

On the Influence of the Quality of Education on the Quality of Human Personality

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Abstract

The education of a person in general, is the beginning of the consciously guided birth of their spirit, the determinant of the development of their intellect. Through high-quality teaching of the population, it is possible not only to improve the personality of a person as an individual, but also to condition the positive development of all social relations. A well-educated individual becomes an actor of social progress through high-quality teaching. As a result of education, or teaching as a dynamic process is achieved education as a static state. Only the appropriate motivation of the worker, both material and non-material, always leads to the achievement of the required quality of work. The quality of teaching determines the quality of education and, indirectly, the quality of a person's personality. The quality of any school, particularly universities, largely depends on the quality of incoming students, including their level of motivation. At the university level, the foundation of educational quality lies in the added value provided by university teachers. In order to achieve the required quality of education, which determines the quality of each person's personality, it is necessary to implement rational organisational measures, educational measures and especially conceptual content measures in the heterogeneous system of the Slovak educational system. The problem of approaching or achieving world standards of education quality and achieving a generally accepted level of quality education is a long-term open problem in Slovak social conditions.

Keywords: Teaching, Education, Quality, University

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1 Introduction

The quality of a person's personality is, among other factors, usually directly proportional to the achieved quality of their education. At the same time, a person's education is the result of their learning. Maintaining its essence, the process of educating a person is primarily a sum of knowledge received individually, conveyed to them through the implementation of sophisticated procedures, which are offered to the educated individual by their immediate biological and social environment, including the use of a special institutionalised educational system. Teaching is thus a historically created summary of supporting specific procedures, conditioning the qualitative level of life of an individual and a certain human community. The result of learning is education. In this context, it is necessary to emphasise that the present life of humanity is indisputably a product of its lived past. It can be said that it develops depending on the cosmic, geological, biological, economic, social, political, cultural, religious, legal or other reality.

The past of each individual, forming their 'personal history,' as well as the collective past of humanity, has always been and remains the foundation for shaping the present. Consequently, the present serves as the seed and source of both the near and distant future of the human community. Figuratively speaking, the present 'dresses humanity in new clothes' with which it will present itself to the future. However, humanity cannot 'cut and sew' this 'dress' solely in its own interest or according to the fashionable developmental trends of the times. While the saying 'clothes make the man' is gaining prominence in today's society, we must not forget that it is the individual—and the quality of their spiritual values, not their attire—that is essential for the preservation of life on Earth. Especially because humanity, not only as a biological species, but above all as a rationally organised community with all its material and spiritual attributes, pluses and minuses, is currently going through a developmental stage of total internal transformation. That is, a global psychological, ethical, political, confessional, social, and perhaps even active biological transformation. Considering the current controversial development of human society, absorbing the variable factors caused by these transformations and others associated with them, interfering with the life of mankind, appears to be an extremely complex and global problem.

Solving the problems connected with this latently and already openly ongoing process, 'overflowed' in content with many internal procedures, will undoubtedly have many confrontations. These clashes will create conditions for the emergence of a wide spectrum of 'social brakes', aimed at the very essence, and not only at the simple direction of the already started process of fundamental transformation of the life of human society. Because to 'digest' the results of the complex transformation process, the so-called Western values will be very painful for humanity as a whole, conflicting and in terms of outcome also uncertain, we can expect a really open 'clash of values' of currently existing civilizations. To a considerable extent, if not to a decisive extent, determined by the currently accepted worldview and 'living' according to the rules determined by it. Reducing the tension between

individual civilizations and trying to eliminate the emerging value disharmony leading to their confrontation can therefore be effective only through such individuals and their communities that have a moral character with the parameters of mature personalities. However, the personality quality of such individuals is positively determined above all by their education. Insufficiently educated, or an uneducated individual cannot even perceive reality, let alone understand it. It cannot become an integrated personality! In these coordinates, it is necessary to perceive the teaching process as well and closely connect it with the process of raising a person. The quality of teaching and education is therefore a coin that may have more than just two sides. Regardless, its achieved and attainable level depends mostly on two starting subjects, that is, equally on the quality of the teacher as well as on the quality of the student. Like everything in real life, quality also has its roots and spices.

