

# ENGLISH ABSTRACTS ENGLISCHE ZUSAMMENFASSUNGEN

## ABSTRACTS

ANDREA MIDLING & LÁSZLÓ CZIGÁNY (p. 171)

**‘Linguistic Traces’: Studying the Attachment of Spiritual Leaders in Different Religious Communities:** In the past decade various academic disciplines also showed an increase of interest towards religious phenomena. The diversity of religious phenomena requires us to carry out the scientific study of religion using various tools. The current study provides a glimpse at the research examining religious relationships that in the literature of psychology of religion are described as ‘mentor–student’ relationships. Adult Attachment Interviews (AAI) conducted with spiritual leaders of various religious communities formed the basis for the study. Childhood attachment processes determine how attachment happens in adult relationships. The degree to which attachment experiences have been processed, as well as the reflective and affective-cognitive flexibility of the individual can be assessed based on their linguistic manifestations. The conviction of the followers of attachment theory, according to which earlier attachment experiences influence the relationships of adult individuals, prompted researchers in the nineties to examine the attachment representation of adults. They recognised that the attachment style of adults may be determined through an analysis of the linguistic expression of attachment experiences. In order to examine and operationalise the linguistic structure of attachment-relevant statements, they developed the Adult Attachment Interview (AAI), an important evaluation consideration of which is linguistic coherence that is also relevant to our study. In accordance with the goal, during analysis of the verbatim transcription level it is not the contents of the story recalled that is of primary interest, but the so-called *coherence*, which reflects the relational experience. In analysing interviews, relevant communication rules, so-called conversation maxims – determined by the British philosopher of language Paul Grice – were used. Although during recording and processing interviews only one side of the mentor–student relationship (mentor) was examined, and therefore a comprehensive view of attachment could not be obtained, as a minimum it can be determined that with the help of the two methods (AAI and Grice’s maxims) used by the authors, mentor–student relationships and more precisely specific information related to the mentor and attachment of the mentor could be more directly accessed. Furthermore, based on the type of attachment, conclusions can be drawn about the nature of the mentor–student relationship and the method of follow-up.

**Keywords:** psychology of religion, interdisciplinarity, mentor–student relationship, attachment, attachment theory, Adult Attachment Interview (AAI), spiritual leader, coherence, Grice’s maxims, biography narration

RITA FÓRIS-FERENCZI (p. 201)

**Tradition – A Heavy Heritage and a Fertile ‘Prejudice’: The Conditions of Education and Pedagogy in Rumania in the Time of the Past Dictatorship:** In the period of dictatorship in Rumania, the situation of pedagogy was inseparable from social politics that were subordinated to considerations of party ideology, the political task of reeducating society in the communist spirit. Education played an important role in implementing this comprehensive pedagogy ideal. In this context a single approach of pedagogy – hidden behind a political mask – was allowed to prevail, one that best served the current interests of power. As a result of this predetermination the study uses an education policy perspective in presenting the status of pedagogy in the era of the past dictatorship: it analyses education laws that determined the transformation of the system, structure and types of schools in the periods of dictatorship. The reforms changed the structure and contents of higher education, and as part of this the status of the pedagogy program. Subordinating education to the industrial and economic development of the country and the training of youth in the communist spirit, assumed a strictly centralised control of the system. In analysing the centralised governance of education, the study highlights the characteristics that were more closely related to the prevailing view in pedagogy as a result of the school system becoming a state monopoly: the reform of the subject structure, the uniform control of content ensured through prescriptive, rationing curricula, the single textbook system, and the strict selection of content. This input regulation proved to be the perfect tool for controlling the work of teachers, and also determined the interpretation of teachers’ roles. At the same time, for a long time it preserved knowledge-centred approaches to pedagogy, aimed at establishing scientific thinking and concepts. Understanding the conditions of education and pedagogy in the era of the past dictatorship is important because the inertia of the education system resulting from its past heritage is one of the main obstacles to the development of the education reform in Rumania, to questioning and renewing the solidified approach to pedagogy.

