Prevention of Child and Youth Violence

Zapobieganie przemocy wśród dzieci i młodzieży

Contents

Spis treści

spi

K r z y s z t o f   B i e l
ORCID: 0000-0002-8886-8781
Jesuit University Ignatianum in Krakow

Introduction

Violence among children and adolescents, observed in many sectors of society, remains an ongoing serious social problem. In fact, it is not limited to individuals, but can become a public health problem for entire communities. Theories of attachment and social learning indicate that the values, attitudes and interpersonal skills of adults that children encounter have a significant impact on their acquisition of pro-social or aggressive behavior. The influence of parents, family members and other important adults significantly shapes a child's beliefs. The school and the neighborhood also plays an important role in shaping children's attitudes and behavior toward violence.

Violence among children of adolescents has many different etiologies including individual, familial and social factors. Risk factors for the incidence of violence, which stem from individual characteristics of the child, may include prior victimization experience, attention deficit disorder, hyperactivity or learning disabilities, cognitive deficits, substance abuse, antisocial attitudes and beliefs, or poor behavioral control. Family factors include inadequate parenting practices, poor parental involvement and emotional attachment, low parental education and income, parental substance abuse or delinquency, or poor monitoring and supervision of children. Social predictors include social rejection by peers, lack of engagement in conventional activities, academic failure, low economic opportunities, social poverty, disorganization of the local community,

or high levels of migration (Centers for Disease and Control Prevention, https://www.cdc.gov/injury/index.html).

Successful prevention of child and adolescent violence requires a holistic approach, both at the level of universal prevention, as well as selective and indicative prevention. Effective strategies should include: (1) promoting family practices that support healthy development, especially teaching parenting skills and family relationships, (2) providing quality education early in life, (3) strengthening young people's social skills, (4) pairing youth with caring adults and activities through mentoring programs, (5) creating safe communities, and (6) intervening to reduce harm and prevent future risks.

This issue of the journal *Studia Paedagogica Ignatiana* takes up the questions of the broadly defined prevention of child and adolescent violence and also violence, especially sexual violence, against children and adolescents, which is part of the contemporary approach to the prevention of risky behavior. This collection of studies certainly does not lay claim to a comprehensive analysis, but nevertheless it represents an important contribution to knowledge of social prevention.

Karolina Kmiecik-Jusięga discusses the notion of logoprophylaxis, based on Viktor Frankl's concept of logotherapy and focused on the process of searching for the meaning of life as an open potential, which is a factor preventing risky behaviors and attitudes. Next, Małgorzata Piasecka, Justyna Kusztal and Aleksandra Nastazjak present a research report on risk factors for the development of gambling disorders in children and outline guidelines for effective prevention. Another article, by Joanna Frankowiak and Martyna Kotyśko, addresses the issue of peer aggression. The authors show that it is not a homogeneous phenomenon and that the design of preventive measures should take into account the individual experiences of its victims. Anna Seredyńska analyzes the documents that have been developed by church institutions in Poland in the field of counteracting sexual violence against children and adolescents, and points out the need to build an extensive training and supervision program for those involved in prevention. Agnieszka Szymańska, on the basis of her own research, focuses on the most common mistakes by the parents of girls, which in turn affect the perception of their own parenting in adulthood.

In the *Miscellanea* section, Barbara Skałbania analyzes the teacher––parent personal relationship at various stages of the helping process. The issue closes with two extensive reviews. The first, by Wojciech Bojanowski, deals with the prevention of minors from sexual abuse based on the example of the document *Prevention of Sexual Violence Against Students in Catholic Schools*. This is the first Polish study of a document on school prevention in Catholic schools. In the second review, Maria Radziszewska discusses a publication by Władysława Szulakiewicz and Piotr Gołdyn, which is dedicated to the history of education and the practical implementation of educational ideals in the first half of the 20th century.

Placing into your hands this issue of *Studia Paedagogica Ignatiana*, I hope that this collection of essays will broaden our knowledge, raise new research problems and encourage further scholarly inquiry.

K r z y s z t o f   B i e l
ORCID: 0000-0002-8886-8781
Akademia Ignatianum w Krakowie

Wprowadzenie

Przemoc wśród dzieci i młodzieży, obserwowana na wielu poziomach życia społecznego, pozostaje ciągle poważnym problemem społecznym. Nie ogranicza się bowiem jedynie do jednostek, ale może się stać problemem dla zdrowia publicznego dla całych społeczności. Teorie przywiązania i społecznego uczenia się wskazują, że wartości, postawy i umiejętności interpersonalne dorosłych, z którymi stykają się dzieci, mają znaczący wpływ na nabywanie przez nie zachowań prospołecznych lub agresywnych. Wpływ rodziców, członków rodziny i ważnych osób dorosłych w znaczący sposób kształtuje przekonania dziecka. Istotne oddziaływanie na kształtowanie postaw i zachowań dzieci wobec przemocy odgrywa również środowisko szkolne i sąsiedzkie.

Rozpoznanie etiologiczne fenomenu przemocy wśród dzieci młodzieży wskazuje na wieloczynnikowe uwarunkowania obejmujące czynniki indywidualne, rodzinne i społeczne. Do czynników ryzyka występowania przemocy, które wynikają z indywidualnych cech dziecka, można zaliczyć m.in. uprzednie doświadczenia wiktymizacyjne, zaburzenia uwagi, nadpobudliwość lub zaburzenia uczenia się, deficyty poznawcze, używanie środków odurzających, antyspołeczne postawy i przekonania czy słabą kontrolę zachowania. Wśród czynników rodzinnych można wyróżnić nieodpowiednie praktyki wychowawcze, niski poziom zaangażowania i przywiązania emocjonalnego rodziców, niskie wykształcenie i dochody rodziców, nadużywanie substancji psychoaktywnych lub

przestępczość rodziców czy słaby monitoring i nadzór nad dziećmi. Zdiagnozowane predyktory społeczne to m.in. odrzucenie społeczne przez rówieśników, brak zaangażowania w działania konwencjonalne, niepowodzenia szkolne, niskie możliwości ekonomiczne, ubóstwo społeczne, dezorganizacja środowiska lokalnego czy wysoki poziom migracji (Centres for Disease and Control Prevention, https://www.cdc.gov/injury/index.html).

Skuteczna profilaktyka przemocy dzieci i młodzieży wymaga holistycznego podejścia, zarówno na poziomie profilaktyki uniwersalnej, jak i selektywnej oraz wskazującej. Efektywne strategie powinny zakładać: 1) promowanie środowisk rodzinnych wspierających zdrowy rozwój, szczególnie uczenie umiejętności rodzicielskich i relacji rodzinnych, 2) zapewnienie wysokiej jakości edukacji na wczesnym etapie życia, 3) wzmacnianie umiejętności społecznych młodzieży, 4) umożliwianie młodzieży kontaktu z troskliwymi dorosłymi i organizowanie programów mentorskich, 5) tworzenie bezpiecznych środowisk lokalnych oraz 6) interwencje w celu redukcji szkód i zapobiegania przyszłym zagrożeniom.

Prezentowany zeszyt czasopisma „Studia Paedagogica Ignatiana" podejmuje zagadnienia szeroko rozumianej profilaktyki przemocy dzieci i młodzieży oraz przemocy, szczególnie seksualnej, wobec dzieci i młodzieży, które wpisują się we współczesne podejście do profilaktyki zachowań ryzykownych. Zbiór prezentowanych opracowań nie posiada z pewnością znamion kompleksowości, niemniej jednak stanowi istotny wkład w tworzenie wiedzy w zakresie profilaktyki społecznej.

Karolina Kmiecik-Jusięga prezentuje koncepcję logoprofilaktyki, opartej na koncepcji logoterapii Viktora Frankla, jako działania skoncentrowanego na procesie poszukiwania sensu życia jako otwartego potencjału, który stanowi czynnik zapobiegający podejmowaniu ryzykownych zachowań i postaw. Następnie Małgorzata Piasecka, Justyna Kusztal i Aleksandra Nastazjak przedstawiają raport z badań nad czynnikami ryzyka rozwoju zaburzeń związanych z uprawianiem hazardu przez dzieci oraz dają wskazówki do prowadzenia skutecznej profilaktyki. Kolejny artykuł, autorstwa Joanny Frankowiak i Martyny Kotyśko, podejmuje zagadnienie agresji rówieśniczej. Autorki wykazują, że nie jest to zjawisko homogeniczne, a projektowanie działań profilaktycznych powinno uwzględniać specyfikę doświadczeń ofiar

agresji. Anna Seredyńska analizuje etapy powstawania dokumentów tworzonych przez instytucje kościelne w Polsce w zakresie przeciwdziałania przemocy seksualnej wobec dzieci i młodzieży, wskazując na konieczność zbudowania szerokiego programu szkoleń i superwizji dla osób zaangażowanych w profilaktykę. Agnieszka Szymańska na podstawie przeprowadzonych badań własnych analizuje najczęstsze błędy wychowawcze popełniane przez rodziców wobec dziewcząt, które z kolei rzutują na postrzeganie przez nie własnego rodzicielstwa w dorosłości.

W dziale *Miscellanea* Barbara Skałbania przeprowadza analizę relacji osobowej nauczyciel–rodzic na różnych etapach procesu pomocowego. Treść zeszytu uzupełniają dwie obszerne recenzje. Pierwsza z nich, autorstwa Wojciecha Bojanowskiego, dotyczy prewencji osób małoletnich przed wykorzystywaniem seksualnym na przykładzie dokumentu *Profilaktyka przemocy seksualnej wobec uczniów w szkole katolickiej*. Jest to pierwsze polskie opracowanie dokumentu z zakresu profilaktyki szkolnej prowadzonej w szkołach katolickich. W drugiej recenzji Maria Radziszewska omawia publikację autorstwa Władysławy Szulakiewicz i Piotra Gołdyna poświęconą historii wychowania i praktycznej realizacji ideałów wychowawczych w pierwszej połowie XX wieku.

Oddając w Państwa ręce niniejszy zeszyt czasopisma „Studia Paedagogica Ignatiana", wyrażam nadzieję, że lektura pomieszczonych w nim tekstów przyczyni się do poszerzenia naszej wiedzy, wzbudzi nowe pytania badawcze i zachęci do kontynuacji dalszych naukowych eksploracji.

Articles and dissertations

Artykuły
i rozprawy

K a r o l i n a   K m i e c i k - J u s i ę g a
ORCID: 0000-0002-2483-3619
Jesuit University Ignatianum in Krakow

Logoprevention: A New Concept of Prevention of Risky Behaviors in Children and Adolescents Based on the Assumptions of Victor E. Frankl's Logotherapy

Logoprofilaktyka. Nowa koncepcja zapobiegania zachowaniom ryzykownym dzieci i młodzieży oparta na założeniach logoterapii Viktora E. Frankla

ABSTRACT

The article is based on both theory and research. The goal is to ana-
lyze selected aspects of the concepts of logotherapy and logotheory
by Viktor E. Frankl, in terms of their use in developing programs for
the prevention of risky behavior of children and adolescents.

The subject of research is logotherapy. This concept provides a the-
oretical framework for creating programs for prevention of risky
behavior. The main research problem boils down to the following
question: Is logotherapy applicable, and to what extent, as the the-
oretical basis in the new concept of risk behavior prevention? The
research method is a source analysis of data obtained through a se-
lective search and a qualitative interview with the author of the first

Articles and dissertations

risk behavior prevention program in Poland based on the principles of logotherapy.

After introducing the ideas of logotherapy, the author describes its key concept: the meaning of life in the process of human development and upbringing. She then discusses selected principles and techniques of logotherapy as the theoretical underpinning of logoprophylaxis. In the next section, she cites the practical application of logotheory and logotherapy in social prevention, using the example of the prevention program "Cuder: Live With Meaning" run by the "Archezja" Educational Support Foundation.

ABSTRAKT

Artykuł ma charakter koncepcyjno-badawczy. Celem naukowym jest zanalizowanie wybranych aspektów koncepcji logoterapii i logoteorii autorstwa Viktora E. Frankla pod kątem ich wykorzystania w procesie budowania programów zapobiegania zachowaniom ryzykownym dzieci i młodzieży.

Przedmiotem badań w niniejszym tekście jest logoterapia jako koncepcja stanowiąca podstawy teoretyczne dla procesu formowania programu profilaktyki zachowań ryzykownych. Główny problem badawczy sprowadza się do następującego pytania: Czy i w jakim zakresie logoterapia ma zastosowanie dla podstawy teoretycznej w nowej koncepcji profilaktyki zachowań ryzykownych? Metodą badawczą jest analiza źródłowa danych uzyskanych w wyniku wybiórczej kwerendy oraz wywiad jakościowy z autorem pierwszego w Polsce programu profilaktyki zachowań ryzykownych opartego na założeniach logoterapii.

Autorka po wprowadzeniu w tematykę i myśl logoterapii charakteryzuje kluczowe jej pojęcie, czyli sens życia w procesie rozwoju i wychowania człowieka. Następnie omawia wybrane założenia i techniki logoterapii jako podstawy teoretyczne logoprofilaktyki, po czym przytacza przykłady praktycznego zastosowania logoteorii i logoterapii w profilaktyce społecznej w ramach programu profilaktycznego „Cuder – żyj z sensem", realizowanego przez Fundację Wspomagającą Wychowanie „Archezja".

"Life does not come as a given,
but a task—at every moment it is a task.
Therefore, the more difficult it is,
the more meaning it may have."

(Frankl 2021: 60)

Introduction

Regardless of theories that explain the origin of human beings, we can assume that each of us is born with a certain potential that we either develop or stifle throughout our lives. There is an aspect of human life that appears in the process of growing up and is sometimes overlooked even by parents or educators. Namely, it is the aspect of formation of a person within a human being: a person that is an individual whole constituted by the physical, mental, moral, spiritual, emotional, and relational orders. This "set" of qualities known from anthropology is accentuated in the modern psychology and pedagogy. Although the moral and spiritual aspects of personality are taken into consideration by social sciences, they at the same time the least researched. Paradoxically, they are most significant in crisis situations and those moments in life where a person fails in the process of their own development, especially in its early phases.

This article presents a new concept for prevention of risky behaviors and a brief description of practical actions to prevent loss of meaning of life in young people. It is based on the concept of logotherapy and logotheory, which has been developed for the last several decades and was founded by Viktor Emil Frankl (1905–1997), Austrian psychiatrist, neurologist, psychotherapist, and philosopher.

Logotherapy (since 1938) has been described by the historians of science as the third Viennese school of psychotherapy, alongside Sigmund Freud's (1856–1939) psychoanalysis and Alfred Adler's individual psychology (1870–1937). What these schools have in common is the search for "basic motivation." Freud ties it to the pleasure principle, Adler to the "will to power, significance, and defense against the feeling of inferiority," while for Frankl this motivation is connected with the "will to meaning and pursuit of value" (Popielski 1994: 13). However, the factor that distinguishes logotherapy is its

focus on a person's future and filling it with attainable goals, which has significance for educational (Michalski 2011: 43).

As it focuses on the search of meaning and value, theoretical foundations of logotherapy combine existential philosophy with psychology and pedagogy.[1] It addresses the problem of dialogicality of human relationships, also in educational contexts, the free will of persons entering into dialogue, freedom, and responsibility in the process of decision-making as significant components of social and individual maturity. Finally, it addresses the essence of life: the meaning that is carried but also created by the human being. Assuming that meaning is one of the most permanent motivators of human existence, we can say that searching and reinforcing it in early puberty will be an important protective factor against the loss of coping skills and a wide range of other social threats that appear throughout our lives.

Significance of the meaning of life in the process of development and education of a human being

"The formation of personality structures and the subjective and personal 'I' is part of the basic preparation for life in the educational process. Given that this process is multi-dimensional and continuous (i.e. it takes place at all developmental stages), it is necessary to constantly develop and nurture it" (Popielski 2008:16). In other words: it is necessary to continuously give meaning, which is a concept that encompasses personal and primary experience: common and individualized at the same time. Defining the "meaning of life" is a need of both an individual and humanity as a whole (Głaz 2006: 95).

Taking a broad look at the problems of life, development, and definition of a human being within the context of the educational process, it needs to be stressed that meaning of life pertains only to humans. It is related to intellectual and psycho-emotional effort, engagement and existential experience based on autotelic values. Meaning of life is among the highest experiences and because of the extent of its penetration into the structure of existence, it is

---

[1] Logopedagogy has been implemented since 2011, mainly by Elizabeth Lucas who transposed Frankl's theory to education sciences. See: https://www.franklzentrum.org/zentrum/logopaedagogik.html.

a condition for living life to the fullest, fulfilment, and self-realization, i.e. fulfilling the highest needs in Abraham Maslow's hierarchy (Popielski 1994: 20).

Viktor Frankl called logotherapy "education towards responsibility," which indicates that pedagogy and prevention were very important to him. For Frankl, the art of education was strictly related to the humanistic aspect of psychotherapy (Szary 2019: 101). Just like the educational process, it aims to support another person in forming a relationship (with themselves and others), and once that has been accomplished, to accompany them in discovering their own inner wealth, potential, and uniqueness. Joanna Budke highlights the fact that logotherapeutic education is based on a personal meeting between the therapist and the patient (Budke 2018: 49). The author finds many links between Frankl's approach to education and concepts developed by Martin Buber or Tadeusz Gadacz, who equated the education with a dialogical and interpersonal encounter.

