

The research conducted by the author of the paper 'Educational and training elements shaping the attitude of carers for the elderly' focuses on analysing the function, impact and significance of educational and training elements in the work of carers for the elderly. This perspective is important in the context of an ageing society, where understanding the factors that influence the professionalism and effectiveness of carers is becoming crucial. Working with seniors requires not only professional qualifications, but also empathy, patience and interpersonal skills, which are the foundation of a relationship based on trust. Faced with a growing demand for qualified care staff, society must address the challenges of training professionals who can meet expectations. Caregivers play a dual role, attending to the needs of seniors and supporting their families, making them a key link in the social integration and emotional support of older people.

Research issues concerning the impact of educational and training elements on the attitude and quality of care provided by carers for older people are extremely important, especially in the context of the growing demand for professional care in an ageing society. The first research question concerns how educational and training elements influence the attitude and quality of care provided by carers. The hypothesis suggests that carers who participate in specialised educational programmes have better knowledge, skills and empathy compared to those who do not participate in such programmes. Verification of this hypothesis could reveal the importance of continuous education and upskilling for the quality of care.

The second problem focuses on the key factors determining the attitude of carers and the role of education and upbringing in shaping it. The hypothesis indicates that personality traits, professional experience and educational activity have a significant impact on the attitude of carers. Appropriate educational programmes can effectively improve attitudes and competences, which is important in the context of providing dignified care for older people. Studying these factors can help to better understand which aspects of education are most important for the development of carers. Educational and upbringing elements shaping the attitude of carers of older people

The third research question concerns the effectiveness of different training methods in improving carers' attitudes and skills. The hypothesis suggests that carers who participate in practical training show greater confidence and job satisfaction compared to those who have only participated in theoretical training. Analysing the effectiveness of different training methods can provide valuable information on best practices in carer education.

The fourth research problem concerns the impact of educational programmes on coping with stress and burnout among carers of elderly people. The hypothesis is that participation in psychological training leads to reduced stress levels and improved overall well-being, which translates into higher quality care. Research into this issue may reveal the importance of psychological support in the work of carers.

The analysis of these research problems and the verification of the hypotheses put forward could be a key element of the doctoral thesis, contributing to a better understanding of the impact of education and upbringing on the attitude of carers of elderly people. The conclusions drawn from such research could be relevant not only for practitioners, but also for social policy and the vocational education system.

The group of carers for the elderly is an experienced and diverse community with an average age of 51 and a median age of 50. This indicates the maturity and professional experience of this group. The average number of clients per carer is 17, with a median of 15, suggesting that most carers look after a moderate number of elderly people. Carers work for an average of 13.8 years, with a median of 10 years, demonstrating their many years of experience.

The most common place of work is the home environment (30% of carers), which highlights the growing demand for individual care. This is followed by care and treatment facilities (20%) and day care centres, hospitals and social welfare centres, each with an equal

share of around 10%. Relationships between carers and their charges in a home environment are more personalised, while in institutions they are more formal due to the larger number of charges.

The forms of care are varied and include support in everyday activities such as hygiene and feeding, but also care for bedridden people or those suffering from chronic conditions. Caregivers are generally in good health, although long-term work in care can be stressful and can lead to problems such as back pain or fatigue. Long-term experience and diversity of work environments are key factors influencing the quality of care provided.

Education and upbringing have a key influence on the attitude of carers for the elderly, shaping both their skills and values. Educational programmes that cover both the theoretical and practical aspects of care provide the necessary knowledge about the specific needs of seniors and also teach empathy and effective communication. Caregivers who participate in such programmes are better prepared to deal with the diverse challenges of working with older people.

Education also influences the development of ethical attitudes such as respect, patience and understanding. Caregivers who are aware of the importance of these values tend to build better relationships with seniors, which translates into higher quality care. Upbringing, in the context of social and cultural norms, also plays an important role. Caregivers who have been raised in the spirit of values such as solidarity and responsibility are more likely to show commitment to their work.

It is also worth emphasising that continuous education and self-improvement are important for the development of caregivers' attitudes. Participation in courses, workshops and psychological support programmes allows for regular updating of knowledge and skills, which in turn promotes greater self-confidence and job satisfaction. This attitude can lead to a more proactive approach to care, including better adaptation to the changing needs of seniors. Ultimately, proper education and training are designed not only to prepare carers to perform their duties effectively, but also to enrich their personalities and make them more sensitive to the needs of others, which is essential when working with older people.