**Keywords:** pedagogy, Rumania, communism, state socialism, dictatorship, history, retrospect, helping profession, centralised education control, knowledge-centred approach

BEÁTA KOTSCHY & ERZSÉBET GOLNHOFER (p. 227)

**Towards Democracy in the Hungarian Science of Education and School-System:** Through the developments of the education sciences and the education system, this study presents two major historical changes of the post World War II period in Hungary – hopes regarding democratic reconstruction and their quelling after 1945, and the aspirations of the years of political change in the 1990s following the collapse of the communist dictatorship to restore and develop a pluralised, democratic society and education system. Through the changes to the conditions surrounding education sciences, the first part of the study displays the consequences of the political dictatorship taking over power, regarding the development of scientific institutions, professional journals, the professional sphere and the lives of individual researchers. It introduces the illusions of the post-war years, the hope of constructing a democratic Hungarian society, the revival of various schools of pedagogy (human sciences, cultural pedagogy, nation-education, popular movements and reform pedagogy trends), and the realisation of pluralism in professional literature. This is followed by the ‘results’ of the communist takeover – establishing political control over scientific institutions, steeping professional manifestations in politics, per-

secuting civil pedagogies, and sidelining their representatives, regardless of whether their views were opposed or closely related to socialist ideals, and whether they chose political opposition or varying degrees of conformism in their individual behaviour. Pointing to the political, economic and social reasons for the collapse of the dictatorship, the second part of the study lays out the background of the different views concerning the construction of a democratic society – the concepts building on Hungarian precedents and stressing continuity, the efforts calling for copying the examples of western democracies, and finally the proposals drawing on a trusted and particular Central and Eastern European way. The results of the three political and social approaches are three different school systems, education governance systems that are based on different sets of values. As a result of political preferences, these differences on the professional level turned into ammunition in the fight between parties, and consequently raise serious barriers in the way of carrying out democratic change. The final part of the study summarises the changes required that are the basic conditions for decentralising and democratising the education system – accepting pluralism in pedagogy, a new approach to the role of the school and teacher, to understanding freedom and responsibility in pedagogy, to schools open towards society and the parents, and to the necessity of new procedures in the training of teachers.

**Keywords:** pedagogy, Hungary, communism, state socialism, dictatorship, history, retrospect, helping profession, school system, education reform

**ŽELJKO BURCAR** (p. 243)

**Education as a Strategic Goal in the Croatian Non-Profit Sector after Communism and the War:** In the past fifteen years considerable efforts have been made in Croatian society to increase the quality of leadership in both the non-profit as well as the profit sector. In the non-profit sector education and training have been realised for leaders in non-governmental, faith and charity organisations as well as in public, educational and social care institutions. As well as many informal additional forms of education (improvement, advanced training, work on oneself) much education has been provided by non-profit organisations, for example the Open Society. Croatia defines education as a strategic goal. Inside the educational system research and experience show the importance of management and leadership in educational institutions as well as in the social care system. We are of the opinion that lack of knowledge and skills adds up to poverty. It makes sense that increasing the quality of leadership in the educational system should be one of the first strategic points for development. An improvement in the quality of management is dependent on the efficiency and the effectiveness of the educational system. Caritas Croatia, through a new mission in cooperation and partnership with Caritas Germany, Deutscher Caritasverband and the German government, has established a formal educational system for leadership in non-profit organisations through postgraduate study: Management for Non-profit Organisations and Social Advocacy. Education is a part of the non-profit sector described in diagrams. Education basically rests on non-profit governmental institutions (institutions for education, schools), but educational suppliers are both profit and non-profit organisations. Research was conducted in order to find the answers to open questions about leaders' educational needs and the key of quality in the educational system as well as in the whole non-profit sector.

**Keywords:** non-profit, non-governmental, public sector, civil society, educational institutions, social care institutions, education, quality, educational researches

**BERNADETT KOVÁCS & ANIKÓ KÉZDY** (p. 253)

**Religious Belief and Burnout:** The aim of the study was to explore the connection between religious belief and burnout in a sample of hospital nurses in Hungary. There is a growing body of evidence that religion can influence physical and mental health in many positive ways. However, despite the large number of studies in the field of religion and mental health, as well as in the field of burnout, the relationship between religion and burnout, to the authors' best knowledge, has not been studied yet. The authors' primary aim was to investigate if any link can be proved on empirical bases between these two fields. The sample consisted of 94 nurses, who had been working beside sick-bed for at least 5 years. The measures for religiosity were frequency of church attendance, subjective religiosity, and the Post-Critical Belief Scale (PCBS) distinguishing four types of religious attitudes along the two dimensions of inclusion vs. exclusion of transcendence and symbolic vs. literal interpretation. Burnout was assessed by the Maslach Burnout Inventory (MBI). Results showed no significant connection between burnout and either age or with the number of years spent at work. On the other hand, data from all the three measures of religiosity provided evidence for significant linear negative relationship between religiosity and burnout: there was a statistically significant negative relationship between subjective importance of religiosity and burnout, as well as between the frequency of church attendance and burnout. Regarding religious attitudes measured by PCBS, the two attitude types characterised by the inclusion of transcendence were negatively linked to burnout scores. These results suggest that religiosity might play an important role as a protective factor against burnout with hospital nurses.

**Keywords:** religious belief, burnout, helping professions