The question of meaning, raised not only in logotherapy, but also in pedagogy, is strictly related to values and questions about these values (Michalski 2011: 174). These seem to be crucial in the process of education and prevention, as they constitute a set of influences that shape all aspects of a child's or adolescent's personality (Kmiecik-Jusięga 2018). According to Jarosław Tomasz Michalski: "Meaning is the kind of value that one finds on their own and with regard to which one makes their own choices" (Michalski 2011: 258).

The meaning of life according to Frankl is a constant search for oneself and meaning in three areas: creative work or action (the meaning of work), experience of love (the meaning of love) and suffering (the meaning of suffering) (Frankl 2012: 118). The meaning of work as a constituent of the meaning of life allows us to fulfil basic needs related to the sense of security, but also the need of social recognition and self-realization. This is because work is not only a means to satisfy one's existential needs, but it also provides opportunities for training responsibility, engagement, and decision-making—all of which are important categories in the educational process. The meaning of love, which, according to Frankl, is strictly related to spirituality and oriented towards the spiritual side of a relationship with another person is the essence of a dignified and fulfilling life. Finally, the meaning of suffering is linked to the existential interpretation of

being in the world full of dangers and pathology in its etymological sense. In the current social and cultural reality, *homo patient*, is able to lead an existence based on values only when they find meaning in their suffering. Frankl claims that suffering is an ineradicable part of human existence, and it is human's destiny to suffer and see the good and meaning in this suffering. Once one starts to see this meaning, the suffering goes away (Frankl 1998).

The category of meaning in the developmental and educational process can be described with the use of the following statements and educational advice (cf. Michalski 2011: 264–267):

1. Meaning is above the goals and benefits that appear in different phases of our lives. It shapes life, and organizes needs and values in an atemporal order.
2. The individual meaning of life appears in a person's development which is unique and singular. Therefore, we are the only ones who have the ability to discover the meaning of our lives and the educator (teacher or prevention specialist) can support and guide us in the process.
3. A person acquires meaning by realizing and accepting the temporal and historical dimension of their life. The educator's task is to present these dimensions to the young person.
4. The meaning of life is actualized itself in patience, being faithful to oneself and finding value in time for oneself and others. In this context, the educator responsible for shaping the student in harmony with themselves, and accept, and show full respect for the other person.
5. The meaning changes at different stages of life and depends on the person's development, their cognitive maturity and psychophysical health.
6. The meaning of life is found in relationships according to the belief that no one is an island. Education towards relationships and dialogue always prepares a young person to search for their meaning of life.
7. The true meaning of life emerges once it goes beyond death and the person enters the transcendental dimension of their being in the universe.

Selected principles and techniques of logotherapy as a theoretical basis of logoprevention

Logotherapy, just like any other school that supports the human condition, seeks the answer to the question: Who and how is a human? (Frankl 1998) In answering it, it first calls attention to the holistic nature of the human being that consists of numerous aspects: physical, social, as well as moral and spiritual. It should be noted that the latter one has a crucial role in human development. Secondly, it organizes the definition of a person around the meaning of life, which stands above goals, growth, development, well-being, and all other benefits. Thirdly, logotherapy helps understand the role of human existence, including the role of human suffering and crises and provides clear conditions for finding the meaning of life, including process, relationship, focusing on the spiritual and helping others.

According to the articles that discuss Frankl's concept and constitute the theoretical background of logoprevention, one of the most important theses of logotheory is the s i g n i f i c a n c e o f n e e d s a n d v a l u e s that go hand in hand with the meaning of life and create and support this meaning. These are the categories found in philosophy, psychology, and pedagogy, mainly freedom, love, hope, engagement, self-realization, and altruistic sacrifice in the name of someone or something (cf. Popielski 2008: 23).

Another premise of logotherapy that constitutes the basis of logoprevention is the answer to the question who a person is. What kind of people are they? What is their identity? These are crucial categories and questions that arise in adolescence, a time when preventive actions are most impactful and needed. Quite often, the programs for teenagers include similar topics, but it seems they are not sufficiently developed and thought-out, so that young people would have an opportunity to understand and contemplate them. In Frankl's theory, the human being is considered holistically and constitutes a psychological, physical, social, and spiritual whole (Kamińska 2018: 45).

The third claim underlying logoprevention is s a c r i f i c e f o r a n - o t h e r p e r s o n : Transcending auto-realization and the focus on one's own well-being, benefits or goals. Frankl writes that "the more one forgets himself—by giving himself to a cause to serve or another person to love—the more human he is and the more he actualizes himself."

(Frankl 1978: 106). Authors who discuss the impact of volunteer involvement on young people make similar points. They clearly show that such actions prevent risky behaviors (Gaś 2002).

The fourth assumption that provides the basis for logoprevention is the freedom of choice and responsibility that is reflected in the awareness of one's attitude towards another person, view, event or behavior. Secondly, it refers to the ability of making autonomous choices and decisions about one's own life (Popielski 2008: 18). Not only one's education is realized through the sense of responsibility, but also self-education and higher awareness of one's own life. However, responsibility itself is an inborn disposition (Frankl 2012: 148) that every person (Kamińska 2018: 50). It is worth noticing that logotherapy is conceived of as a universal and cross-cultural educational method (Wiśniewska 2013) that introduces a component of self-transcendence. It allows for steering the child or adolescent towards the way of thinking and functioning in the world that fills in the existential void present in the contemporary culture (lack of meaning in life).

In order to minimize this void and find a sense of being in the world, logotherapy offers specific working techniques, where relationships are made a priority. The most important of these include (1) paradoxical intention: persuading a person to crave exactly the thing they fear; this technique requires some self-distancing, sometimes a sense of humor and aims at reversing the attitude in a way that the fear is replaced by a paradoxical desire of it (Frankl 2012: 130–131); (2) dereflexion, which leads to inner growth, turning away from something that is subjectively regarded as a problem towards something that is objective and meaningful; discovering something new that reduces the importance of the old and overcoming of self-centeredness through opening up to the world (Wolicki 2010: 188). In practice, "the method is based on a reversal of the child's or teenager's thinking patterns. If up till now they have been self-centered and all their actions have been subject to their egocentric goals, they will reevaluate their thinking through dereflection and will open up to the group, start cooperating with them and notice their needs. To some extent, this develops the need for socialization" (Wiśniewska 2013: 198–199); (3) modulation of attitude that teaches to identify and change irrational thinking

and the assumptions underlying this thinking; this technique aims at stimulating reflection that allows one to accept one's life situation, search for meaning and significance in it, and change of the sense of being in crisis into a sense of self-realization; (4) S o c r a t i c d i a l o g u e, w h i c h i s defined as a conversation that leads to self-discovery. It is based on the assumption that the educator (teacher or prevention specialist) not only passes on information and teaches certain skills, but also activates the child's or adolescent's personal potential through relationships and posing questions. The dialogue very often includes a critical view of oneself and self-distance that is indispensable in forming a personal view of one's own life and the surrounding world. Elizabeth Lukas puts forward a five-step model of the Socratic dialogue in the following questions: (1) What is your problem? (2) Where is your area of freedom? (3) What are the choices within your area of freedom? (4) Which of the choices makes most sense to you? (5) What is the first step toward your choice? (Wolicki 2010: 190–192).

Practical application of the concept of logotherapy in social prevention: Example of the prevention program of the "Archezja" Foundation for Educational Support

Selected tenets of Victor Frankl's theory and his conclusions about the development, definition and growth of a human being have contributed to efforts to prevent risky behaviors among teenagers and to deal with crises of adolescence. The "Archezja" Foundation for Educational Support has developed a prevention program based on the concept of logotherapy. Its founder and director is Tomasz Gubała, initiator and the first practitioner of logoprevention in Poland, co-founder of Krakow Institute of Logotherapy.

A qualitative interview with Tomasz Gubała, carried out for research purposes, shows that the development of the prevention program based on Victor Frankl's theory had been underway for several years. It involved the search for effective solutions to strengthen the meaning of life in children and adolescents as well as those directly involved in the educational process (parents and teachers).

According to Tomasz Gubała: "We looked at how people dealt with dire crises in the past and whether there were systemic solutions that went beyond individual psychological or spiritual help." In the late 30s of the last century, professor Victor Frank, the founder of the so-called third Viennese school of psychotherapy, proved to be 100% successful in a similar situation in Austria by using his own method: logotherapy. According to logotherapy, a person always has a possibility to transform every defeat and tragedy into a victory, and there is one more path to take between dysfunctional victim playing and escape from suffering: discovering its meaning.

The development of a new prevention program that would meet the criteria for professional intervention is a long-term endeavor that involves a team of widely cooperating experts with knowledge of psychopedagogy and vast experience in working with other people. In the "Archezja" Foundation, activities based directly on the concept of logotherapy have been implemented for the last several years in different projects and educational activities such as:

- the flagship behavioral addiction prevention project "Cuder" that draws on Victor Frankl's idea of the necessity of including the spiritual sphere in the definition of a human being;
- ecological education projects and integration activities for children and adolescents in conjunction with the outdoor prevention project in Ojców (using the techniques of Socratic dialogue and modulation of attitudes);
- two nationwide educational and preventive campaigns carried out between 2018 and 2020: "Let's Be Authority Seekers" and "Let's Seek Love in the Family" where the philosophical basis of logotherapy was used. "True love is an orientation towards the other person" wrote Marian Wolicki about love within a family in the context of Victor Frankl's work (Wolicki 2003: 26).

A new program based on the selected principles and techniques of logotherapy is carried out under the name of the Preventive and Educational Program "Cuder – Live With Meaning" and is dedicated to children and adolescents from primary schools. The main goal of the program is to provide the students with knowledge on how to deal with developmental and situational crises. In this program, young people are guided to define crisis as a challenge and a good starting point for a change of their current attitudes or

behaviors. Apart from this, the goal of the program is to inspire adolescents to reflect on human spiritual and moral potential and to view it in a holistic context. The working methods are mostly author's own activities based on the technique of Socratic dialogue, dereflexion, and modulation of attitudes. The students work on excerpts of the animated movie "Up," where the educators introduce given situations and relate them to personal experiences. The program "Cuder – Live With Meaning" prepares young people to properly exercise their freedom and be responsible for their choices and decisions.

Another project that is currently being launched in the "Archezja" Foundation is preventive training for teaching staff. The main aim is to provide teachers and educators with tools they can use in their preventive work with adolescents. The training classes are based on the above mentioned principles and techniques of logotherapy. Logotherapeutic training of the authors of preventive activities is provided, as Tomasz Gubała says, in cooperation with the experts from Krakow Institute of Logotherapy (https://www.logoterapia-krakow.pl), where the concept of logoprevention was created. It includes activities based on Frankl's logotherapy, uses its methods, but also features learning based on experience and Foundation's own methods, like immersion in a play.

Our experiences in preventive and educational work as well as data from evaluations of our prevention programs confirm that there is a need for a systemic implementation of logoprevention in education, prevention and crisis intervention. We see the need for better coordination of aid activities, research on the causes of children's crises and crisis intervention in Poland. In our country, there are many institutions, NGOs, consultation and crisis intervention agencies, and there are many activities that bring positive results but there is no systemic coordination of these activities. These systemic activities should be based on accessible, effective and short-term preventive and educational work based on science, especially logotherapy, whose principles provide effective countermeasure to the poor psychological condition of our society.[2]

---

[2]   From an interview with Tomasz Gubała [own source].

Summary

In recent years, the psychological condition of the young generation has been worsening. This is mainly the result of two global crises which have affected our mental health: the COVID-19 pandemic and the war caused by Russia. Research on mental health in children and adolescents as well as young adults[3] shows, firstly, the inadequacy of the preventive measures taken so far and secondly, the need to implement new solutions for working with young people in order to teach them the psychological skills that protect them from engaging in risky behaviors. A young person who experiences crises and existential void is in an extremely difficult situation. According to Frankl, this void is related to a double loss. Firstly, as humankind, we have lost some of the basic survival instincts, and secondly, we are experiencing the disappearance of traditions that used to define the nature of human behavior. Unable to rely either on instinct or tradition to guide their actions, people are often unable to decide what they wish to do. As a result, they want to either act as others do (conformism) or do whatever other people expect from them (totalitarianism) (Frankl 2012: 113).

Logoprevention is the middle ground between the two. It can be defined as preventive measures focused on the search for the meaning of life as an open potential which is what prevents us from risky behaviors and attitudes. This potential can be a significant part of our personality, a virtue that we work on or another element that provides foundations for moral and spiritual development.

To answer the question whether and to what extent logotherapy can be used as a theoretical background of a new method of risky behavior prevention, we can specify that:

- logotherapy and preventive activities can use similar methods when working with adolescents, especially Socratic dialogue, modulation of attitudes, and dereflection;

---

[3] The special report prepared by the Institute of Research and Analysis of Local Government Performance shows the percentage of suicide among death causes in different age groups. Between 2016 and 2019, there was an upward trend in all age groups. The percentage of suicide in the age group 19–24 is the most moving. It is 27% on a national scale and almost 40% in the Małopolska Region. The second group by the number of suicide deaths is ages 25–29 with 22% of all deaths.

- logotherapy constitutes a solid theoretical background for knowledge-based prevention, whose goal is to search for the meaning of life in the difficult time of puberty and in developmental and situational crises;
- logotherapy organizes the process of defining a human being as a person, with a special focus on the spiritual sphere, including the sphere of values. This defining process is a crucial element of universal preventive measures;
- preventive actions grounded in logotherapy promote altruistic, humanitarian, and empathetic attitudes and encourage young people to be socially active as well as foster their positive socialization;
- the category that connects logotherapy to prevention of risky behaviors is the value of freedom and responsibility when making autonomous choices about one's life, especially one's behavior.

Risky behaviors in children and adolescents often stem from broadly defined suffering and sense of incongruity between oneself and the world, which in turn may lead to anxiety and frustration. By equipping young people with skills and attitudes to deal with crises and fear, logotherapy is an opportunity to form a strong young generation who is resilient to global crises. Moreover, as we live in a time when experts who analyze fragments of reality are commonly more appreciated, we are doing our best so that young people do not lose their sense of cohesion and belief that they and their life constitute a whole worthy of unconditional love (cf. Fizzotti 2006: 79). Drawing from the school of logotherapy and the holistic approach of Viktor Emil Frankl, we as educators, psychologists, and prevention specialists, can contribute to the creation and empowerment of a holistically conceived human being as a coherent, creative, responsible, and free person in search of the meaning of their life.

Bibliography

Budke J. (2018). "Wychowanie w logoterapii Viktora E. Frankla," *Edukacja Filozoficzna*, vol. 65, pp. 45–67.

Fizzotti E. (2006). *Aby być wolnym. Logoterapia na co dzień*, trans. K. Czuba, Kielce: Jedność.

Frankl V.E. (1978). *Nieuświadomiony Bóg*, trans. B. Chwedeńczuk, Warszawa: Instytut Wydawniczy Pax.

Frankl V.E. (1998). *Homo patiens. Logoterapia i jej kliniczne zastosowanie. Pluralizm nauk a jedność człowieka. Człowiek wolny*, trans. R. Czernecki, Z.J. Jaroszewski, Warszawa: Instytut Wydawniczy Pax.

Frankl V.E. (2012). *Człowiek w poszukiwaniu sensu*, trans. A. Wolnicka, Warszawa: Czarna Owca.

Frankl V.E. (2021). *O sensie życia*, trans. E. Kochanowska, Warszawa: Czarna Owca

Gaś Z. (2002). "Wolontariat w profilaktyce," *Remedium*, no. 6, pp. 1–3.

Głaz S. (2006). *Sens życia a religia. Wymiary filozoficzno-psychologiczne*, Poznań: Wydawnictwo Fundacji Humaniora.

Kamińska A. (2018). "Pedagogiczne implikacje antropologii V.E. Frankla," *Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika*, no. 16, pp. 43–54.

Kmiecik-Jusięga K. (2018). "Aksjologiczny wymiar programów profilaktycznych. Założenia, intencje, praktyka," in Z. Gaś (ed.), *Psychoprofilaktyka w świecie zagubionych wartości*, Lublin: Innovatio Press Wydawnictwo Naukowe Wyższej Szkoły Ekonomii i Innowacji, pp. 63–72.

Michalski J.T. (2011). *Sens życia a pedagogika. Impulsy myśli Viktora E. Frankla*, Toruń: Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika.

Popielski K. (1994). "W kierunku psychoterapii o 'ludzkim obliczu'. Logoterapia i zooterapia," *Roczniki Filozoficzne*, vol. 42, no. 4, pp. 13–39.

Popielski K. (2008). "Noetyczne jakości życia i ich znaczenie w procesie 'bycia i stawania się' egzystencji," *Chowanna*, no. 1, pp. 9–25.

Szary S. (2019). "Paideia w logoterapii Viktora Emila Frankla. Od logoterapii do logopedagogiki," *Paideia*, no. 1, pp. 89–107.

Wiśniewska J. (2013). "Komplementarność logoterapeutycznego modelu wychowania Viktora Emila Frankla we współczesnej pedagogice," *Legnickie Studia Teologiczno-Historyczne*, no. 1(22), pp. 186–202.

Wolicki M. (2003). *Logoterapia w praktyce pastoralnej*, Wrocław: Papieski Wydział Teologiczny we Wrocławiu.