The roots of the quality of each, and especially of a university, mainly depend on the quality of entrances, that is, on the quality of personal training and the achieved degree of motivation of students coming to the university, or in general to the environment of any types and kinds of schools. We remind you that an essential tool, especially for successful university teaching and achieving university education, is the highly individual interest of the student in studying the chosen field. *The spice* of the quality of university education is a certain added value, the bearers of which are university education teachers. They too must have been successful university students at one time. Quality, that is, not only adequately qualified, but also moral. The fulfilment of this requirement, which is based on a legitimate social order, should also correspond to the establishment of the academic function of vice-rector, or vice-dean for quality and its inclusion in the structure of academic functionaries of each university. To the novelty of creating vice-rectors and vice-deans for quality and development at Slovak universities, it is necessary to add that if their work is to have any real meaning, they will have to, from the point of view of university management, focus mainly on the issues for which they were appointed. Already today, tangible attempts to make them a 'girl for everything' will naturally not lead to the set goal. It is, after all, the achievement of a high-quality university – educated personality and, in general, the all-round development of the human spirit!

The question is whether this goal is realistically achievable in Slovak social conditions today. It is essential to start from the thesis that every goal can only be achieved if it is realistic. And in Slovak academic conditions, this means whether an educated person really is, or should be, an attainable goal. The objective reality and the subjectively shaped social environment of Slovak society cannot yet be considered as a sufficient guarantee leading to the fulfilment of the set target horizon, which is the achievement of a dominant, not just sufficient, influence of teaching on the achievement of a high quality of the personality of every educated person (Králik, 2020, pp. 103-126). The problem today is the contradiction between mass and selectivity, and not only in academic education. Until recently, teaching was focused on a person according to its personality disposition, depending on its objective mental prerequisites. Therefore, the teaching of a person always corresponded to the objective personality characteristics of the individual. Natural, both mental and physical. The so-called

Western European value orientation of society has 'erased' such differentiating approaches of educational institutions and their personnel substratum to learning corresponding to human individuality, characterising the individual. Naturally, this is precisely why the 'universalization' of education, which significantly distorts society in perspective, has occurred. Education has increasingly become a commodity offered en masse in the dubious 'educational market.' Its real value and nominal price, reflecting its achieved objective quality, are constantly declining in Slovak educational circles—due to both objective and subjective factors. Moreover, education has been 'detached' from the educational process, leading to its importance for society being increasingly called into question. This fact is directly related to university education.

Therefore, the goal of any Slovak university, funded by public resources, must not be the excessively costly production of qualified illiterates at any price. Additionally, the process of cultivating individuals has become 'detached' from teaching, leading to its importance for society being increasingly questioned. This issue directly concerns university education. Therefore, the goal of any Slovak university, funded by public resources, must not be the excessively costly production of degreed illiterates at any cost. It is therefore necessary to immediately begin filling teaching positions exclusively with individuals who truly have the necessary qualifications and the genuine desire to teach. These are individuals who possess the ability to meet the requirements for their own:

- integrity,
- morality,
- patriotism,
- loyalty,
- qualification,
- competence,
- responsibility.

This is also directly related to the process of selecting academic officers of public and state universities. The belief that an academic title or position awarded 'just for decoration' is a growing tumour on the body of the nation's teaching and the education of a specific individual has not lost its relevance! And therefore, especially the university itself. Finally, the dubiousness of the quality of a university teacher is clearly presented by the 'production' ensured by them of a number of low-quality but nevertheless published pseudo-scientific products in the content of professional literature in journals and anthologies. The ongoing explosion of the 'production' of dubious university professors and associated professors confirms that the incompetence of the quality of education, not only teaching, is a permanent, everyday Slovak problem. The way out of this intellectual chaos of society certainly depends on the reasonableness, honesty, willingness and responsibility of all those who 'deal and shuffle the cards' today. Above all, this applies to people working in the political and executive branches of power operating in the state. In order to ensure quality teaching of members of

the Slovak nation, it is necessary to immediately eliminate such academic functionaries who represent only 'academic mimicry', and their lifelong work is only a kind of camouflage, covering the mystery of their personal character, morals and insufficient professional maturity.

