

ABSTRACTS

ADÁMI-RÓZSA, ZSANETT: Let's Talk About It: The Importance of Communication Training for Adoptive Parents and Teachers in Hungary

As of 31 December 2023, the number of registered adopters was 2 733, while the number of adoptable children was 1 998, highlighting the high demand for well-prepared adoptive parents who can navigate the challenges of the process. Although mandatory adoption preparation courses, introduced in 2003, were made voluntary in 2020, they remain a crucial requirement for prospective parents. Adoption as a form of family formation presents several unique challenges for parents, the first two of which are related to communication: telling the adoption story and helping the child to understand what it means to be adopted and to be adopted. This paper, therefore, examines the extent to which communication science is present in the Trainer's Manual for the Adoption Preparation Course, focusing on whether subfields are covered, whether references to communication researchers or previous studies appear, and whether examples of ways of addressing communication challenges are mentioned. The study uses quantitative and qualitative methods, using content analysis to examine the manual, from which statistical quantification was carried out to show clearly visible results. It identifies vital parental communication challenges faced before and after adoption, including social stigma, cultural acceptance, managing emotions, and family identity formation. The findings highlight the critical role of communication skills in the success of adoptive families, concluding with recommendations to support parents in their communication skills, helping them be well-prepared to meet their child's complex needs.

Keywords: *adoption, family, communication, course, education*



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SZÉPLAKI, ILDIKÓ: Relationship between mental and physical health of first-year university students in Eger, Hungary

In 2018, the WHO assessed the mental health of the university student population in around 8 countries, and found that around a third of the population had experienced a mental disorder. During this period, mental health problems can develop that, if left untreated, can lead to more serious life problems and chronic illness. Physical activity is known to relieve stress and is good for mental health.

The aim of the present study is to assess the mental health and physical activity of first-year undergraduate students in a longitudinal study using validated measures and to show the correlation between these measures. The sample consisted of two groups: students enrolled in sports (66) and non-sports (206). The variables analysed included the Well-Being Index (WBI), the Satisfaction with Life Scale (SWLS), the Perceived Stress Scale (PSS) and the International Physical Activity Questionnaire (IPAQ).

The measurement results showed a stronger positive relationship between WBI and SWLS in the September period in the group of non-sport students ($r = 0.594$, $p < 0.001$) compared to their sport peers ($r = 0.338$, $p = 0.006$). Regarding the correlation between WBI and PSS4, in September, both non-sport ($r = -0.381$, $p < 0.001$) and sport ($r = -0.312$, $p = 0.011$) students showed a significant negative correlation between well-being and perceived stress, and there was no significant difference between the two groups. The data show that factors other than life satisfaction may have a greater influence on the physical activity of university students.

The research suggests that it is worth looking for further correlations using other research methods.

Keywords: *WBI, university students, mental health, life satisfaction, perceived stress, IPAQ*



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