Wolicki M. (2010). "Podstawowe techniki logoterapii," *Pedagogika Katolicka*, no. 2, pp. 183–194.

ADDRESS FOR CORRESPONDENCE

Karolina Kmiecik-Jusięga
Jesuit University Ignatianum in Krakow
Institute of Educational Sciences
e-mail: karolina.kmiecik-jusiega@ignatianum.edu.pl

Małgorzata Piasecka
ORCID: 0000-0001-9532-489X
Jagiellonian University

Justyna Kusztal
ORCID: 0000-0001-9493-7504
Jagiellonian University

Aleksandra Nastazjak
ORCID: 0000-0002-1097-0188

Risk Factors for the Development of Disorders Related to Children's Gambling in the Light of Desk-research Studies

Czynniki ryzyka wystąpienia zaburzeń
związanych z hazardem dzieci w świetle badań
desk-research

ABSTRACT

The issue of addiction to activities has been present in the scientific discourse for years. Gambling disorders constitute a specific, separate disease entity. These disorders can affect people of all ages, and children and adolescents are particularly prone to them. The subject of the research described in the article are risk factors for the development of gambling disorders among children, and its aim is to present the results of research conducted in 2021 by a research

team at the Jagiellonian University. The research method was a systematic literature review based on PRISMA standards. The research material consisted of selected articles published in English-language high-ranking scientific journals. The conclusions from the research, including the most common risk factors of gambling disorder, allowed for the formulation of recommendations and recommendations in the field of universal and selective prevention addressed to children, their parents and caregivers.

ABSTRAKT

Problematyka uzależnień od czynności jest obecna w dyskursie naukowym od lat. Zaburzenia uprawiania hazardu stanowią specyficzną, odrębną jednostkę chorobową. Zaburzenia te mogą dotknąć osoby w różnym wieku, szczególnie podatne na nie są dzieci i młodzież. Przedmiotem badań opisanych w artykule są czynniki ryzyka rozwoju zaburzeń związanych z uprawianiem hazardu przez dzieci, a jego celem jest zaprezentowanie wyników badań prowadzonych w 2021 roku przez zespół badawczy w Uniwersytecie Jagiellońskim. Metodą badawczą był przegląd systematyczny literatury oparty o standardy PRISMA. Materiał badawczy stanowiły wyselekcjonowane artykuły publikowane w anglojęzycznych wysokopunktowanych czasopismach naukowych. Wnioski z badań, obejmujące najczęściej występujące czynniki ryzyka uzależnienia od hazardu, pozwoliły na sformułowanie zaleceń i rekomendacji w zakresie profilaktyki uniwersalnej i selektywnej kierowanej do dzieci, ich rodziców i opiekunów.

Introduction[1]

In view of the rapid growth of risky behaviors in contemporary societies, emphasis is being placed on effective preventive actions.

---

[1] The article describes the results of research on risk factors in the group of children, and the research assumptions and results of research covering other age groups can be found in the monograph entitled *Profilaktyka uzależnienia od hazardu oparta na dowodach naukowych* [*Prevention of Gambling Disorder Based on the Results of Scientific Research*], Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2021, financed by the Fund for Solving Gambling Problems, at the disposal of the Minister of Health as part of a competition conducted by the National Bureau for Counteracting Drug Addiction (currently the National Centre for Counteracting Drug Addiction).

Effective preventive measures targeting risk factors and protective factors should be based on research findings. Public institutions in the field of public health, education and social assistance carry out preventive tasks aimed at all social groups by organizing or financing universal programs, campaigns or preventive actions, or targeted measures at the level of selective or indicated prevention. When making decisions, they should be guided by the proven effectiveness of the strategies used to prevent and combat unfavorable social phenomena and to protect the health and well-being of each citizen.

Disorders related to gambling, although relatively rarely studied in our country (Lelonek-Kuleta, Chuchra, Sak 2017; Moskalewicz et al. 2019), are described very widely in foreign studies, as is the problematic use of technology. The research report entitled *Estimation of the Prevalence and Identification of Risk Factors and Factors Protecting Gambling and Other Behavioural Disorders* from 2019 (Moskalewicz et al. 2019: 177) indicates that people over the age of 15 who played for money at least once in the year preceding the study accounted for 37.1% of all Poles. On the other hand, the report entitled *Youth 2018* indicates that 7% of all respondents play at least one game for money regularly (once a week or more), nearly half (49%) do not play this type of game at all, and the rest (44%) play sporadically (Gwiazda 2019: 227). Among the group of young people who play for money, 6% are at high risk of gambling addiction (Gwiazda 2019: 232). On the other hand, the data from the 2019 ESPAD report, conducted among young people, indicate that only about 20% of respondents have had experiences with gambling, while the prevalence of problem gambling is low (Sierosławski 2020: 114). A research report entitled *Teens on the Gambling Network: An In-depth Analysis of the Phenomenon of Online Gambling from the Perspective of Adolescents Who Play as a Group Particularly Vulnerable to Its Consequences* from 2017, regarding adolescents aged 15–18 years, found that symptoms of interest in gambling appear in young people around 13–14 years of age, with the age of initiation to gambling gradually decreasing. The respondents who were 18 years old before the publication of the report first gambled at the age of 14 and 2 months, while in the case of 15-year-olds at the time, this age was around 11 years and 7 months. Every fifth teenage internet player became interested in gambling games around the age of 10 (Gwiazda 2017: 96–97).

Online gambling has a particular potential for addiction, as the availability, playing without leaving home, without time limits, the ease of getting started, access to games on the phone "at hand," a relatively large selection of games and the possibility of remaining anonymous make gambling attractive (Gwiazda 2017: 138). An important factor that requires special attention of researchers is the phenomenon of the intergenerational transmission of gambling in families. In the aforementioned report entitled *Teenagers in the Gambling Network*, gamblers not only watched their loved ones play for money as children, but also actively participated in the game (by helping to predict numbers, accompanying the purchase of bets, scratching scratch cards, etc.) (Gwiazda 2017: 94–96). The same is also true for seniors, as the report entitled *Gambling in the Life of Seniors 2017* (Lelonek-Kuleta, Chuchra, Sak 2017) shows that gambling is often shared between grandparents and grandchildren who spend time together betting, buying scratch cards, etc. In the Polish literature, research on risk factors or protective factors of gambling disorders among children is virtually absent, and in light of such alarming data on the scale of addiction to gambling or gambling in a harmful way, undertaking such research is justified (Lelonek-Kuleta Chuchra, Sak 2017: 51–53).

For the sake of clarity of the argument, it is necessary to define gambling games understood under the law as games of chance, mutual betting, card games and slot machine games (the Gambling Act of 19 November 2009, Journal of Laws of 2009, No. 201, item 1540, as amended). A gambling disorder, on the other hand, should be understood as a disease entity that is characterized by having impaired control over gambling; prioritizing gambling over other activities and interests; and continuing or escalating gambling despite the occurrence of negative consequences. This model of behavior may lead to significant stress or impairment of functioning in various areas of a person's life (ICD-11, 2021).

Children are exposed to advertising and information about gambling, to its presence in mass media, at sports and cultural events, as well as in public discourse. From an early age, during preschool and early school education, children encounter lotteries, games of chance, and sports betting, but rarely can one find research findings on the relationship between exposure to gambling and later gambling

behavior and, consequently, disorders related to gambling. In contrast, the relationship between gambling in early childhood and disturbed gambling patterns in adulthood is confirmed by research (Bellringer et al. 2014; Pitt et al. 2017).

Desk-research analysis in studies of risk factors of gambling disorders among children

The research method used in the present study is referred to as "desk research" and generally consists of content of data and statistical data analysis, as well as cross-sectional or historical comparison, which allows us to juxtapose many different findings in the same or an analogous research area and enrich previous research conclusions (Bednarowska 2015: 19). The sources of data may include any documentation of the functioning of a given project, reports on activities and research, or materials collected by specialists who work at a given site. Moreover, the Internet, libraries, databases, legal acts, public statistics, analysts' data and the press are important sources of data (Makowska 2013: 83). In research, many techniques-methods are used as part of the analysis of existing data, and a systematic literature review is among the most prominent among them (Petticrew, Roberts 2006; Czakon 2011: 57; Orłowska, Mazur, Łaguna 2017: 350). The literature review in this study was carried out according to the standards referred to as PRISMA and included the necessary stages: elements of a properly documented research process (https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/2046-4053-4-1 [accessed: 15 August 2021]).

The purpose of using the systematic review method was to understand the risk factors for childhood gambling disorders. The practical aim of the research was to formulate recommendations for the creation of prevention programs for gambling disorders, while taking into account the most important risk factors of a given age group. Strict inclusion/exclusion criteria were applied and the research problem was formulated according to the PICO standard. 386 records were selected for the key words "risk factor gambling child", with 197 records remaining after duplicates were removed. At the next stage of selection, the following data were reported under the inclusion/

exclusion criteria: author, year, publication source, title, keywords, abstract, and digital ID of the electronic document. At the abstract analysis step, 88 more records were excluded to qualify 109 records for the analysis of full texts downloaded from the EBSCO database. After the full-text versions were reviewed, only 4 articles from *International Gambling Studies*, *Harm Reduction Journal*, *Australian and New Zealand Journal of Public Health*, *The Canadian Journal of Psychiatry* met the inclusion/exclusion criteria.

Analysis and synthesis of research on risk factors for gambling disorders in children

The analysis of research reports leads to the obvious conclusion that we cannot talk about risk factors of gambling disorders in children in the same terms as in adolescents or adults, by identifying the factors that cause, sustain or perpetuate a gambling disorder. When analyzing risk factors in children, it should be assumed that behavioral addictions are the result of many interacting factors, both biological and/or genetic, as well as personality and environmental. The latter are related to situational and structural factors, such as the location and number of gambling facilities in a given area, and the use of advertising to encourage people to gamble. Structural factors include, for example, the frequency of payouts or the opportunity to gamble or place bets at all (e.g., football schedule) (Griffiths 1999: 266; Griffiths 2005: 196). The interacting and mutually reinforcing risk factors for childhood gambling disorders can be identified as increasing the likelihood of developing a future addiction.

The studies subjected to thematic analysis and included in the synthesis were based on quantitative and qualitative models, using structured or free questionnaires and interviews. Their subject was the prevalence and the determinants of gambling behavior in children. The study groups include children aged 6 to 9 from several Canadian public schools in areas with low socioeconomic status, as well as groups of children included in longitudinal studies from infancy to age 9 in New Zealand, and children and adolescents aged 8–16 in Australia. Research on the risk factors of gambling disorders in children aimed at establishing the link between behavioral disorders in the first years

of primary school and the initiation of gambling (apart from alcohol and nicotine initiation) (Temcheff et al. 2016: 51–58). The goal was to determine the scale of gambling problems in nine-year-olds and to identify the relationships between childhood gambling and maternal gambling (Bellringer et al. 2014: 457–471). Other research goals included identifying relationships between consumer strategies and attitudes about gambling among children (Pitt et al. 2017) and diagnosing children's awareness of advertising for sports betting, including their knowledge of the technical aspects of betting. In addition, the objective of the study was to establish the relationship between advertising and children's attitudes, as well as their willingness to take part in sports betting (Pitt et al. 2017: 604–610).

Research on the relationship between behavioral disorders in children aged around 9.5 and the initiation of gambling showed that these children were twice as likely to gamble than their peers without any behavioral issues. Behavioral disorders were a direct factor in the initiation of gambling among children who participated in the study (Temcheff et al. 2016: 55). A study in New Zealand found that 9-year-old children under study were involved in gambling, and over a quarter of them played for money with family or friends (Bellringer et al. 2014: 467–468).

Research on the impact of advertising on the awareness and attitudes towards gambling (including the willingness to take part in sports betting) among children aged 8–16 has far-reaching conclusions. Children are familiar with gambling advertising, gambling, and gambling behavior due to the fact that these gambling products—both viewed and used—appeared in the family home and in the media (i.e., in everyday life of the family, on television and in public social behaviors of prominent people). Moreover, children's gambling behavior is initiated and modelled by the behavior of family members as well as cultural and culture-forming events in the family. Interestingly, the children who were surveyed showed consumption intentions for sports betting. The reasons for this are the association of gambling behavior with activities of cultural value, children's knowledge about sports (subjective, not necessarily actual knowledge), exposure to marketing and advertising of sports betting, as well as the influence of friends and family members who gamble (Pitt et al. 2017: 1). The children declared a good knowledge of sports

betting advertisements and showed high familiarity with products and names related to sports betting (Pitt et al. 2017: 604). When remembering sports betting ads, the children identified humor, intense voices, the presence of celebrities, and attractive promotions. This study demonstrates the significant impact of sports betting advertising on children's understanding of sports behavior, the way they read meanings and interpret sports language. All this significantly affects future consumer behavior: the child is familiar with, or even wellversed in sports gambling and is a potential customer of gambling services (Pitt et al. 2017: 604).

The collected, sparse results of a systematic review, which included a significant number of sources in the initial stages, demonstrate the importance and relevance of research on gambling-related behavior among children. Much more research has been conducted on groups of adults or adolescents who recall childhood experiences in retrospective narratives (Poole et al. 2017: 1187–1200; Carbonneau et al. 2015: 1985–1993; Dowling et al. 2016: 11–17). Knowledge of risk factors emerging in early childhood can be the basis for creating tools to predict gambling behavior in adulthood. There is a clear need to conduct research on the prevalence and scale of gambling-related behaviors in schools and educational institutions (e.g., family picnics with raffle lotteries), on the participation of young sports fans (often with parents or grandparents) in sports betting, buying scratch cards while shopping with parents or friends, playing card games (for matches or for money), collecting food packaging or any other, where codes or boxes are sent to the manufacturer in order to win a product, as well as participation in all kinds of TV, radio and Internet competitions during sports broadcasts or sports events.

Such studies are not carried out in our country, while foreign studies clearly indicate the participation of the youngest in incidents related to gambling. Conducting research is a necessary condition for designing and planning preventive measures to reduce the risk of gambling-related disorders and their familial, social and personal effects in the life of an individual and his family. Foreign studies show that positive attitudes towards gambling behaviors are formed in the early years of primary school. The same is true about behaviors related to the use of psychoactive substances, and especially these attitudes are related to the behavioral disorders of children (aggression, withdrawn

behavior, relationship difficulties) (Temcheff et al. 2016: 56). As part of the strategy of legislative change, it is worth considering whether the current Act of 19 November, 2009 on gambling (Journal of Laws 2009 No. 201 item 1540 as amended) actually protects children and adolescents against risk factors for gambling-related disorders. Contemporary analyses and interpretations of statutory provisions indicate that it is not an effective protection tool (Kamuda, Trybus 2017: 156–171).

In conclusion, the narrative synthesis research clearly indicates many risk factors influencing children's attitudes towards gambling products. Preventive practice based on scientific evidence (Barczykowska, Dzierzyńska-Breś 2013: 131–152) is precisely the use of research findings in planning preventive strategies, including universal educational activities and the necessary reorientation of public policies, as well as mapping gambling behavior and controlling the market and the supply of gambling products. Research on effective strategies for health protection and social prevention demonstrates the need for multi-track actions, based on the cooperation of many public entities and social organizations. Recommendations for preventive practice that can be formulated based on the findings of studies obtained through a systematic review are as follows:

- It is recommended to carry out preventive actions at the early stages of the development of children and adolescents, in the early years of primary school.
- It is especially recommended to undertake preventive actions aimed at adults—parents and caregivers—in order to raise awareness of upbringing and care, because modelling behavior related to gambling, positive attitudes towards gambling and generation transmission are risk factors for gambling disorders in children who grow up in such families.
- It is recommended to carry out selective or even indicated prevention measures for individuals with behavioral disorders, as there is a strong relationship with the occurrence of early behavioral disorders and early gambling behaviors.
- It is recommended to undertake comprehensive actions, covering various areas, such as health care, education, legislation, sport and recreation, social assistance to prevent gambling disorders among children and adolescents.

Bibliography

Barczykowska A., Dzierzyńska-Breś S. (2013). "Profilaktyka oparta na wynikach badań naukowych (evidence-based practice)," *Resocjalizacja Polska*, no. 4, pp. 131–152.

Bellringer M., Taylor S., Savila F., Abbott M. (2014). "Gambling Behaviours and Associated Familial Influences Among 9-Year-Old Pacific Children in New Zealand," *International Gambling Studies*, vol. 14, no. 3, pp. 457–471, doi:10.1080/14459795.2014.937728

Carbonneau R., Vitaro F., Brendgen M., Tremblay R.E. (2015). "Variety of Gambling Activities from Adolescence to Age 30 and Association with Gambling Problems: A 15-Year Longitudinal Study of a General Population Sample," *Addiction*, vol. 110, no. 12, pp. 1985–1993, doi:10.1111/add.13083

Czakon W. (2011). "Metodyka systematycznego przeglądu literatury," *Przegląd Organizacji*, no. 3(854), pp. 57–61.

Dowling N.A., Shandley K., Oldenhof E., Youssef G.I., Thomas S.A., Frydenberg E., Jackson A.C. (2016). "The Intergenerational Transmission of Problem Gambling: The Mediating Role of Parental Psychopathology," *Addictive Behavior*, vol. 59, pp. 11–17, doi:10.1016/j.addbeh.2016.03.002

Griffiths M. (1999). "Gambling Technologies: Prospects for Problem Gambling," *Journal of Gambling Studies*, vol. 15, pp. 266–272.