Therefore, in order to guarantee the material and spiritual prosperity of the population and to achieve the goals in the education of the nation in the future, the sources and causes of defects must always be revealed, analysed and published in a timely manner, including the originators and bearers of negative development tendencies, destroying the individual procedures forming the fiery chains of the teaching process. Teaching must serve the spiritual uplifting of the nation. The task of the current state leadership is therefore to discover, not to defend, the damage already done to the intellectual potential of the Slovak nation by the long-term 'lack of teaching'.

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1 Quality of education vs. the quality of a person's personality

The views of a human and society on one and the same issue, as well as on a person, can naturally change. Change is a natural process, but it does not always act as a clear accelerator of social progress. It often becomes a tool leading to retardation. This statement can also be applied to the historical context of school reforms. These reforms did not always bring the social benefits that society expected from them. Especially because they were often motivated not only by the personal or material ambitions of a specific individual or a certain collective, but also by the simple passage of time. At the same time, it is natural that reforms of the educational process should only be undertaken when the conditions of life in a certain society change more significantly. Therefore, the newly acquired collective experience, based on facts, is closely related to the process of improving the quality of teaching (Králik et al., 2021, pp. 155-170).

With the newly obtained education, acquired through high-quality teaching, confirmed by the newly gathered more sophisticated outlook and insularity of an 'educated' person, the individual's chances for their social application increase logically. It is then logical that the views of different people on the same thing, person, event and situation also vary more and more. This is also the case with the view or opinion on the achieved quality of education. However, teachers and students and their parents have a task of revealing the true essence of the problem of teaching quality to other sections of society. Therefore, it is necessary that

high moral demands are placed on the personal equipment of educators, without distinction, that is, regardless of the level of institutionalised teaching of the population at which they work. Only in this way can teachers, who have consciously and voluntarily linked their fate to that of the people they teach, responsibly fulfil their social mission and work tasks. Special duties performed for the benefit of citizens, i.e. at the historically generally established moral level required, i.e. above all in accordance with 'written and unwritten' rules preserving and defending human dignity. From this point of view, the state has the task of creating objective assumptions, i.e. to create a suitable organisational and institutional basis of public administration, aimed at the fulfilment of specific tasks, the aim of which is to guarantee the successful operation and development of its own teaching and educational system.

The organisational-institutional base of the educational system therefore consists of a compatible school system and its management entities. It should be emphasised that the key personnel base of the educational system, which actually fulfils the tasks required by the company, or by the public, is created by educators. Therefore, it is necessary not only to ensure the requirements and optimal conditions for their work. The convergence of the quality of the organisational-institutional base of the educational system with the quality of its personnel base conditions the quality of the company's performance of assigned tasks. Fulfilling the tasks set by a member of the personnel base of the educational system is not only in the interests of the individual shaping of their own personality, but the teacher must also contribute to the formation of the resulting form of a person as a moral, hardworking, responsible, honest, self-disciplined, constantly self-educating and incorruptible member of the community. That is, potentially also a real professional of a truly professionally functioning state apparatus.

The need for social control and monitoring of the fulfilment of the moral requirements imposed on the implementers of the educational system and the teaching process has been addressed several times more prominently by a wider circle of the Slovak public in recent years or redirected to the environment of universities. This public attention towards universities was often accelerated by mediating the immoral behaviour and actions of some university teachers towards university students, including their academic officials (Čapák, 2024).

Unfortunately, some rectors and deans at Slovak universities have joined this undeniably decadent circle of deformers of the educational process. Naturally, this issue requires special attention from the authorities in positions of state power. Increasingly, it is the media revelations of these contradictions that serve a clear, though rationally determined, goal: to rid the teaching process of those responsible for amoral, and even criminal, acts of destruction. (Valkovičová et al., 2021, p. 115).

