their classmates. This is only a presumption on the part of the reviewer who has pedagogical experience and who will gladly be wrong.

Immediately in the opening chapter, the author defines the ambitions he is setting out to achieve. *"The ambition of this publication is to present mainly social science knowledge and views on the topic of homosexuality, or non-heterosexuality applicable not only in sociology, but also in related fields such as media and cultural studies, social policy, social anthropology and other disciplines, such as education, psychology, social pedagogy and social work. The latter is primarily dealt with in the second part of the book which deals specifically with adolescence (in relation to coming out, school, and relationships) and parenting."* (p. 7)

This publication consists of four sub-chapters while we deliberately omit the necessary introduction. The chapter named *"On Sexuality, Women and Men"* presents an introduction to the whole issue by defining such terms as sexuality, sexual orientation, love, sexual behaviour and sexual identity. Another sub-chapter deals with notions of masculinity, femininity and gender. Subsequently, sexuality of men and women is closer specified. In relation to sexual behaviour, this chapter states that *"sexual behaviour is not actualized freely but above all (or mostly) under the conditions prescribed or permitted by the social environment."* (p. 22). The question remains to what extent this opinion is accurate in regard to mutual sexual activity in a relatively sealed and permanent partner couple where unimaginable combinations of sexual practices may occur. It is the reviewer's contention that such an environment is not interfered with (or even affected) by the surrounding social environment. The reason may be the fact that the external social environment may have no idea of such sexual behaviour, apart from the strongly intimate (private) nature of the matter.

Clarifying the term *"sexual identity"*, the author states that *"identification is the process which is mostly referred to as coming-out in the context of homosexuality... ...identity,*

then, should be a kind of product or target status of that identification process." (p. 23) In this part, the author characterizes the process of identification when "identity formation is very individual, depending on one's own, distinct experience that is as varied as people themselves are diverse" (p. 23). It would undoubtedly be good to consider (and note) that during development, change of identification may occur in some individuals. Undoubtedly, there are individuals in the society whose sexual identity or sexual orientation is not quite clearly pronounced.

The aforementioned issues form the base of the following chapter entitled "*From Homosexuality to Diversity of Sexual Identities*" (p. 35–70).

Among the concepts addressed and explained here belong e.g. LGBT, bisexuality, intersexuality, trans-identity, transgender, queer, etc. Yet, the most interesting topic is undoubtedly dealt with in sub-chapter on the so-called "*third sex*". The author discusses individual opinions on the "third sex" very conscientiously, offering a comprehensive presentation of views but not arriving on any "clear" definition himself. In any case, this is an interesting probe which has not yet been dealt with on an appropriate level in professional literature. Other interesting sub-chapters include a view of homosexuality in our cultural environment (p. 40) and a historical perspective. Among the greatest milestones of positive perception of homosexuality is its exemption from "*crimes punished by death in the Criminal Code of Joseph II. 1787*". Despite the positives mentioned, the issues of homosexuality only started entering public discourse in the 1980s. Highlights marking changes in the approach to sexual minorities are mainly the Registered Partnership Act (2006) and the establishment of a government advisory body, the "Committee for Sexual Minorities of the Government Council for Human Rights" (2009). The text presents some interesting data that illustrate (objectify) the perception of homosexual behaviour. For example, the experience of homosexual intercourse in comparison of data from 1998 and 2008 (p. 46) show that while the experience of homosexual intercourse among men declined, the trend is apparently opposite among women.

The next chapter, which deals with adolescence (p. 71–105) transfers the issues to the school environment. In any case, this is one of the most interesting chapters in the present publication. Some topics are presented (in this way) perhaps for the first time ever. One can fully agree with the author that this is a topic that will undoubtedly find its way to school if it has not done so at some schools already. These are such topics as social interaction and classroom climate, textbooks and school documents, inclusive rainbow school, and the like. All of these concepts are a matter of everyday encounter for the teachers, forcing them to react to them.

Similarly, the following chapter (the last one, named "*Parenting*") covers issues that are mostly "*tactfully*" avoided in school environment.

Many teachers do not want to talk about them as they are not close to them for a number of objective, but also subjective reasons. In addition, many teachers tend to avoid these topics, as already stated. The reviewer, who has been dedicated to this issue for many years, is fully aware of the fact that the view of some concepts will have to change (or rather expand), e.g. the notion of the nuclear family (p. 109). One can fully agree with

the author that the number of children from homo-parental families in the near future will undoubtedly increase.

At the end of the publication, there is a glossary (p. 152–160), which can help many inexperienced individuals to better understand the particular issues. Listed there are some entries of not very common concepts, for example biphobia, cis-identity, cis gender, cross-dressing, transphobia, and other. Although everyone immediately understands that the terms are closely tied with homosexuality, it is a good tool.

This publication is certainly a solid foundation not only for orientation in the issues relating to the issue of homosexuality themselves, but it will also allow workers dealing with primary prevention in elementary and secondary schools to design specific prevention programs and particular activities to counter homophobic attitude. As already stated in the introduction, the ranks of fellow pupils at each grade level will soon be joined by pupils from such environments. Overall, the publication *Adolescence, Parenthood and (Homo)Sexuality* by Sloboda is worth reading.

At the very end, one little utter footnote: The text often mentions the concept of gender and the like. The picture placed on the title page of the book features two (apparent) mothers with a little girl. I would suggest, in the context of equality, to also place here or on the back of the publication two men and a boy.

Author

doc. PhDr. PaedDr. Kamil Janiš, CSc.

Faculty of Public Policies in Opava, Silesian University in Opava

Institute of Pedagogical and Psychological Sciences

Bezručovo nám. 885/14, 746 01 Opava, Czech Republic

doc.kamil.janis@fvp.slu.cz



**SILESIAN
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FACULTY OF PUBLIC
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