Griffiths M. (2005). "A 'Components' Model of Addiction within a Biopsychosocial Framework," *Journal of Substance Use*, vol. 10, no. 4, pp. 191–197, https://doi.org/10.1080/14659890500114359

Gwiazda M. (2019). "Uczestnictwo w grach o charakterze hazardowym," in M. Grabowska, M. Gwiazda (eds.), *Młodzież 2018*, Warszawa: CBOS, KBPN, pp. 227–233.

Kamuda D., Trybus M. (2017). "Środek karny zakazu wstępu do ośrodków gier i uczestnictwa w grach hazardowych," *Kultura Bezpieczeństwa. Nauka – Praktyka – Refleksje*, no. 26, pp. 156–171, doi:10.24356/KB/26/7

Krawczyk P., Święcicki Ł. (2020). "ICD-11 vs. ICD-10 – przegląd aktualizacji i nowości wprowadzonych w najnowszej wersji Międzynarodowej Klasyfikacji Chorób WHO," *Psychiatria Polska*, vol. 54, no. 1, pp. 7–20, https://doi.org/10.12740/PP/103876

Lelonek-Kuleta B., Chuchra M., Sak J. (2017). *Raport z projektu badawczego "Hazard w życiu seniorów"*, Lublin: KBPN i KUL.

Makowska M. (2013). "Desk Research," in M. Makowska (ed.) *Analiza danych zastanych. Przewodnik dla studentów*, Warszawa: Wydawnictwo Naukowe Scholar, pp. 80–104.

Matera J., Czapska J. (2014). *Zarys metody przeglądu systematycznego w naukach społecznych*, Warszawa: Instytut Badań Edukacyjnych.

Moskalewicz M., Badora B., Feliksiak M. et al. (2019). "Oszacowanie rozpowszechnienia oraz identyfikacja czynników ryzyka i czynników chroniących hazardu i innych uzależnień behawioralnych. Edycja 2018/2019," Warszawa: CBOS.

Orłowska A., Mazur Z., Łaguna M. (2017). "Systematyczny przegląd literatury: Na czym polega i czym różni się od innych przeglądów?" *Ogrody Nauk i Sztuk*, no. 7, pp. 350–363, doi:10.15503/onis2017.350.363

Petticrew M., Roberts H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*, Oxford: Blackwell Publishing.

Pitt H., Thomas S.L., Bestman A., Daube M., Derevensky J. (2017). "Factors That Influence Children's Gambling Attitudes and Consumption Intentions: Lessons for Gambling Harm Prevention Research, Policies and Advocacy Strategies," *Harm Reduction Journal*, vol. 14, article 11, doi:10.1186/s12954-017-0136-3.

Pitt H., Thomas S.L., Bestman A., Daube M., Derevensky J. (2017). "What Do Children Observe and Learn from Televised Sports Betting Advertisements? A Qualitative Study Among Australian Children," *Australian and New Zealand Journal of Public Health*, vol. 41, no. 6, pp. 604–610, doi:10.1111/1753-6405.12728

Poole J.C., Kim H.S., Dobson K.S., Hodgins D.C. (2017). "Adverse Childhood Experiences and Disordered Gambling: Assessing the Mediating Role of Emotion Dysregulation," *Journal Gambling Studies*, vol. 33, no. 4, pp. 1187–1200, doi:10.1007/s10899-017-9680-8

Sierosławski J. (2020). *Używanie alkoholu i narkotyków przez młodzież szkolną. Raport z ogólnopolskich badań ankietowych zrealizowanych w 2019 r. Europejski Program badań Ankietowych w szkołach ESPAD*, Warszawa: Krajowe Biuro ds. Przeciwdziałania Narkomanii, Państwowa Agencja Rozwiązywania Problemów Alkoholowych, Instytut Psychiatrii i Neurologii, pp. 113–123.

Temcheff C.E., Déry M., St-Pierre R.A., Laventure M., Lemelin J.-P. (2016). "Precocious Initiation into Smoking, Alcohol Use, and Gambling among Children with Conduct Problems," *The Canadian Journal of Psychiatry*, vol. 61, no. 1, pp. 50–58, https://doi.org/10.1177/0706743715620402

Ustawa z dnia 19 listopada 2009 r. o grach hazardowych [Act of 19 November, 2009 on gambling] (Journal of Laws 2009 No. 201 item 1540 with later amendments).

Netography

Bednarowska Z. (2015). "Desk research — wykorzystanie potencjału danych zastanych w prowadzeniu badań marketingowych i społecznych," *Marketing i Rynek* 2015, no. 7, pp.18–26, https://core.ac.uk/outputs/53136020 [accessed: 10.02.2021].

Gwiazda M. (ed.) (2017). *Nastolatki w sieci hazardu. Pogłębiona analiza zjawiska hazardu online z perspektywy grających nastolatków jako grupy szczególnie narażonej na zagrożenia będące jego skutkiem. Projekt badawczy zrealizowany przez Fundację Centrum Badania Opinii Społecznej, współ-finansowany ze środków Funduszu Rozwiązywania Problemów Hazardo-wych będących w dyspozycji Ministra Zdrowia*, Warszawa: CBOS, KBPN, https://www.kbpn.gov.pl/portal?id=15&res_id=7555044 [accessed: 11.06.2022].

ICD-11 for Mortality and Morbidity Statistics (Version: 05/2021), https://icd.who.int/browse11/l-m/en [accessed: 15.08.2021].

ADDRESSES FOR CORRESPONDENCE:

Małgorzata Piasecka
Jagiellonian University
Institute of Pedagogy
e-mail: malgorzata.piasecka@uj.edu.pl

Justyna Kusztal
Jagiellonian University
Institute of Pedagogy
e-mail: justyna.kusztal@uj.edu.pl

Aleksandra Nastazjak
e-mail: olanastazjak@gmail.com

Joanna Frankowiak
ORCID: 000-0002-5993-3804
University of Warmia and Mazury in Olsztyn

Martyna Kotyśko
ORCID: 0000-0001-6771-5121
University of Warmia and Mazury in Olsztyn

The Experience of Peer Aggression as a Heterogeneous Phenomenon: A Latent Class Analysis

Doświadczenie agresji rówieśniczej jako zjawisko niejednorodne. Analiza klas latentnych

ABSTRACT

Peer aggression, when escalated and regular, has negative conse-quences for proper psychosocial development. The main aim of this study was to identify classes among middle school students according to similarity in terms of experiencing particular forms and manifesta-tions of peer aggression. Data were collected using a proprietary questionnaire, from which 10 questions forming indicators of experi-enced aggression (five forms, two manifestations each) were used for analysis. A total of 1.050 middle school students (525 boys and girls each) aged 13 and 14 participated in the study. The students most often experienced verbal and relational aggression, and least of-ten sexual aggression. Boys were more likely to report experiencing

Articles and dissertations

physical and verbal aggression (being insulted), while girls reported being the target of gossip and cyber aggression (offensive comments). Using Latent Class Analysis, we analyzed a model with six classes as follows: Low all, High verbal and relational, High physical and verbal, High all without sexual, High all and High sexual, cyber and relational. The results show that the phenomenon of peer aggression is not homogeneous and that the design of preventive measures should take into account the specificity of the experiences of its victims.

ABSTRAKT

Agresja jest wpisana w relacje rówieśnicze. Jednak nasilona i realizowana w sposób systematyczny, niesie ze sobą negatywne skutki dla prawidłowego rozwoju psychospołecznego. Głównym celem badań było wyłonienie wśród uczniów klas ze względu na podobieństwo w zakresie doświadczania poszczególnych form i przejawów agresji rówieśniczej. Dane zgromadzono za pomocą autorskiego kwestionariusza, z którego do analizy użyto 10 pytań tworzących wskaźniki doświadczanej agresji (pięć form, po dwa przejawy). W badaniu wzięło udział 1050 uczniów gimnazjum (po 525 chłopców i dziewcząt) w wieku 13 i 14 lat. Uczniowie najczęściej doświadczali agresji werbalnej i relacyjnej, a najrzadziej przejawów agresji seksualnej. Chłopcy częściej informowali o doświadczaniu agresji fizycznej i werbalnej (bycie wyzywanym), a dziewczęta o doświadczeniu plotkowania na swój temat i cyberagresji (obraźliwe komentarze). Wykorzystując analizę klas latentnych, poddano analizie model z sześcioma klasami: Wszystkie wskaźniki niskie, Wysoka werbalna i relacyjna, Wysoka fizyczna i werbalna, Wysokie wszystkie poza seksualną, Wysokie wszystkie wskaźniki oraz Wysoka seksualna, cyber i relacyjna. Uzyskane rezultaty pokazują, że zjawisko agresji rówieśniczej nie jest homogeniczne, a projektowanie działań profilaktycznych powinno uwzględniać specyfikę doświadczeń jej ofiar.

Introduction

Aggression can occur in the peer relationships of children and adolescents. However, when it is escalated and regular, it carries negative consequences for the proper development of individuals and whole groups. These consequences affect both the perpetrators and victims (Olweus 2013), as well as witnesses who are not directly

involved (Rivers, Poteat, Noret, Ashurst 2009). Individuals may be involved in peer aggression in different, overlapping roles (Várnai, Malinowska-Cieślik, Madarasová Gecková, Csémy, Horváth 2022). However, those experiencing increased peer aggression, which takes the form of violence, are at risk of the most serious consequences. This is especially true for adolescents, for whom group membership and status are extremely important (Faris, Ennett 2012).

Peer aggression: its characteristics and forms

Many definitions of aggression can be found in the literature. For example, Robert A. Baron and Deborah R. Richardson (1994: 7) indicate that aggression is "any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment." Violence is distinguished from aggression by the aspect of imbalance between the parties. The advantage of the abuser can be physical, psychological, or social. Violence is also seen as an extreme form of aggression (see https://dictionary.apa. org/violence [accessed: 10.08.2022]). Terms such as mobbing, bullying, harassment, and intimidation are used to describe intentional and repeated violent behavior that occurs between peers and causes harm (Ashrafi, Feng, Neudorf, Alphonsus 2020; Olweus 1978). Importantly, this behavior occurs within a group and this should be taken into account when designing and implementing interventions (Salmivalli 2010). Robert Faris and Susan Ennet (2012) prefer to use the term aggression rather than bullying because of the broader range of the behaviors, which includes more than just expressive actions. This view is closer to the views of the authors of this text.

Among the most common typologies of peer aggression is the division into verbal, physical, relational, and cyber aggression (Pyżalski 2015). The most widespread type is verbal aggression, which takes the form of name-calling, insults, threats, and verbal humiliation (Longobardi, Prino, Fabris, Settanni 2019; Poszwa, Myślińska 2020). Physical aggression involves the violation of physical integrity (e.g., hitting, tugging or pushing). In contrast, relational aggression is more difficult to observe and entails social exclusion, and creating and spreading rumors (Kennedy 2020b). Some authors use the terms social aggression and social violence, which are understood as social

exclusion/isolation (Ashrafi et al. 2020; Chung, Lee 2020). However, as Kaj Björkqvist (2018) points out, the terms relational, social and indirect aggression essentially refer to the same concept.

Cyber aggression is carried out through new technologies and new media (e.g., websites, text messages, social networks, and emails) with the aim of shaming, humiliating, and even intimidating or threatening (Chadwick 2014). This type of aggression is further distinguished from its traditional forms by the reach of the impact group, as well as the strength of its consequences (Pyżalski 2012).

Analyses of sexual aggression among adolescents can also be found in the literature (Longobardi et al. 2019). Sometimes its manifestations are divided into physical and verbal (Ulubas-Varpula, Björkqvist 2021). According to Ortega, Sánchez, Ortega-Rivera, Nocentini, & Menesini (2010: 248) peer sexual harassment in adolescence is "an unwanted and unwelcome sexual behaviour [...]. Sexual harassment includes different behaviours, such as name-calling, rumours, sexual comments, looks, gestures, attempts at personal contacts, and physical attacks."

The literature also distinguishes between direct (verbal and physical) and indirect (e.g., gossiping, social exclusion) displays of aggression, where identifying the aggressor presents some difficulties (Wyckoff, Kirkpatrick 2016).

Research indicates associations between the experience of different forms of traditional peer aggression (A. Arango, Opperman, Gipson, King 2016; Chung, Lee 2020; Ulubas-Varpula, Björkqvist 2021) and their relationship with cyber aggression (A. Arango et al. 2016; Hamm et al. 2015; Twardowska-Staszek, Zych, Ortega-Ruiz 2018).

Experience of peer aggression and gender

Some studies confirm the trend that boys are significantly more likely to experience traditional aggression and peer violence than girls (Joseph, Stockton 2018; Poszwa, Myślińska 2020). However, as Reeve S. Kennedy (2020b) points out, there are also data showing the opposite trend. If role is taken into account, some studies show that more girls are exclusively victims of traditional violence, but more boys are in the dual role of victim and perpetrator (Twardowska-Staszek, Zych 2019; Twardowska-Staszek et al. 2018). Boys are

more likely to experience physical and verbal aggression, while girls are more prone to suffer relational aggression (Bradshaw, Waasdorp, O'Brennan 2013; Lundh, Daukantaité, Wångby-Lundh 2014) and cyber aggression (Bradshaw et al. 2013; Hamm et al. 2015). However, in terms of being a victim of cyber aggression, some data also suggest that there are no gender differences (Bradshaw et al. 2013; Twardowska-Staszek, Zych 2019).

According to some reports, boys are more likely to experience indirect aggression than girls (Wang et al. 2015). Izabela Zych and co-researchers indicate that this may be related to the fact that girls develop faster and have relatively higher social and emotional competence, which is a protective factor (Zych, Beltrán-Catalán, Ortega--Ruiz, Llorent 2018).

In terms of sexual aggression, some studies show no significant gender difference (McMaster, Connolly, Pepler, Craig 2002), while others report that boys in general are more likely to be victims of this form of aggression (Vega-Gea, Ortega-Ruiz, Sánchez 2016). In contrast, among adolescents surveyed in Finland, girls reported greater victimization due to physical and verbal sexual harassment (Kaltiala-Heino, Savioja, Fröjd, Marttunen 2018), but in Canada boys were more likely to experience verbal sexual harassment (Volk, Craig, Boyce, King 2006).

The use of Latent Class Analysis in research on peer aggression

A number of studies on peer aggression divide participants into groups/classes based on their answers to a set of questions or selected single observed indicators. One popular analysis for measures of this type is Latent Class Analysis (LCA). It is part of a person-oriented and model-based approach (Bergman, Wångby 2014), which uses categorical variables as indicators. Assignment of individuals to the same unobserved class is based on probabilities. The profile of a class, which undergoes substantive interpretation, is the result of the probabilities of item-response probabilities (Lanza, Rhoades 2013). Thus, it can be said that the primary effect of using LCA is to divide participants into distinct classes, while maximizing the similarity of individuals within them.

With regard to LCA and peer aggression, the number of variables included in the analysis varies as indicators are either single questions from the questionnaire covering a specific manifestation of aggression (Chung, Lee 2020), or questions defining the experience of aggression in a general way (Várnai et al. 2022). Participants in studies on peer aggression are most often asked to identify the frequency of the forms of aggression they experienced using a pre-defined scale of several points (Twardowska-Staszek, Zych 2019; Twardowska--Staszek et al. 2018). The method of dichotomizing the indicators, which is based on this scale, is another element that differentiates the present research. Some studies seek to identify responses that indicate only whether an individual has or has not experienced a given behavior (Várnai et al. 2022), while others view experiencing a given situation incidentally as equivalent to the individual not being affected by this form of aggression (Twardowska-Staszek et al. 2018).

The number of classes identified in research on peer aggression and violence varies, typically ranging from three (Ashrafi et al. 2020; Nylund, Bellmore, Nishina, Graham 2007) to six (Chung, Lee 2020). Studies consider experiences in the victim role only (Ashrafi et al. 2020), but most commonly include information on experiencing and perpetrating aggression (Liu, Guo, Weissman, Liu 2020). The indicators that are used to distinguish classes include manifestations of so-called traditional forms of abuse (Chung, Lee 2020), but also include cyber aggression (Coyle, Cipra, Rueger 2021).

Method

The significance of the problem of aggression and peer violence among adolescents, its scale and its consequences, raises questions about the specific characteristics of the problem. Although most studies focus on capturing the prevalence of bullying, it can be difficult to precisely operationalize the concept and thus examine the intensity of the phenomenon (Volk, Veenstra, Espelage 2017). It is justifiable to also study the specificity characteristics of peer aggression because this offers a broader perspective and a lack of mitigating measures may foster escalation. Furthermore, as research findings confirm, experiencing peer aggression that does not meet the criteria

of bullying is also sometimes rated as harmful by victims, sometimes even to a comparable degree (Skrzypiec et al. 2018).

For this reason, we carried out research on peer aggression among students. The results are analyzed in a person-oriented approach. The main objective of this study is to identify groups (classes) among students according to their similarity in terms of experiencing particular forms and manifestations of peer aggression. In addition, an attempt was made to verify the existence of gender differences between the classes we identified. The main research problems were formulated as follows: What student groups can be distinguished on the basis of similarity in terms of experiencing particular forms and manifestations of peer aggression? Are there gender differences in the experience of forms and manifestations of peer aggression?