Revealing the negative manifestations appearing in the teaching of the young generation is not meant to question and subsequently subvert the historically constructed social arrangement of the Slovak national community! On the contrary, it is particularly dangerous to ignore attempts at the ideological transformation of society carried out in the area of

population teaching. And this also from the side of cosmopolitan-oriented political subjects. That is why a 'fragile', i.e. morally and legally non-standard relationship should be characterised as a 'defect: teacher vs. pupil/student' subject of wider and deeper interest of the relevant state authorities, but also of all sections of the Slovak public. It must remain in the centre of attention not only of the relevant state bodies, but also non-governmental bodies and federal institutions, such as e.g. Matica slovenská [the Slovak cultural and scientific institution]. It is necessary to start from the fact that every community of people, regardless of its size and structure, requires a 'thinking head' if it is to function optimally in normal and especially in heated situations. Thus, a collective composed of individuals must have its leader, director, manager, monarch, bishop, pope, or any other designated organiser of the full-fledged life of a collective of people.

The leader of such a diverse association of individuals usually becomes the primary guarantee of the success of the collective led by them. Of course, only if the leader has a natural innate talent or skills to lead a team in a sophisticated manner and at the same time also the relevant, more or less acquired abilities, skills and habits. And actually acquired, not just formally registered education! Above all, however, the moral strength and resilience of the collective leader becomes a fundamental pillar of their own personal growth, which becomes a potential model and example for the behaviour and actions of other members of the community they lead. The leader must lead, positively influence the members of the collective under their guidance, inspire activity that fosters respect, and, without seeking personal aggrandizement, cultivate in them a sense of respect for both natural and external authorities. Of course, the leader of a particular social formation, company, state, or corporation also bears responsibility for the success, development, and well-being of the members and the entire 'managed' collective. Therefore, they must have responsibility directly within themselves. This balance of subjective and objective responsibility has actually been required for millennia from anyone who leads a certain group of people to a certain goal. However, especially an educated person, a personality, most often becomes a natural leader, a spiritual authority that should be worthy of following. This requirement is particularly pronounced in the set of parameters imposed on members of the state's pedagogical components.

We have already stated that a leader – teacher, if they want to be successful and respected, must meet the specified qualifications, but also beyond this the required character, moral, professional and other personality criteria. Only then does a member of the team of teachers under their leadership perceive the quality of their personality as a guarantee of the quality of the work performed. However, also each of the subordinate members of the team of educators should also incorporate these characteristics of their formal and informal supervisor into their own personality. They should consciously try to apply them in their daily activities, particularly in their behaviour within the collective and in public. At the same time, in the interests of protecting the entire society from the spreading promotion of violent resolution of mutual disputes or war by extremist ideological deviations of some civil communities, the educator should clearly prefer to educate the pupils or students they lead

to peace, even lead them directly against the solution of 'resolvable' conflicts by war. An academic official performing leadership roles on campus must therefore, in addition to their own 'internal' character traits, also meet certain 'external' basic conditions, so that their work among their students matures into the desired form and results in the fruits of universally acceptable shaping of their personality. Teaching, a quality pedagogical activity of a quality educator, is therefore an important form of shaping the spiritual base of a person, so that humanity can live for the next millennia of its own existence. Within the range of these conditions and assumptions of accepting the external behaviour of the spiritual leader of the present, i.e. and any teacher and academic functionary, therefore, in principle, it is possible to bet primarily on the demand for their:

- a) healthy patriotism,
- b) social feeling,
- c) respect for traditional values,
- d) natural helpfulness,
- e) the ability to communicate rationally,
- f) ability to motivate,
- g) the ability to differentiate responsibility,
- h) ability to reward,
- i) ability to advise.

A centuries-old Slovak folk proverb states, "A healthy person has a thousand wishes, but a sick person has only one." If we extend this folk wisdom to describe the location and state of social relations developing between today's increasingly polarised Slovak communities, then the mission of the educator in the service of the state can be understood as socially irreplaceable and irreplaceable in the interests of its peaceful maintenance 'in a state of peace' (Králíková & Králik, 2023, pp. 13-22).