Measures

The research tool was a self-administered questionnaire, which explored multiple contexts of adolescent problem behavior (Frankowiak 2017, 2018, 2020). Only 10 variables, out of a broader set of 20, were included in the analysis. They concerned the experience of different manifestations of peer aggression, which included its five forms: (1) physical, (2) verbal, (3) relational, (4) sexual and (5) cyber aggression. Each form was represented by two items, as listed in Table 1. Survey participants were asked to indicate the frequency with which they had experienced the various manifestations of aggression in the year preceding the survey. Responses were given on a 4-point scale (i.e., "not once," "once," "two to five times" and "more than five times").

Manifestations of aggression, similar to those selected, also appeared in studies by Chung and Lee (2020), as well as Twardowska--Staszek et al. (2018).

Due to the use of the LCA, the participants' responses were dichotomized into the following forms: "not experienced" (answer "not even once") and "experienced" (other responses). A similar procedure, in terms of using questions as indicators and dichotomizing the responses to indicate whether an action did or did not affect a student, was used in a study by Chung and Lee (2020).

Participants and procedure

The invitation to participate in the study was sent to all middle schools in one of the large cities in northern Poland, of which six schools were willing to cooperate. In these schools, the study was carried out in all first and second grades (52 groups, 1086 pupils in total). The project had the practical purpose of designing and implementing prevention measures in schools based on the survey data collected. We selected first- and second-grade pupils for the study so that the solutions could be implemented while they were still in school.

Due to missing data, 1.050 children—525 girls and 525 boys aged 13 and 14—were included in the analyses presented in this article. The research took place during the 2014/2015 school year and was carried out using the paper-and-pencil method.

The survey was conducted as part of the implementation of the educational and preventive program. The students completed the survey during the homeroom hour in the presence of one of the researchers, who informed them about the purpose of the study, anonymity, the voluntary nature of participation and the possibility of opting out at any time without consequences.

Data analysis

Latent Class Analysis (LCA) was used as the main method of data analysis. The following information criteria (IC) and model fit indices were used to compare models considering a different number of classes: AIC—Akaike Information Criterion, BIC—Bayesian Information Criterion, SABIC (sample size adjusted BIC), and consistent Akaike Information Criterion (cAIC). The lower the value of the indices, the better the model fit (Lanza, Rhoades 2013). Entropy is a parameter that provides information about the precision of class extraction, where a score higher than 0.8 is desirable (Muthén, Muthén 2007). In this study, R software version 4.2.0 (R Core Team 2022), with the poLCA package (Linzer, Lewis 2011) was used to perform the LCA. Class comparisons by gender were made using the chi-square test in the SPSS v28.

Results

Among the adolescents surveyed, the most frequently experienced manifestation of aggression was being insulted, and the least frequently experienced manifestations were being undressed and being touched in a sexual manner against one's will (sexual aggression). Significant gender differences occurred in four of the five forms of aggression (although not in all the manifestations included). There were no gender differences in the category of sexual aggression (Table 1).

Table 1: Questions from the questionnaire included in the analysis (five forms, two manifestations each) with a summary of responses, N=1050

During the last school year:	**Total,** *n* (%)		**Girls,** *n* (%)		**Boys,** *n* (%)		χ^2	*p*
	No	*Yes*	*No*	*Yes*	*No*	*Yes*		
have you ever been **photographed or recorded** against your will or knowledge? (CA)	679 (64.7)	371 (35.3)	333 (63.4)	192 (36.6)	346 (65.9)	179 (34.1)	0.704	0,401
has someone ever written **offensive comments or made fun of you** using the Internet or a mobile phone? (CA)	793 (75.5)	257 (24.5)	382 (72.8)	143 (27.2)	411 (78.3)	114 (21.7)	4.333	0,037
have you ever been **beaten** by a peer or peers? (PA)	867 (82.6)	183 (17.4)	469 (89.3)	56 (10.7)	398 (75.8)	127 (24.2)	33.361	<0,001
have you ever been **jerked** by a peer or peers? (PA)	756 (72.0)	294 (28.0)	420 (80.0)	105 (20.0)	336 (64.0)	189 (36.0)	33.333	<0,001
have you ever been **humiliated or mocked** by any of your peers? (VA)	681 (64.9)	369 (35.1)	344 (65.5)	181 (34.5)	337 (64.2)	188 (35.8)	0.205	0,651
have you been **insulted** by any of your peers? (VA)	525 (50.0)	525 (50.0)	283 (53.9)	242 (46.1)	242 (46.1)	283 (53.9)	6.404	0,011
have any of your peers ever **made up or spread rumors, untrue information** about you? (RA)	602 (57.3)	448 (42.7)	284 (54.1)	241 (45.9)	318 (60.6)	207 (39.4)	4.501	0,034
have peers ever **excluded you or isolated you** from the group? (RA)	852 (81.1)	198 (18.9)	423 (80.6)	102 (19.4)	429 (81.7)	96 (18.3)	0.224	0,636

During the last school year:	Total, n (%)		Girls, n (%)		Boys, n (%)			
	No	Yes	No	Yes	No	Yes	χ²	p
has a peer or peers ever tried to **undress you** against your will? (SA)	979 (93.2)	71 (6.8)	492 (93.7)	33 (6.3)	487 (92.8)	38 (7.2)	0.378	0,539
has anyone ever attempted to **touch you in a sexual way** against your will? (SA)	949 (90.4)	101 (9.6)	472 (89.9)	53 (10.1)	477 (90.9)	48 (9.1)	0.274	0,601

Note: CA – cyber aggression, PA – physical aggression, VA – verbal aggression, RA – relational aggression, SA – sexual aggression

LCA was used as the main analysis, with the aim of identifying the optimal number of classes with 10 indicators. Models ranging from two to seven classes were compared with each other. A summary of the model fit parameters for each solution is included in Table 2.

Table 2: Model fit indices for latent class analysis, N=1050

Model	LL	AIC	cAIC	BIC	SABIC	Entropy	Smallest class count (n)
1 class	−5600.28	11220.56	11280.13	11270.13	11238.37	–	1050
2 classes	−4770.09	9582.181	9707.27	9686.27	9619.57	0.81	415
3 classes	−4651.88	9367.758	9558.37	9526.37	9424.73	0.76	187
4 classes	−4595.41	9276.822	9532.95	9489.95	9353.38	0.76	113
5 classes	−4550.92	9209.832	9531.49	9477.49	9305.97	0.79	22
6 classes	**−4514.00**	**9158.001**	**9545.18**	**9480.18**	**9273.73**	**0.80**	**21**
7 classes	−4497.00	9146.004	9598.70	9522.70	9281.31	0.78	17

Note. LL = Log-likelihood; AIC = Akaike Information Criteria; cAIC = consistent Akaike Information Criteria, BIC = Bayesian Information Criteria; SABIC = Sample size-adjusted Bayesian Information Criteria; Entropy. The chosen solution is shown in bold.

The lowest value of the cAIC and BIC parameter was noted for the model with five classes, while the SABIC value was lowest in the solution with six classes. In general, the entropy values were similar in all models, but the two- and six-class solution came closest to the suggested value of 0.8 (Muthén, Muthén 2007). Based on the

parameters presented (i.e., SABIC and Entropy) and the substantive interpretive possibilities, the model with six classes was selected for further analysis (Figure 1).

Figure 1: Item endorsement probability for the six-class model obtained in Latent Class Analysis, LA = Low all; HVR = High verbal and relational; HAwS = High all without sexual; HPV = High physical and verbal; HA = High all; HSCR = High sexual, cyber and relational
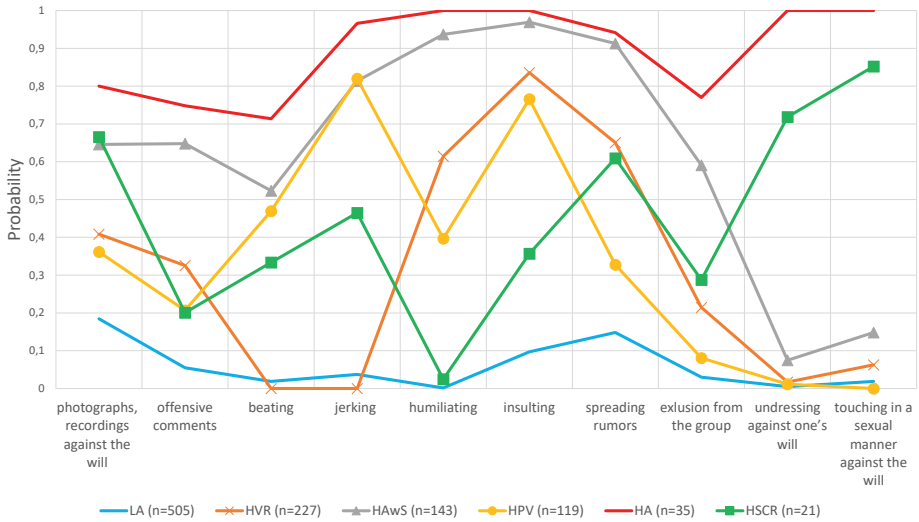
The largest class (48.1%) is the group of students that can be described as those who do not experience aggression ("Low All"—LA; the probability of the "experienced" response here is low for all indicators). The second class (21.62%) can be described as those who experience mainly verbal and relational aggression, such as humiliation, insults, and gossip. The leading aspect is verbal aggression, hence this class will be described as those who experience mainly verbal and relational aggression ("High Verbal and Relational"—HVR). The third class (13.62%) is those who experience verbal, physical and cyber aggression, but do not experience sexual aggression ("High All without Sexual"—HAwS). The fourth class (11.33%) consists of students who experience physical and verbal aggression (i.e., traditional forms). Hereafter, this class will be referred to as "High Physical and Verbal"—HPV. Class five and six are the least numerous, at 3.33% and 2%, respectively. Class five ("High All"—HA) is distinguished

by the experience of all forms of aggression. It is similar to class three, except that the experience of sexual aggression is also present. Class six is made up of students who have mainly experienced sexual aggression in the form of being undressed and touched against their will and cyber aggression, as well as relational aggression in the form of gossip. This class will be labelled as "High Sexual Cyber and Relational"—HSCR.

The extracted classes were compared by sex ratio (Table 3). The result of the chi-square test is statistically significant, which indicates the presence of differences in the proportions between the classes. First, the Adjusted Standardized Residuals were analyzed according to the ± 2 rule of thumb, indicating significant differences between observed and expected values. The LA and HVR classes included more girls than expected, while the HAwS and HPV classes included more boys than expected. Using a Z-test with Bonferroni correction, the proportions of columns within sexes were compared to each other. The number of girls in the LA and HVR classes differed significantly from that reported in the HAwS and HPV classes. The HSCR and HA classes were not significantly different from the other classes.

Table 3: Class comparison according to gender, N=1050

	LA	HVR	HAwS	HPV	HA	HSCR	X^2	V
Female								
Observed	271$_a$	138$_a$	56$_b$	32$_b$	18$_{a,b}$	10$_{a,b}$		
Col%	53.7%	60.8%	39.2%	26.9%	51.4%	47.6%		
ASR	2.3	3.7	-2.8	-5.4	0.2	-0.2	45.51*	0.208
Male								
Observed	234$_a$	89$_a$	87$_b$	87$_b$	17$_{a,b}$	11$_{a,b}$		
Col%	46.3%	39.2%	60.8%	73.1%	48.6%	52.4%		
ASR	-2.3	-3.7	2.8	5.4	-0.2	0.2		

Note: LA = Low all; HVR = High verbal and relational; HAwS = High all without sexual; HPV = High physical and verbal; HA = High all; HSCR = High sexual, cyber and relational; ASR = Adjusted standardized residual;
*p<0.001.

Discussion and conclusions

Peer aggression, although quite common in peer relationships, requires action from adults to prevent it from escalating. The data collected in our study allowed a basic mapping of students' experiences of peer aggression and comparisons by gender. Students most frequently dealt with verbal aggression. This is consistent with the trend identified by other researchers (Coyle et al. 2021; Twardowska-Staszek et al. 2018). Our findings confirm the tendency for boys to experience direct aggression more often (Lundh et al. 2014): both manifestations of physical aggression and humiliation. In contrast, girls were more likely to experience gossiping, which is in line with reports from other studies (Bradshaw et al. 2013).

There were no statistically significant gender differences in experiencing sexual aggression, which is consistent with the trend captured in the study of McMaster et al. (2002) and in contrast to reports that indicate their presence (Kaltiala-Heino et al. 2018; Volk et al. 2006). In terms of cyber aggression, a difference was noted between girls and boys in one of its two manifestations (i.e., offensive comments/made fun). There were significantly more girls with this experience than boys, which is consistent with the study by Bradshaw et al. (2013) and the review of studies by Hamm et al. (2015). However, this finding should be interpreted with caution because many manifestations are usually included under the term cyber aggression in the form of a single question or a summary score obtained with the measurement tool, while in our study there were single manifestations.

Studies of peer aggression using LCA usually include experiences from the perspective of the victim and the perpetrator. For traditional and cyberaggression forms, four (Liu et al. 2020), through five (Coyle et al. 2021; Várnai et al. 2022), to even six classes (Chung, Lee 2020) can be identified. The findings of the above-mentioned studies can be used to interpret the results of our research but should be treated with caution because our study only considered the experience of the victim of aggression, without the role of the perpetrator.

Trends in five of the six classes identified in our study relate to certain patterns reported in other studies. We refer to the classes as follows: Low all (LA), High verbal and relational (HVR), High physical and verbal (HPV), High all without sexual (HAwS)

and High all (HA). The first of these tends to be the most numerous and appears in all analyses (Bradshaw et al. 2013; Coyle et al. 2021; Liu et al. 2020; Nylund et al. 2007). There were significantly more girls than boys in this class, which is compatible with the results of Polish studies in which boys were more likely to experience peer aggression and peer violence (Poszwa, Myślińska 2020; Twardowska-Staszek et al. 2018).

The HVR class, due to the leading aspect of verbal and relational aggression, shares similarities with the victim class from the study by Coyle et al. (2021), the "Verbal & rumors" and "Verbal & relational" classes from Bradshaw et al. (2013), the "sometimes experiencing aggression" class (Nylund et al. 2007), and the "moderate victims" class emerging from the study by Liu et al. (2020). It should be mentioned that there were significantly more girls in the HVR class, which is consistent with reports that girls are more likely to experience relational aggression (Lundh et al. 2014).

The HPV class is characterized by high rates of two manifestations of traditional forms of aggression (i.e., jerking and insulting). A similar class emerged among middle school students, but not among high school students in the study by Bradshaw et al. (2013). There are significantly more boys than girls in the HPV class, similarly as in Bradshaw et al. (2013), which may confirm reports of gender differences in experiencing direct aggression (Lundh et al. 2014).

The HAwS and HA classes resemble the "moderately victimized" and "aggressively victimised" (Ashrafi et al. 2020), and "victims" (Chung, Lee 2020) groups, except that sexual aggression was not measured in these studies. The classes that were identified in our research share a high rate of verbal aggression and an accompanying high level of relational aggression with the findings of the previously mentioned studies. What distinguishes our study is a significantly higher level of physical aggression compared to the rates reported by other researchers.

The HSCR ("High Sexual, Cyber and Relational") class identified in our study does not appear as a separate category in other studies known to us. The HSCR class combines experiences of three forms of aggression, of which the highest rate was recorded for sexual aggression. It is combined with experiencing acts of cyber aggression and gossiping, as a manifestation of relational aggression.

The analysis of our findings offers gain insight into the specific configurations of the experience of different forms and manifestations of aggression to provide a better understanding of the situation of the groups/classes that are targeted by preventive measures, although they should cover all students. This also applies to those in the LA class who are involved in peer aggression even though they do not declare having experienced it directly. The roles of aggressor as well as witness are also important (Várnai et al. 2022). However, in the context of the present research which focuses on the specificity of experiencing peer aggression, the key addressees of preventive measures are those located in the other classes.

The HVR class is so sizeable because verbal and relational aggression occurs most commonly (Waasdorp, Bradshaw 2015). However, one should not be tempted to normalize the phenomenon, especially given the size of this group (18.3% of respondents). Data presented in a meta-analysis by Kennedy (2020a) shows that bullying prevention programs are effective in terms of physical, relational and verbal aggression, excluding the latter in the United States.

It can be assumed that the other four classes include addressees of secondary prevention measures (i.e., selective and indicated), depending on the severity, duration and harm that occurred as a result of peer aggression. Individuals in the HAwS, HA and HSCR classes experience different forms of aggression, which confirms the tendency of co-occurrence of different forms (A. Arango et al. 2016; Chung, Lee 2020; Ulubas-Varpula, Björkqvist 2021), including of traditional forms of aggression and cyber aggression (A. Arango et al. 2016; Hamm et al. 2015; Twardowska-Staszek et al. 2018). It is worth mentioning that exposure, however sporadic, to cyber aggression should also attract attention because of the entrenched nature of the traces of this form of aggression (Pyżalski 2012).

Cyber aggression co-occurs with all types of aggression (HA class), with other types except sexual aggression (HAwS class), and with relational and sexual aggression (HSCR class). It is worth combining the prevention of traditional and cyber aggression. Therefore, when designing preventive measures, one should consider that cyber aggression involves the perpetrator's sense of anonymity and the presence of a so-called invisible audience, which increases its victimogenic potential (Pyżalski 2012).

Experiencing sexual aggression has not been part of previous LCA analyses (Ashrafi et al. 2020; Chung, Lee 2020), and the studies that have addressed this issue to some extent only referred to sexual comments (Bradshaw et al. 2013). Our results indicate that this form of aggression co-occurs with other forms, and this is reflected in the HA and HSCR classes. The HSCR class, due to the distinctive characteristics of the aggression experienced, may be more difficult to identify when compared to a class that contains all forms of aggression. Consequently, individuals in the HSCR class may be less likely to receive appropriate support.

More often, however, sexual aggression does not co-occur with other manifestations of aggression (HVR, HAwS, HPV classes), which may be related to the different risk pattern of experiencing it (Volk et al. 2006). Additionally, in the HSCR class, it is experienced significantly more often than cyber and relational aggression. These findings encourage treating manifestations of sexual aggression as distinctly separate. This justifies both embedding sexual aggression prevention in the field of broader social action (e.g., through the promotion of anti-violence norms or the strengthening of social skills) and activities directly related to sex education (Basile et al. 2016).

Summary, limitations and practical recommendations

In summary, students most often experienced verbal aggression (being insulted) and relational aggression (gossiping), and least often experienced manifestations of sexual aggression. Boys were more likely to report experiencing physical aggression and verbal aggression (being insulted), while girls reported being the target of gossip and cyber aggression (offensive comments). The experience of peer aggression is not homogeneous, as evidenced by the isolation of as many as six classes, with one class consisting of students who essentially do not experience aggression. Gender differences between classes were noted: LA and HVR classes (more girls) were significantly different from HAwS and HPV classes (more boys).

This study has several limitations. First, only the perspective of the victim of aggression was included in the questionnaire. Examining experiences in the role of the perpetrator would have provided even more insight into students' functioning. Second, although the

sample size is large, the survey was conducted in just one city. Future research should focus on reaching students in schools in small towns and villages. Third, an instrument of our own design was used in the survey. It would be advisable to include a validated tool with proven psychometric properties in future surveys so that, for example, international comparisons can be made, as pointed out by Twardowska--Staszek and Zych (2019).

The interconnectedness and partial overlap between risk factors and protective factors of the different forms and manifestations of aggression call for measures oriented towards the prevention of aggression and violence in general (Basile et al. 2016). Although there are gender differences in the experience of peer aggression and within the classes specified in the study, they are not substantial enough to justify targeting girls and boys differently with preventive measures. This approach is further supported by the high effectiveness of interventions which strengthen universal protective factors.

Moreover, if school staff and parents are made aware of a tendency for girls to experience indirect aggression more often and for boys to experience direct aggression more often, they could potentially become more attentive. This is particularly important from the perspective of preventing relational aggression, which is the most difficult to diagnose. However, it seems far more valuable to sensitize school staff, especially teachers, to the heterogeneity of the experience of different forms of peer aggression, as presented in our analysis. It is crucial to emphasize mental health promotion and to improve the detection of, and response to early manifestations of undesirable behavior and, ultimately, focus on the prevention of mental health disorders (C. Arango et al. 2018). Research confirms that the most effective programs are school-wide and incorporate complementary activities at all levels of prevention (Fraguas et al. 2021; Frankowiak 2017). Some even go beyond the school walls, and take the form of (for example) protective community environments (David-Ferdon et al. 2016). The search for appropriate solutions thus needs to consider the specific characteristics of the different groups of students who experience peer aggression.

spi

Bibliography

Arango A., Opperman K.J., Gipson P.Y., King C.A. (2016). "Suicidal Ideation and Suicide Attempts Among Youth Who Report Bully Victimization, Bully Perpetration and/or Low Social Connectedness," *Journal of Adolescence*, vol. 51, no. 1, pp. 19–29, doi:10.1016/j.adolescence.2016.05.003

Arango C., Díaz-Caneja C.M., McGorry P.D., Rapoport J., Sommer I.E., Vorstman J.A., … Carpenter W. (2018). "Preventive Strategies for Mental Health," *The Lancet Psychiatry*, vol. 5, no. 7, pp. 591–604. doi:10.1016/S2215-0366(18)30057-9

Ashrafi A., Feng C.X., Neudorf C., Alphonsus K.B. (2020). "Bullying Victimization among Preadolescents in a Community-based Sample in Canada: A Latent Class Analysis," *BMC Research Notes*, vol. 13, no. 1, pp. 138, doi:10.1186/s13104-020-04989-4

Baron R.A., Richardson D.R. (1994). *Human Aggression*, 2nd ed., New York: Plenum Press.

Basile K.C., DeGue S., Jones K., Freire K., Dills J., Smith S.G., Raiford J.L. (2016). *STOP SV: A Technical Package to Prevent Sexual Violence*, Atlanta: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Bergman L.R., Wångby M. (2014). "The Person-oriented Approach: A Short Theoretical and Practical Guide," *Eesti Haridusteaduste Ajakiri. Estonian Journal of Education*, vol. 2, no. 1, pp. 29–49, doi:10.12697/eha.2014.2.1.02b

Björkqvist K. (2018). "Gender Differences in Aggression," *Current Opinion in Psychology*, vol. 19, pp. 39–42. doi:10.1016/j.copsyc.2017.03.030

Bradshaw C.P., Waasdorp T.E., O'Brennan L.M. (2013). "A Latent Class Approach to Examining Forms of Peer Victimization," *Journal of Educational Psychology*, vol. 105, no. 3, pp. 839–849, doi:10.1037/a0032091

Chadwick S. (2014). *Impacts of Cyberbullying, Building Social and Emotional Resilience in Schools*, Cham–Heidelberg–New York–Dordrecht–London: Springer.

Chung J.Y., Lee S. (2020). „Are Bully-victims Homogeneous? Latent Class Analysis on School Bullying," *Children and Youth Services Review*, vol. 112, 104922, doi:10.1016/j.childyouth.2020.104922

Coyle S., Cipra A., Rueger S.Y. (2021). "Bullying Types and Roles in Early Adolescence: Latent Classes of Perpetrators and Victims," *Journal of School Psychology*, vol. 89, pp. 51–71, doi:10.1016/j.jsp.2021.09.003

David-Ferdon C., Vivolo-Kantor A.M., Dahlberg L.L., Marshall K.J., Rainford N., Hall J.E. (2016). *A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors*, Atlanta: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Faris R., Ennett S. (2012). "Adolescent Aggression: The Role of Peer Group Status Motives, Peer Aggression, and Group Characteristics," *Social Networks*, vol. 34, no. 4, pp. 371–378, doi:10.1016/j.socnet.2010.06.003

Fraguas D., Díaz-Caneja C.M., Ayora M., Durán-Cutilla M., Abregú--Crespo R., Ezquiaga-Bravo I., … Arango C. (2021). "Assessment of School Anti-Bullying Interventions: A Meta-analysis of Randomized Clinical Trials," *JAMA Pediatrics*, vol. 175, no. 1, pp. 44–55, doi:10.1001/jamapediatrics.2020.3541

Frankowiak J. (2017). "W drodze do wsparcia szkół w optymalizacji działań w zakresie przeciwdziałania przemocy rówieśniczej," *Przegląd Pedagogiczny*, vol. 1, pp. 155–170, doi:10.34767/PP.2017.01.11

Frankowiak J. (2018). "Cyberagresja wśród adolescentów – skala, charakter, uwarunkowania," *Studia z Teorii Wychowania*, vol. 9, no. 4, pp. 237–257.

Frankowiak J. (2020). "Agresja werbalna w kontekście innych zachowań problemowych adolescentów," *Kwartalnik Naukowy Fides et Ratio*, vol. 42, no. 2, pp. 445–454, doi:10.34766/fetr.v42i2.271

Hamm M.P., Newton A.S., Chisholm A., Shulhan J., Milne A., Sundar P., … Hartling L. (2015). "Prevalence and Effect of Cyberbullying on Children and Young People: A Scoping Review of Social Media Studies," *JAMA Pediatrics*, vol. 169, no. 8, pp. 770–777, doi:10.1001/jamapediatrics.2015.0944

Joseph S., Stockton H. (2018). "The Multidimensional Peer Victimization Scale: A Systematic Review," *Aggression and Violent Behavior*, vol. 42, pp. 96–114, doi:10.1016/j.avb.2018.07.009

Kaltiala-Heino R., Savioja H., Fröjd S., Marttunen M. (2018). "Experiences of Sexual Harassment Are Associated With the Sexual Behavior of 14- to 18-year-old Adolescents," *Child Abuse & Neglect*, vol. 77, pp. 46–57, doi:10.1016/j.chiabu.2017.12.014

Kennedy R.S. (2020a). A Meta-analysis of the Outcomes of Bullying Prevention Programs on Subtypes of Traditional Bullying Victimization: Verbal, Relational, and Physical," *Aggression and Violent Behavior*, vol. 55, 101485, doi:10.1016/j.avb.2020.101485

Kennedy R.S. (2020b). "Gender Differences in Outcomes of Bullying Prevention Programs: "A Meta-Analysis," *Children and Youth Services Review*, vol. 119, 105506, doi:10.1016/j.childyouth.2020.105506

Lanza S.T., Rhoades B.L. (2013). "Latent Class Analysis: An Alternative Perspective on Subgroup Analysis in Prevention and Treatment," *Prevention Science*, vol. 14, no. 2, pp. 157–168, doi:10.1007/s11121-011-0201-1

Linzer D.A., Lewis J.B. (2011). "poLCA: An R Package for Polytomous Variable Latent Class Analysis," *Journal of Statistical Software*, vol. 42, no. 10, pp. 1–29, doi:10.18637/jss.v042.i10

Liu J., Guo S., Weissman R., Liu H. (2020). „Investigating Factors Associated With Bullying Utilizing Latent Class Analysis among Adolescents," *School Psychology International*, vol. 42, no. 1, pp. 11–32. doi:10.1177/0143034320967061

Longobardi C., Prino L.E., Fabris M.A., Settanni M. (2019). "Violence in School: An Investigation of Physical, Psychological, and Sexual Victimization Reported by Italian Adolescents," *Journal of School Violence*, vol. 18, no. 1, pp. 49–61, doi:10.1080/15388220.2017.1387128

Lundh L.-G., Daukantaité D., Wǎngby-Lundh M. (2014). "Direct and Indirect Aggression and Victimization in Adolescents—Associations With the Development of Psychological Difficulties," *BMC Psychology*, vol. 2, no. 1, 43, doi:10.1186/s40359-014-0043-2

McMaster L.E., Connolly J., Pepler D., Craig W.M. (2002). "Peer to Peer Sexual Harassment in Early Adolescence: A Developmental Perspective," *Development and Psychopathology*, vol. 14, no. 1, pp. 91–105, doi:10.1017/S0954579402001050

Muthén L.K., Muthén B.O. (2007). "Re: What Is a Good Value of Entropy. [Online comment]", Retrieved from http://www.statmodel.com/discussion/messages/13/2562.html?1237580237

Nylund K., Bellmore A., Nishina A., Graham S. (2007). "Subtypes, Severity, and Structural Stability of Peer Victimization: What Does Latent Class Analysis Say?" *Child Development*, vol. 78, no. 6, pp. 1706–1722, doi:10.1111/j.1467-8624.2007.01097.x

Olweus D. (1978). *Aggression in Schools: Bullies and Whipping Boys*, Washington (DC): Hemisphere.

Olweus D. (2013). "School Bullying: Development and Some Important Challenges," *Annual Review of Clinical Psychology*, vol. 9, no. 1, pp. 751–780, doi:10.1146/annurev-clinpsy-050212-185516

Ortega R., Sánchez V., Ortega-Rivera J., Nocentini A., Menesini E. (2010). "Peer Sexual Harassment in Adolescent Girls: A Cross-national Study (Spain-Italy)," *International Journal of Clinical and Health Psychology*, vol. 10, no. 2, pp. 245–264.

Poszwa K., Myślińska D. (2020). „Analiza zjawiska przemocy rówieśniczej – teoria i badania własne," *Dziecko Krzywdzone. Teoria, Badania, Praktyka*", vol. 19, no. 4, pp. 12–25.

Pyżalski J. (2012). *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowania młodzieży*, Kraków: Oficyna Wydawnicza "Impuls".

Pyżalski J. (2015). "Przemoc rówieśnicza w szkole – badania retrospektywne studentów pedagogiki," *Studia Edukacyjne*, vol. 34, pp. 177–196.

R Core Team (2022). *R: A language and environment for statistical computing: R Foundation for Statistical Computing*, Vienna, Austria. Retrieved from https://www.R-project.org/

Rivers I., Poteat V.P., Noret N., Ashurst N. (2009). "Observing Bullying at Achool: The Mental Health Implications of Witness Status," *School Psychology Quarterly*, vol. 24, no. 4, pp. 211–223, doi:10.1037/a0018164

Salmivalli C. (2010). "Bullying and the Peer Group: A Review," *Aggression and Violent Behavior*, vol. 15, no. 2, pp. 112–120, doi:10.1016/j.avb.2009.08.007

Skrzypiec G., Alinsug E., Nasiruddin U.A., Andreou E., Brighi A., Didaskalou E., … Yang C.-C. (2018). "Self-reported Harm of Adolescent Peer Aggression in Three World Regions," *Child Abuse & Neglect*, vol. 85, pp. 101–117. doi:10.1016/j.chiabu.2018.07.030

Twardowska-Staszek E., Zych I. (2019). "Bullying i cyberbullying wśród dzieci i młodzieży. Analiza porównawcza wyników badań prowadzonych w Polsce i Hiszpanii. Wyzwania dla profilaktyki," *Studia Paedagogica Ignatiana*, vol. 22, no. 3, pp. 115–137, doi:10.12775/SPI.2019.3.006

Twardowska-Staszek E., Zych I., Ortega-Ruiz R. (2018). "Bullying and Cyberbullying in Polish Elementary and Middle Schools: Validation of Questionnaires and Nature of the Phenomena," *Children and Youth Services Review*, vol. 95, pp. 217–225, doi:10.1016/j.childyouth.2018.10.045

Ulubas-Varpula I.Z., Björkqvist K. (2021). "Peer Aggression and Sexual Harassment among Young Adolescents in a School Context: A Comparative Study between Finland and Turkey," *International Journal of Educational Psychology*, vol. 10, no. 3, pp. 199–221, doi:10.17583/ijep.6853

Vega-Gea E., Ortega-Ruiz R., Sánchez V. (2016). "Peer Sexual Harassment in Adolescence: Dimensions of the Sexual Harassment Survey in Boys and Girls," *International Journal of Clinical and Health Psychology*, vol. 16, no. 1, pp. 47–57, doi:10.1016/j.ijchp.2015.08.002

Volk A.A., Craig W., Boyce W., King M. (2006). "Adolescent Risk Correlates of Bullying and Different Types of Victimization," *International Journal of Adolescent Medicine and Health*, vol. 18, no. 4, pp. 575–586, doi:10.1515/IJAMH.2006.18.4.575

Volk A.A., Veenstra R., Espelage D.L. (2017). "So You Want to Study Bullying? Recommendations to Enhance the Validity, Transparency, and Compatibility of Bullying Research," *Aggression and Violent Behavior*, vol. 36, pp. 34–43, doi:10.1016/j.avb.2017.07.003

Várnai D.E., Malinowska-Cieślik M., Madarasová Gecková A., Csémy L., Horváth Z. (2022). "Do Neighbors Have More Peaceful Students? Youth Violence Profiles among Adolescents in the Czech Republic, Hungary, Poland, and Slovakia," *International Journal of Environmental Research and Public Health*, vol. 19, no. 13, 7964, doi:10.3390/ijerph19137964

Waasdorp T.E., Bradshaw C.P. (2015). "The Overlap Between Cyberbullying and Traditional Bullying," *Journal of Adolescent Health*, vol. 56, no. 5, pp. 483–488, doi:10.1016/j.jadohealth.2014.12.002

Wang S., Zhang W., Li D., Yu C., Zhen S., Huang S. (2015). "Forms of Aggression, Peer Relationships, and Relational Victimization among Chinese Adolescent Girls and Boys: Roles of Prosocial Behavior," *Frontiers in Psychology*, vol. 6, 1264, doi:10.3389/fpsyg.2015.01264

Wyckoff J.P., Kirkpatrick L.A. (2016). "Direct and Indirect Aggression Tactics as a Function of Domain-specific Self-esteem," *Personality and Individual Differences*, vol. 92, pp. 135–142, doi:10.1016/j.paid.2015.12.038

Zych I., Beltrán-Catalán M., Ortega-Ruiz R., Llorent V.J. (2018). "Social and Emotional Competencies in Adolescents Involved in Different Bullying and Cyberbullying Roles," *Revista de psicodidáctica*, vol. 23, no. 2, pp. 86–93, doi:10.1016/j.psicoe.2017.12.001

Internet sources

https://dictionary.apa.org/violence [accessed: 10.08.2022].