The bipolarity and reciprocity of influencing the personal growth of subjects in the teacher-student relationship, the essence of which is teaching (and education), must be adequately balanced and guaranteed by the public authority. The quality of teaching only transforms into the quality of a person's personality. In this context, we refer to a legal principle commonly known from ancient Roman law: *nemini sua liberalitas damnosa esse debet*, which translates into English as "no one should be harmed by their own honesty (or magnanimity)" (Rebro, 1986, p. 174).

However, it seems that even in the 21st century, this principle is still only alive in human society and in the Slovak legal environment it only achieves the form of the wish of a few legal idealists. The moral parameters of a part of the current personnel substrate, and not only of the only Slovak academic workplace, revealed by the observational method, present a real ongoing problem of the dignified position of a person in the workplace, in the work team (Králik & Králíková, 2021, pp. 153-171).

In the end, knowledge of the current social microsphere—which both influences and regulates the social relations that shape it—can be highlighted with these words. This microsphere is primarily represented by the environment of the academic workplace, for which typical social or interpersonal relationships arising, developing and disappearing within more or less closed community. Deformations of interpersonal relations at the workplace, labour relations, arise and metastasize in a deformed, corrupt work environment. Such an unhealthy atmosphere for people and work has a counterproductive effect, especially in the environment that is supposed to provide education to the younger generation. In schools that are supposed to be role models for educated generations of youth. However, if a teacher finds themselves in a workplace heavily fuelled by brutal nepotism, clientelism and bossism, they will desperately try to teach the widest possible range of students who have already been professionally prepared (Králíková & Králik, 2021, pp. 25-37). In other words, to teach productively and with high quality. In other words, to teach productively and with high quality. To the detriment of the efficient, responsible and honest pedagogic worker, in the deformed academic environment of the university, their fruitful publishing activity is often the cause of envy of their unproductive colleagues. If they spend their personal professional energy on finding non-traditional ways and forms of improving the teaching quality of their students, they encounter a similar reality. The voluntary work of such an active teaching staff, beyond the scope of their working hours, but for the benefit of students during the period they have reserved for the use of their free time, is also in vain and undermined by the clientelism of corrupt leading academic officials, e.g. rector, vice-rector, head of department.

A pedagogue who strives to improve the quality of the pedagogical process, who fills classrooms with students, addresses them with their presentations and through thoroughly elaborated innovative projects, is still not a desirable person in some academic workplaces. And if so, then demoralised colleagues, including superior academic officials, often try to interfere with their work. Such ways lead to the moral abandonment of the entire academic workplace. An active, high-quality teacher with excellent work results often has to endure both hidden and open bullying. The danger and threat to the otherwise unproductive working group of 'academics' is often considered to be precisely the person of such a teacher who acts directly, selflessly, creatively and honestly in working relationships. They become dangerous to their morally rotten and stupid surroundings with their own open attitudes, consistency and diligence, morality and character. They are therefore their natural enemy and a 'grateful' target of most career-unsatisfied, but all the more refined intriguers, envious and careerists who crave power (Králíková & Králik, 2022, pp. 37-48).

People who will stop at nothing. An educated and morally strong pedagogue who submits their work in the required quality is, however, an irreplaceable human capital, guaranteeing the high quality of the teaching process carried out by them. However, it is for this very reason that senior academic staff who have succumbed to the deformation of their personality often do not achieve an objective assessment of their work performance. In practice, they are not offered or paid any financial reward for their above-standard and honest work. It is also

neglected in moral evaluation. In other words, a staff with poor quality in terms of personnel hides behind the high quality of an individual's work. Colleagues of such an individual who are passive in terms of work and publication participate, but equally, in the target rewards for the work actually performed only by them. From this observed real, true and personally verified academic experience, it follows that for the staffing of positions in a certain academic environment, the requirement of an acute legal solution to the problem of the quality and development of academic education could still apply, because in the Slovak academic environment there is still a long-standing problem of security human dignity in working relationships.