ADDRESSES FOR CORRESPONDENCE:

Joanna Frankowiak
University of Warmia and Mazury in Olsztyn
Institute of Pedagogical Sciences
e-mail: joanna.frankowiak@uwm.edu.pl

Martyna Kotyśko
University of Warmia and Mazury in Olsztyn
Institute of Pedagogical Sciences
e-mail: martyna.kotysko@uwm.edu.pl

A n n a   S e r e d y ń s k a
ORCID: 0000-0002-0483-6281
Jesuit University Ignatianum in Krakow

Preventing and Responding to Violence Against Children and Adolescents in Institutions Run by the Catholic Church: The Procedures for Documenting Prevention Strategies

Przeciwdziałanie przemocy wobec dzieci i młodzieży w instytucjach prowadzonych przez Kościół katolicki. Procedury tworzenia dokumentów prewencyjnych

ABSTRACT

Preventing and responding to sexual violence against children and adolescents is a crucial task of the contemporary Church. The article first outlines the historical foundations of prevention measures taken by the Catholic Church in Poland. This section is followed by the conclusions of the audit of the documents drafted in dioceses and provinces of religious orders in Poland. The last section summarizes the conclusions from two meetings of the persons responsible for prevention in Catholic dioceses and religious orders in Poland.

Articles and dissertations

These meetings were held in Częstochowa and Gniezno, and their participants discussed the results of the audit of the prevention documents and the reception of this audit.

The method used in the study was analysis: the analysis of relevant documents (the article presents the conclusions of this analysis) and the analysis of the conclusions formulated during the meetings of those in charge of prevention. These conclusions will be used in the development of further prevention strategies for the protection of children and adolescents in Poland. They will also be the basis for planning preventive actions by individual dioceses and orders such as planning both training classes and workshops for employees, volunteers as well as children, adolescents and parents. They will allow planning methods of monitoring and supervising the work of educators.

ABSTRAKT

Przeciwdziałanie przemocy seksualnej wobec dzieci i młodzieży to ważne zadanie współczesnego Kościoła. W artykule ukazano najpierw historyczne podstawy tych działań w Kościele katolickim w Polsce. Następnie zaprezentowano wnioski z audytu przeprowadzonego na dokumentach wytworzonych przez poszczególne diecezje i prowincje zakonne w Polsce. Na końcu zaś przedstawiono wnioski ze spotkań osób odpowiedzialnych za prewencję w katolickich diecezjach i zakonach w Polsce. Spotkania te odbyły się w Częstochowie i Gnieźnie. Dotyczyły one między innymi potrzeby audytu dokumentów prewencyjnych i odbioru tego audytu przez osoby odpowiedzialne za prewencję.

Metodą zastosowaną w artykule była zarówno analiza dokumentów (zostały przedstawione wnioski z takiej analizy), jak również analiza wniosków przedstawionych podczas spotkań z osobami odpowiedzialnymi za prewencję. Wnioski te posłużą do określenia dalszych działań prewencyjnych w zakresie ochrony dzieci i młodzieży w Polsce. Będą też podstawą do planowania działań prewencyjnych przez poszczególne diecezje i zakony, takich jak prowadzenie warsztatów dla pracowników, wolontariuszy oraz dzieci, młodzieży i rodziców. Pozwolą na zaplanowanie metod monitoringu i nadzorowania pracy wychowawców.

Introduction

Preventing and responding to sexual violence in institutions run by dioceses and provinces of religious orders of the Catholic Church in Poland has been a widely debated topic in recent years. However, not everyone knows that the Church started developing programs aimed at protecting children and adolescents who are entrusted to its care in order to address this issue several years ago. To ensure that these programs are not merely an idle activity, which functions solely on paper, those responsible for prevention seek to amend them with a view to improving the existing strategies of preventing and responding to violence against children and adolescents. The article begins with outlining the historical circumstances which affected the process of creating prevention documents. The next section presents the main conclusions of the audit of the first 51 documents drafted before 2020, while the last one section outlines the conclusions of the meeting of those in charge of the prevention of sexual violence against children and adolescents in dioceses and provinces of religious orders related to the audit of these documents.

Determinants of the procedure for documenting the policy of preventing and responding to sexual violence against children and adolescents in the Church in Poland

A historical outline[1]

An increase in the number of publicized cases of sexual abuse of minors by priests has been noted in many countries. For example, in 2013, after a series of cases of sexual abuse by priests came to light, Ireland implemented a set of protective procedures, engaging both employees of church institutions and volunteers in preventing and responding to this problem (Cesareo 2013).

Sex scandals in church institutions in the US were first revealed in the 1980s. Media reports of scandalous cases of sexual abuse of

---

[1] The remarks of Adam Żak SJ played an important role in the preparation of the historical part of the text.

minors from that period indicated that a serious crisis was looming on the horizon. The 1985 United States Conference of Catholic Bishops analyzed a report on the cases revealed in the media which focused on the characteristics of priests-abusers and emphasized the need to prepare a multifaceted response of the Catholic Church in the United States to the impending crisis. In February 2002, a group of investigative journalists from *The Boston Globe* revealed a large number of cases of sexual violence against children and adolescents (Cullen, Kurkijan, Pfeffer, Robinson 2002). The response of Cardinal Bernard Law to the exposure of over 90 child abusers in his archdiocese was grossly inadequate, and included, e.g., a refusal to compensate the victims ("Cardinal Law Gives Deposition…" 2002). The articles published in *The Boston Globe* triggered a huge wave of exposures of sexual abusers in the American Catholic Church and led to a radical change in its approach to this problem. Professional measures aimed at protecting minors were taken on a massive scale. A professional prevention policy which included all forms of work with children and adolescents within the Church institutions was developed and implemented. Over a dozen years, more than five million of broadly defined Church "employees" were trained. Priests were required to undergo regular training. Professional screening for seminary candidates and human formation programs in American seminaries were first introduced as early as the 1980s. In 1990, the Synod of Bishops devoted to priestly formation was held in Rome. In 1992, Pope John Paul II issued a post-synodal exhortation entitled *Pastores dabo vobis*, in which great emphasis was placed on the formation of candidates for priesthood.

In order to adequately address the issue of the prevention of sexual crimes in church institutions, the American episcopate solicited the help of not only clergy but also competent lay people. An example of such episcopal initiative was a letter from Cardinal Harry J. Flynn, in which he discussed the preparation of priests, personnel, and educators in the area of prevention ("Bishop Asked to Consult…" 2004). In 2003, he organized a meeting between victims and priests who performed an act of apology on behalf of abusers ("Victims of Sexual Abuse by Priests…" 2003).

Appalled by the wave of disclosures sweeping across all Church jurisdictions, in June 2002, the American Bishops adopted *The Charter*

for the Protection of Children and Young People (United States Conference of Catholic Bishops 2002) and publicly committed to the following points:

- to promote healing and reconciliation with victims/survivors of sexual abuse of minors;
- to guarantee an effective response to allegations of sexual abuse of minors;
- to ensure accountability of approved procedures by establishing the National Review Board, whose members are lay people, and the Committee on the Protection of Children and Young People of the United States Conference of Catholic Bishops, and equipping both of them with appropriate competences;
- to protect the faithful in the future (prevention programs to ensure a safe environment for the young, procedures for transferring priests, and background evaluations).

In 2001, during the pontificate of Pope John Paul II, less than a year before the publications of the articles in *The Boston Globe* and before the wave of disclosures in all dioceses and religious orders in the United States, the Pope's motu proprio letter *Sacramentorum sanctitatis tutela* was published. In this letter, he obliged all Ordinaries or Hierarchs to report every plausible accusation of sexual abuse of a minor under the age of 18 to the Congregation for the Doctrine of the Faith and reserved the legal proceedings in all such cases to the jurisdiction of that Congregation.

At this point, it became obvious that the previous practice of hushing up scandals linked with child sex abuse by clergy would not be tolerated (Whelan 2002). Priests cannot be above the law. Recommendations issued to bishops at that time strongly emphasized the need for openness and transparency of procedures ("Dallas Revisited" 2002). The parents of the victims were assured that children would be protected and abusers would be removed from parish life.

A survey conducted in the United States in 2013 found that 34% of the faithful considered abuse of minors to be priests' and bishops' greatest problem (Wadge 2013). Other behaviors, such as neglecting Mass, was important for only 10% of the respondents. According to 25% of the Catholics in the United States, the image of the Catholic Church can be improved through charitable activities, while according to 11%—through deep moral cleansing.

The process of purification of the Church initiated by John Paul II was continued by his successors. Benedict XVI not only revised the *Norms on More Serious Crimes* (*Normae de gravioribus delictis*), which were published together with John Paul II's motu proprio, and sent a pastoral letter to Catholics in Ireland, but also initiated the practice of meetings with thee victims. Pope Francis continued the policy of his predecessors from the beginning of his pontificate: he expressed strong views on the issue of protecting minors in church institutions (Stewart 2015) and also addressed the issue of the responsibility of the church superiors for negligence and errors in responding to reports of priests' crimes. In his apostolic motu proprio letter *Come una madre amorevole* (4.06.2016), he clarified the binding canon law by specifying that those bishops who have been grossly negligent in handling sexual abuse cases reported to them would be removed from ecclesiastical office. However, cases of bishops' failure to report instances of child abuse and to fulfil their obligation to pass on this information either to the Vatican or the police were still reported, for example, in Benjamin Wasserman's report (Wasserman 2017).

As Ewa Kusz describes in her article, during the pontificate of Pope Francis, new institutions were created to improve the effectiveness of the protection of children and adolescents in institutions run by the Church (Kusz 2020). In 2014, the Pontifical Commission for the Protection of Minors was established as an advisory body to the Holy See. This commission works under the chairmanship of Cardinal Seán Patrick O'Malley OFMCap, and cooperates with the Centre for Child Protection (CCP), founded in 2012 and presided over by Prof. Hans Zollner SJ. On the initiative of the Holy See and the Rome-based Centre for Child Protection, a world congress on "Child Dignity in the Digital World" was held in Rome in 2017. It brought together global experts who deal with the issue of sexual abuse of children and adolescents in the digital world. The congress ended with the formulation of the Declaration of Rome signed by all the participants and an initiative to create the "Child Dignity Alliance." Another new initiative in the field of prevention is also the "Global Safeguarding Alliance"[2] established by eight Catholic

---

[2] The Centre for Child Protection is one of the founders of the Global Safeguarding Alliance.

academic centers in 2020. It brings together academic centers which research the problem of sexual abuse of minors, spread knowledge and promote international exchange of information on the subject. The reflection undertaken by the Holy See on priestly formation and the preparation of clergy for ministry is also pertinent to the topic. Local Churches on all continents are implementing a wide range of strategies to prevent sexual violence against children and adolescents. The Church in Poland also undertakes relevant activities in this area, especially through such institutions as the "Centre for Child Protection," "St. Joseph Foundation," and "The Hurt in the Church" initiative. However, in order to be truly effective, the efforts to build a co-ordinated system for the protection of minors still require a profound change in the mentality of the members of both the Church and society.

The issue of sexual abuse in church institutions has become the subject of numerous discussions (Chan, Scott-Ladd 2014), whose participants include both pessimists, who do not believe such abuse can be prevented, and optimists, who believe that legal regulations and monitoring the activities of employees and volunteers will lead to effective elimination of such crimes. There are studies that analyze priests-abusers; one of them was conducted in the United States by researchers from John Jay College (*The Causes and Context of Sexual Abuse...* 2011; cf. Calkins, Fargo, Jeglic, Terry 2015) among 1121 respondents and took into account individual, family, and social factors related to the problem. The study demonstrated that church institutions are most thoroughly studied in terms of familiarity with the problem of abuse of minors. However, due to a lack of comparable studies conducted in other institutions, it is impossible to draw any legitimate conclusions about the problem in a broader perspective.

Protective standards in institutions that work with children and adolescents

All institutions involved in education and care should meet certain standards for protecting the safety of children entrusted to their care. Monika Sajkowska lists seven such standards (Sajkowska 2011). The first (1) is to implement the policy of protecting children against harm and ensuring their safety. The next (2) is to monitor

the behavior of employees. The third (3) is to ensure that employees have adequate knowledge obtained through relevant training and to provide assistance to children in emergency situations. (4) Institutions should also provide parents with education on nonviolent parenting. (5) They should educate children about their rights and protective strategies. (6) Moreover, institutions should provide access to information on how to obtain help when children are abused or their safety is threatened. (7) Finally, they should monitor and verify the compliance of their activities with the child protection principles adopted by the institution. These standards offer the simplest way of evaluating the programs implemented in childcare institutions which to protect minors.

Karen Dix, who analyses the situation related to the protection of children and adolescents in institutions in Illinois, takes a similar approach to juvenile protection standards (Dix 2006). She lists five points which should be taken into consideration in developing strategies for protecting minors. The first (1) is to ensure that the premises are free from violence, namely, to ensure that appropriate infrastructure is created in such a way as to avoid danger, i.e. places that are not properly monitored. She also mentions refraining from inappropriate touching, inappropriate "gifts" used as a form of bribery, and foul language. In the next point (2), she draws attention to the need to control the access of employees, volunteers, and acquaintances to children. Additionally (3), she recommends monitoring the institution and offering staff supervision. In the fourth point (4), she points out the need to be vigilant while observing children and to encourage such transparency and openness as to prevent any form of secrecy that may put children at risk. In the last point (5), she recommends cooperating with competent people, including police officers and supervisors. This last point, which is linked to the need for employees' training, is also emphasized by other authors.

Joe Feuerherd, who also reports on the situation in the United States (in Texas), aptly observes that the development of programs for the protection of minors requires cooperation between teachers, priests, other church personnel, volunteers, and parents (Feuerherd 2003). Undoubtedly, this is a costly but necessary endeavor, as is relevant education for all these groups.

Frank Brennan, a law professor at Australian Catholic University, lists several measures which can help protect minors in the Church (Brennan 2014). These include the assessing the actions of those who work with children, educating, training and supervising them, and, once inappropriate behavior has taken place, intervening adequately, including informing, investigating, and collecting complaints from victims.

Documents which provide the foundations for the protection of children and adolescents in institutions run by the Catholic Church in Poland

In Poland, two basic documents lay the foundation for programs aimed at the protection of children and adolescents in institutions run by dioceses and religious orders.[3] The first was issued by the Polish Bishops' Conference in 2017 and is entitled *Wytyczne dotyczące dochodzenia kanonicznego w przypadku oskarżeń duchownych o czyny przeciwko szóstemu przykazaniu Dekalogu z osobą niepełnoletnią poniżej osiemnastego roku życia* [*Guidelines for canonical investigation in the case of accusations of clergy of acts against the sixth commandment of the Decalogue with a minor below the age of eighteen years*] (Polish Bishops' Conference 2017).[4] This document specifies how to deal with suspected sexual abuse by clergy in institutions run by the Church regardless of when it occurred. It also stipulates that the person entitled to receive the report and handle the case is the Church superior, usually acting through his delegate. Usually, but not always, the delegate is tasked with initiating a preliminary canonical investigation. If the accusations seem plausible, the superior is obliged to restrict the suspect's ministry and, if he holds an office, to suspend him from it. The delegate verifies the information, offers assistance to the (alleged) victim of abuse, and refers the suspect for psychosexual diagnosis. If the accusation is found to be probable, he forwards all the collected documentation to his superior to be further sent to the Congregation for the Doctrine of the Faith and reports the case to the relevant state

---

[3]   New versions of these documents are currently being drafted.

[4]   Hereinafter, the document will be referred to as *Guidelines 2017*.

law enforcement agencies with which he cooperates. If the accusation is not confirmed and the case has become public, the superior is obliged to restore the good name of a suspect. Apart from outlining the procedures to be followed, the document also lists the guidelines for assisting victims and the principles for the formation of educators and the implementation of preventive measures.

The second document was also issued by the Polish Bishops' Conference (11 June 2014) and contains the principles of prevention of sexual abuse of children, adolescents, and persons with disabilities (Polish Bishops' Conference 2014).[5] The document recommends that institutions should develop appropriate prevention programs and codes of appropriate behavior in cooperation with parents. It emphasizes the need for the formation of priests who conduct educational activities and for the introduction of requirements for those of them who are delegated to work with children and adolescents: their relevant training and supervision. All this should be done in cooperation with parents. Each institution should have a designated person responsible for prevention and for providing assistance when needed. The training should focus on the emotional and social competencies of employees, parents, and children; effective communication; conflict resolution; victims' psychological dynamics; abusers' strategies; the structural elements of institutions that can be conductive to abuse; and the criminal acts themselves. Children and adolescents should also be informed about protection programs in ways that are suitable for their age. They should know who they can turn to when they experience discomfort or are threatened by someone's abusive behavior. The person responsible for the prevention of sexual violence in church institutions is the coordinator for the protection of children and adolescents appointed by the Church authorities.

Prevention documents and their audit

The documents issued by the Polish Bishops' Conference were used as the basis for drawing up relevant documents in dioceses and provinces of religious orders. The analysis of the documents prepared by each diocese and province whose results are described in this

---

[5]   Hereinafter, the document will be referred to as *Prevention 2014*.

article was conducted within the paradigm of grounded theory (Babbie 2013). Based on prevention activities which are implemented in various countries and documented in articles and studies, several categories were created for the verification of documents developed in Poland. Next, these documents were analyzed and assigned to an appropriate category, and the results of this analysis were publicized (Babbie 2013).