As a result of the mentioned facts, a wider spectrum of social contexts persistently emerges to the surface. Especially the problem of the morality of social relations pulsating in the microsphere. That is, in the micro space of a specific workplace, in which a part of the human population spends the greater part of its biological life in the economically dependent position of employees. Often at the expense of themselves and their family. The truth is that the morality of labour relations can certainly be ignored by employers as a redundant phenomenon, only subsidiarily accompanying the primary goal, which is the economic effect in their interest of the implemented work process. To a large extent, from employers' point of view, the quality of interpersonal relations at the workplace can be ignored and only taken care of if it directly harms the work performance of their employees. However, the reality is that the achieved qualitative parameters of labour relations are directly reflected in the qualitative parameters of economic relations and their results. That is, also to the teaching and education of the nation.

Quality work and its results are interconnected. A company whose primary goal is generating economic profit has an enormous interest in the desired quality of economic relations. Let's also acknowledge the value of moral or spiritual gain, and, importantly, the social profit that comes from ethical, spiritual, or moral considerations. However, this profit is still in a subsidiary position in the current Slovak academic society. It remains more or less degraded in value. It follows that the social positions in the third decade of the 21st century were probably definitely emptied by such a creative academic work team, whose members perceived the social or interpersonal relations at the workplace in terms of mutual respect and self-respect, creation of an atmosphere of justice, respect for each other, mutual participation in achieving work results, cooperative cooperation, professional belonging of work groups operating specifically on campus. The ongoing social situation brings to the surface the facts clearly determined by the immoral non-collegiality prevailing in the academic work team, the incompetence of leading academic workers, the professional lack of control bodies and social irrelevance in relation to academic education. To the control system according to Králík & Kútík (2013, 216 p.)

At the same time, it is an irrefutable fact that in order to optimally ensure the trouble-free operation of both the social microsphere and the work microsphere, the state must create optimal conditions for the performance of quality education of the population. In other words,

to shape one's own educational system in a sophisticated way. This can be achieved through a rational and realistic approach to addressing the problem of a person's dignified position in society, particularly within the academic sphere. It is a problem that is always deep and open for a long time, even if it is a social phenomenon that has been resolved but not sufficiently solved, it is necessary to rationalise the structure of the entire school system of the Slovak Republic with special emphasis on the institutional foundations of Slovak university education. The centre of gravity of teaching the population should be shifted or transferred to educational institutions of a private law nature. In the interest of rationalising the budget management of the state, as well as in the interest of qualitative improvement and development of teaching. It can be said that every issue concerning a person's honour and human dignity, including in the workplace, is a "game with their education."

Despite this, it is probably also true in the socio-scientific field, in the exact sciences, and even in everyday life, that every action causes a reaction, and therefore every question has its own answer. If we accept the thesis that crime is undeniably a socially undesirable phenomenon, we must also recognize the view that any malicious disruption of interpersonal relations in the workplace is, in effect, "playing with the devil." Unfortunately, even in the structures of work collectives, even academically focused on the education and teaching of the population, one can notice an excess of such management officials who do not meet the basic prerequisites for qualified leadership, let alone the management of any work collective. Despite this fact, they remain in their positions for a long time for various reasons. It also concerns persons integrated into the performance of the highest academic functions, which negatively affects the organisation of the university and the quality of teaching of its students. Academic officials, whose qualification works can be considered extremely dubious (plagiarism, compilations), try to extract these works from all information databases.

The motive behind the implementation of this society harmful practice is to maintain its functional academic status, otherwise unattainable. It is obvious that such academic officials cannot be expected to have any real interest in improving the quality of the pedagogical process, in guaranteeing the solidity of publication outputs, i.e. ensuring the permanent development of the university they represent. The quality of the personality of the academic functionary of the university directly affects the quality of the other personnel substratum managed by them, while this set of academic subjects, i.e. academic staff, through the performance of a quality teaching process, directly affects the quality of the personality of a person formed by education.

2 Conclusion

A person is essentially a biologically created individuality, a subject, shaped by the centre of gravity of the surroundings in which they move and the environment in which they live. The personality of each person is thus historically formed in a system of objectively existing relationships, which show an economic, moral-political, legal and ideological character, e. g.

(Kovalev, 1967, p. 19). Under certain circumstances, the potential erosion and disruption of social relations is naturally reflected in the process of disintegration and disruption of the personal equipment of a certain part of individuals forming a certain society. At the same time, it is necessary to accept the natural fact that nepotism, mobbing, clientelism, stalking and bossing are to a large extent external manifestations of the internal personal psychological foundation of each individual person and are integrated into the heterogeneous complex of their human character. Although these are socially undesirable manifestations of the essence of a person's character as an individual, at the same time, these traits are also evidence of internal identification with the current social structuring of a certain community. These, in principle, phenomenon's retarding the individuality of a person and society, appearing in human society practically since its division into the strata of those who control and those who are controlled, survive to the present day.

Despite the fact that their demise was assumed in a communist, i.e. classless, society, and they were described as manifestations of the petty bourgeoisie, the truth of this thesis cannot be verified exactly. This is because humanity has never reached the developmental stage of communism. In the first development phase of communism, referred to as socialism, nepotism, clientelism, stalking and bossism existed, albeit in partially obscured, hidden and secretive forms. Slovak society continues to struggle, more or less unsuccessfully, with these manifestations of human character flaws to this day, including educational and academic environments. The aforementioned manifestations of a negative foundation and a defective orientation of the development of human character, as long as they control the personal equipment of the teacher, consequently, have an indisputable destructive effect on the quality of the education process implemented by them.

Criticism and self-criticism should therefore be perceived, especially by the academic staff, in a directed, constructive, calm, matter-of-fact manner, as a stimulus for reflection, and for the correction of the status quo and self-correction. A defective, i.e. low-quality, implemented teaching process directly incites spiritual conformity, retardation of thinking, emotional introspection, social ossification and even panic fear of one's own opinion in the subject of teaching. The insufficient quality of teaching and the education achieved must also be considered as one of the main causes of the backwardness of the individual and the nation. The poor quality and irresponsibility of education and subjects of teaching is a serious accomplice of the long-term persistent undesirable state of Slovak society. It exists as a consequence of the passivity of society as a whole, stimulating directly in its womb the survival and development of greed, laziness, falsehood, pretence, theft, and therefore directs the entire national community to universal decadence. Even criminality, which is transformed into the environment of work collectives, e.g. in the form of latent corruption and open patronage. Anti-social activity committed in this way has a negative impact on the destruction of labour relations. It mainly affects employees working in unprofessionally managed workplaces, which are led by immoral and characterless management employees, including academic officials (Šodor, 2024).

In the atmosphere of fear of losing their own job position and benefits, some 'ordinary' employees often second them in their destructive activity for selfish reasons. As 'favourites of the powerful', they expect certain benefits from their superiors, i.e. unauthorised and above-standard benefits, which are then denied to other 'unpopular' co-workers. The emergence, persistence and non-resolution of a tense situation persisting in interpersonal and, by extension, working relationships developing in educational workplaces, subsequently has a negative effect not only on the quality of the work of the entire team and its cohesion, but also has a destructive effect on the collective of educated pupils and students.

In order to achieve the required quality of teaching, which determines the quality of each person's personality, it is therefore necessary to implement rational organisational measures, personnel measures, economic measures, measures of raising a person and especially conceptual content measures in the heterogeneous system of the Slovak educational system. Otherwise, the problem of approaching, or achieving world standards of education quality and achieving a generally accepted level of quality education in Slovak social conditions will become a problem that will be open for a long time. This means that the problem of the quality of teaching and the quality of the education achieved, including ensuring a dignified position of a person in their workplace, especially in the position of a subordinate subject, is still necessary to evaluate as an open problem.

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