The main questions asked in the analysis were related to the following categories:

1. Does the institution create a safe space for children and adolescents (in terms of the places where they spend time, the internet, verbal and non-verbal behaviors)?
2. Does the institution control access to children and adolescents by employees, volunteers, and other persons?
3. Does the institution monitor and supervise its employees?
4. Does the institution create an atmosphere of openness and transparency in its dealings with minors? Do minors know who they can turn to if they experience violence? Do employees have this knowledge?
5. Does the institution cooperate with experts, does it train its employees, parents, and volunteers? Does it cooperate with parents?
6. Does the institution have clear intervention rules for the situations when sexual abuse occurs?

The tool used in the analysis was a table with the categories used for ordering the analyzed material, and the method was document analysis. Fifty-one documents selected in the procedure of nonprobability sampling were analyzed in the study: they were prevention documents sent by dioceses and religious orders for verification. Several dioceses had not sent their documents by the time the analysis was conducted. These documents were audited by the Centre for Child Protection (Seredyńska 2020). The following conclusions of the audit were formulated:

- It seems best if the structure of the documents accounts for three levels of prevention: universal, selective, and indicated. Universal prevention is designed for the entire population and is aimed at prevention of dysfunctional behavior. Thus, at the beginning of the document, it is advisable to outline

general anthropological principles related to the protection of children and adolescents, list their rights and obligations in a given institution, describe their developmental needs, and, finally, present the code of good practices which are binding in the institutions run by dioceses or religious orders. As far as particular institutions run by dioceses or religious orders are concerned, their specific codes of conduct should be provided. Next, the documents should list the rules used in recruiting and vetting employees and volunteers and specific solutions used in their supervision, including the source of funds for regular supervision sessions. The next section should provide information regarding their training as well as the institution's cooperation with parents, adolescents, organizations, and foundations. This section should also include contact information of the delegate, priest, curate, and lawyer, as well as links or contact information of institutions offering relevant support and institutions and foundations with which the diocese or religious order cooperates.

- The next section of the document should detail the principles of indicated prevention, namely the intervention procedures related to the handling of sexual violence on the premises of the institution. This part could be preceded by a brief outline of the profiles of both the abuser and the victim. It seems that this is the right place for relevant extracts from canon law, criminal law, and civil law, which should be referenced and cited where necessary rather than being simply copied from the codes. The appendices should primarily include declarations, consents, or other forms to be signed by parents and educators. The documents issued by Bishops' Conferences and the Holy See can be placed on the website as separate files.

- The rules for creating a safe space for children and adolescents should be prepared in two parts: the first should contain general principles that can be useful in all institutions, and the other those prepared in cooperation with particular institutions.

- Another suggestion is to proofread the documents and correct language mistakes in them. The language used in the documents should be clear and avoid broadly defined labelling.

A person who has not been proven to have committed a forbidden act must not be labelled a criminal, and a person who has been wronged must not be labelled by calling the harm "alleged." Documents should avoid any such wording. Children and adolescents who will read these documents should feel that they are protected and safe and should not be afraid that their reporting the case will lead to treating them with suspicion.

- The document should include the rules for hiring employees and the rules for hiring volunteers. The fundamental rule mentioned by the document should be to check the National Criminal Register and to obtain a certificate of clean criminal record. Other rules can include the Salesians idea to create a separate document regarding the procedure for recruiting and vetting personnel (*Procedura naboru i weryfikacji kadry w dziełach wychowawczych prowadzonych przez Towarzystwo salezjańskie Inspektorię* św. *Wojciecha* [*Procedure for recruiting and vetting personnel in educational projects run by the Salesian Society of St. Adalbert Inspectorate*]). Such a document can list the rules for conducting an initial job interview (for example, by two independent persons), describe questionnaires used for vetting, and brief comments on the formation of clergy. However, it is also important to describe how a particular diocese or religious order carries out the recommendation of the most recent (16 June 2021) document issued by the Polish Bishops' Conference entitled *Droga formacji prezbiterów w Polsce* [*The Road of Formation for Presbyters in Poland*], which also addresses formation issues related to the crisis caused by sexual abuse by clergy.
- It is vital that all documents include information on the recruitment and vetting procedures of volunteers and the scope of responsibility of trainees. These two areas are described in detail in the document prepared by the Sisters of Nazareth.
- Most documents do not mention supervision of the work of educators and volunteers, and this issue definitely need to be addressed in all of them. Regular supervision sessions (at the very least, peer supervision) are an element of monitoring the work of a team. Supervision allows noticing problems

at the stage when they are not serious, which makes its indispensable in educational activities. The documents should specify, first, how often educators and volunteers will be supervised, second, who will conduct the supervision (a psychologist, an educator, or a therapist), third, where the funds for regular supervision sessions will come from, and, fourth, what kind of supervision it will be (group, individual, or peer).

- Another vital point is to provide relevant contact information in the document, which should include delegates; persons responsible for prevention in the institution; members of the Prevention Team in the diocese, curates for clergy, as well as and individuals and institutions providing psychological, legal, and spiritual assistance in cases of abuse. The institution's website must include detailed contact information: phone numbers and email addresses. Some people might find it difficult to discuss such sensitive issues over the phone, and it might be easier for them to describe them in an email, at least in the initial report. Phone numbers should lead directly to the person in question, rather than intermediaries who sometimes do not know how to handle such delicate and crisis situations.

- Another pertinent issue is the way in which information is posted on the institution's website. It seems that the best way is to create a separate subpage: Child Protection. This makes it easy to find the information about the delegate and other persons who can offer support without having to nervously search for them, which is invaluable in crisis situations. It also seems that the very choice of contact persons should be prudent and thoughtful. For example, psychological assistance should not be provided by a priest when an abuser is also a priest.

- Some documents contain information about training on a wide range of relevant issues that is dedicated for employees, volunteers, parents, and adolescents; it is advisable to include this topic in the documents where it is missing. This recommendation also refers to cooperation with competent individuals and institutions. Some documents provide information and links to such organizations as "Fundacja Dajemy Dzieciom Siłę" [The We Give Children Strength Foundation], "Fundacja św. Józefa" [St. Joseph Foundation], "Inicjatywa Zranieni

w Kościele" [The Hurt in the Church Initiative] or "Centrum Ochrony Dziecka" [Child Protection Centre]. This is definitely an idea worth spreading.

- If the documents mention training, it should actually take place. In other words, documents should not simply copy the name of a training course from some other sources. It seems reasonable to specify when the training session will take place and who will conduct it (what institution). Then it becomes more tangible and has a chance to move beyond the realm of wishful thinking.

Conclusions from the meetings of the persons responsible for prevention

Two meetings of those in charge of preventing and responding to sexual violence against children and adolescents in institutions run by the Catholic Church took place: one in Częstochowa on 1 June 2022 and one in Gniezno on 9 June 2022. The former was attended by 81 people, and the latter by 32 people. After summarizing the results of the audit of the documents prepared by dioceses and provinces of religious orders and presenting the projects undertaken by the Centre for Child Protection, the persons responsible for prevention met in discussion groups to develop effective prevention strategies to be implemented in institutions run by the Church in Poland. Conclusions on the documents addressing the issue of countering sexual violence in dioceses and provinces of religious orders were as follows:

- The majority of the participants were of an opinion that one general document on the prevention of sexual violence against children and adolescents should be developed, and it should serve as the basis for drafting relevant documents in dioceses and provinces of religious orders, which will be adapted to the specifics of the institutions under their care. During this second stage, it is advisable to ensure the cooperation of persons from each institution, which would allow their unique characteristics to be taken into account.
- There is a need to provide supervision in institutions. The participants of the meetings suggested a range of solutions. One

of them was to establish supervision groups bringing together people from different institutions. Such groups could operate, for example, within the Centre for Child Protection. Another solution was to establish supervision groups in particular institutions, where sessions should be run by educators, psychologists, or guest supervisors. In the first two cases these would be peer supervision groups.

- There is also a need for practical workshops and trainings. It seems reasonable to create a common base at the disposal for all institutions The participants of the meetings emphasized the practical value of such workshops and training courses, which should be devoted to, e.g., methods of passing knowledge on sexual violence and its prevention to young people in a way that is not only educational but also attractive to them.
- There was a suggestion to prepare a brochure with information about normal human sexual development, so that the codes of behavior could have a positive reference.
- It was also suggested that dedicated training should be conducted for specific professional groups. It would focus on issues selected by those working in a given institution.
- When discussing training, it was mentioned that workshops for all employees in schools would be beneficial, especially ones in which they would receive detailed information the standards in place and asked to sign a declaration that they would observe them.
- It was considered important to raise awareness that clear procedures provide an opportunity to break down barriers and to make it easier to take appropriate action even in the face of strong emotions.
- It was considered a good idea to conduct regular training sessions in religious orders every few years not only for young confreres and newly hired teachers but also for senior confreres and for parsons. These training sessions should focus on revising the principles of preventing and responding to violence against children and adolescents.
- It was observed that female congregations still lack provincial-level documents—sometimes only general documents for the entire congregation are available.

- In female congregations, there is a need for training devoted to working with girls who have been harmed and are currently in formation in congregations.
- The need for training on peer violence was also mentioned.
- One participant from a female congregation noted that the document prepared by her congregation neglects the problem of abusive dependency relations among sisters, wrongly assuming that only men (priests, monks, etc.) can pose a threat to them.
- It was also emphasized that monitoring and evaluating training classes can be helpful in planning further effective work in the area of protection.

Summary

Both the audit of the prevention documents and the meetings of those responsible for preventing and responding to sexual violence against children and adolescents in institutions run by the Catholic Church in Poland can be considered an important stage in building an efficient prevention system. The conclusions stemming from both reveal that the path leading to the preparation of relevant documents in institutions run by religious orders and dioceses must begin with a general document and end with specific documents drafted in particular institutions. Many conclusions were related to the need for a wide of range of training programs and opportunities to expand the knowledge of employees, volunteers, trainees, parents, and children on the issue. Other conclusions concerned the need for supervision—at least at the peer level—of educators of children and adolescents.

Summarizing, it can be said that the meeting of those responsible for preventing and responding to sexual violence against children and adolescents ended a certain stage in the drafting of prevention documents. At the same time, it gave hope for further development of effective protection of children and adolescents in institutions run by the Catholic Church in Poland.

Bibliography

Babbie E. (2013). *Podstawy badań społecznych*, trans. W. Betkiewicz, M. Kowalski, Warszawa: Wydawnictwo Naukowe PWN.

Bartocha D. (ed.) (2019). *Normy i zasady ochrony małoletnich w praktyce wychowawczej Towarzystwa Salezjańskiego Inspektorii Krakowskiej*, Kraków: Towarzystwo Salezjańskie. Inspektoria Krakowska pw. św. Jacka.

"Bishop Asked to Consult Widely on Abuse Policies" (2004). *America*, October 25, p. 4.

Brennan F. (2014). "The Challenge of a Five-year Royal Commission," *Eureka Street Magazine*, vol. 24, no. 17, pp. 24–27.

Calkins C., Fargo J., Jeglic E., Tery K. (2015). "Blessed be the Children: A Case-Control Study of Sexual Abusers in the Catholic Church," *Behavioral Sciences and the Law*, vol. 33, no. 4, pp. 580–594.

"Cardinal Law gives Deposition in Civil Suit Against Archdiocese" (2002). *America*, May 20, pp. 4–5.

Cesareo F. (2013). "Steady Progress on Abuse in Ireland," *America*, May 13, p. 8.

Chan C., Scott-Ladd B. (2014). "The Judas Within: A Look at the Sexual Abuse Crisis in the Catholic Church," *Ethics and Behavior*, vol. 24, no. 4, pp. 326–339.

Cullen M.C., Kurkijan T.F., Pfeffer M.P., Robinson M.R. (2002). *Zdrada. Kryzys w Kościele katolickim*, trans. M. Shaw, A. Zano, Warszawa: HarperCollins Polska.

"Dallas Revisited" (2002). *America*, November 4, p. 3.

Dix K. (2006). "Crisis Management: Working to Make the Church Safe from Sex Abuse," *U.S. Catholic*, vol. 24, May 1, pp. 25–28.

Feuerherd J. (2003). "Catholic Church Takes Lead in Child Protection Industry," *National Catholic Reporter*, April 18, p. 11.

Kusz E. (2020). "Profilaktyka wykorzystywania seksualnego w Kościele katolickim," *Dziecko Krzywdzone. Teoria, Badania, Praktyka*, vol. 19, no. 2, pp. 235–261.

Polish Bishops' Conference (2014). *Prewencja nadużyć seksualnych wobec dzieci i młodzieży i osób niepełnosprawnych w pracy duszpasterskiej i wychowawczej Kościoła w Polsce*, https://cod.ignatianum.edu.pl/component/content/article/10-episkopatu/17-kep-prewencja--nadu%C5%BCy%C4%87-seksualnych-w-pracy-duszpasterskiej-i-wychowawczej.html?Itemid=109 [access: 04.08.2020].

Polish Bishops' Conference (2017). *Wytyczne dotyczące wstępnego dochodzenia kanonicznego w przypadku oskarżeń duchownych o czyny przeciwko szóstemu przykazaniu Dekalogu z osobą niepełnoletnią poniżej osiemnastego roku życia*, https://cod.ignatianum.edu.pl/component/content/article/10--episkopatu/43-kep-wytyczne-dotycz%C4%85ce-wst%C4%99pnego--dochodzenia-kanonicznego.html?Itemid=109 [access: 04.08.2020].

Sajkowska M. (2011). "Program 'Chronimy dzieci' – standardy ochrony dzieci przed krzywdzeniem w placówkach edukacyjnych i opiekuńczo-wychowawczych," *Dziecko Krzywdzone. Teoria, Badania, Praktyka*, vol. 10, no. 1, pp. 101–112.

Seredyńska A. (2020). *Analiza diecezjalnych i zakonnych dokumentów dotyczących prewencji wykorzystania seksualnego osób nieletnich przez duchownych*, Kraków: Centrum Ochrony Dziecka.

Stewart D. (2015). "Protecting Children," *America*, May-June, p. 10.

United States Conference of Catholic Bishops (2002). *The Charter for the Protection of Children and Young People*, Washington: United States Conference of Catholic Bishops.

"Victims of Sexual Abuse by Priests, Nuns Hear Apologies" (2003). *America*, March 24, p. 5.

Wadge G. (2013). "Concleve's Key Issues," *America*, March 25, p. 8.

Wasserman B. (2017). "Searching for Adequate Accountability: Supervisory Priests and the Church's Child Sex Abuse Crisis," *Duke Law Journal*, vol. 66, pp. 1149–1189.

Whelan C.M. (2002). "Church, Government and Media," *America*, May 27, p. 21

ADDRESS FOR CORRESPONDENCE

Anna Seredyńska
Jesuit University Ignatianum in Krakow
Institute of Pedagogical Sciences
e-mail: anna.seredynska@ignatianum.edu.pl

Agnieszka Szymańska
ORCID: 0000-0001-9976-0410
Cardinal Stefan Wyszyński University in Warsaw

Parental Mistakes Experienced in Childhood by Girls and Their Needs and Values System as Adult Women

Błędy rodzicielskie doświadczane w dzieciństwie przez dziewczęta a ich potrzeby i system wartości jako dorosłych kobiet

ABSTRACT

Childhood experiences are the foundation on which many personality traits develop. Stressful experiences such as parental mistakes may particularly impact the formation of personality traits. The aim of the current study was to examine how the childhood experiences of parental mistakes, such as aggression, rigor, and so forth, co-occur with the ability to satisfy one's needs and to one's value system in adulthood.

The study was carried out on a sample of 402 women aged 21 to 50 years. In order to answer the research questions, a cluster analysis using data mining algorithms and Social Network Analysis was performed.

The study revealed that women who experienced fewer parental mistakes in childhood displayed greater need fulfillment in adulthood than did women who experienced more parental mistakes. Women differed in their value systems depending on whether they

experienced more mistakes from their fathers or mothers. Women who experienced fewer mothers' mistakes held more values that were focused on others, while women who experienced fewer fathers' mistakes espoused more self-centered values.

ABSTRAKT

Doświadczenia z dzieciństwa są fundamentem, na którym rozwija się wiele cech osobowości. Stresujące doświadczenia, takie jak błędy rodziców, mogą mocno wpływać na kształtowanie się cech osobowości. Celem niniejszej analizy było zbadanie, w jaki sposób dziecięce doświadczenia błędów rodzicielskich, takich jak agresja, rygor itp., współwystępują ze zdolnością do zaspokajania własnych potrzeb i z systemem wartości w życiu dorosłym.

Badanie przeprowadzono na próbie 402 kobiet w wieku od 21 do 50 lat. W celu odpowiedzi na postawione pytania badawcze przeprowadzono analizę skupień z wykorzystaniem algorytmów *data mining* oraz Analizę Sieci Społecznych.

Badanie wykazało, że kobiety, które doświadczyły mniej błędów rodzicielskich w dzieciństwie, wykazywały większe zaspokojenie potrzeb w wieku dorosłym niż kobiety, które doświadczyły więcej błędów rodzicielskich. Kobiety różniły się systemami wartości w zależności od tego, czy więcej błędów popełniały ich ojcowie, czy matki. Kobiety, które doświadczyły mniej błędów popełniali przez ich matki, wyznawały więcej wartości skoncentrowanych na innych, podczas gdy kobiety, które doświadczyły mniej błędów popełnionych przez ich ojców, wyznawały bardziej egocentryczne wartości.

Introduction

Psychological theories assume that there is a relationship between the level of need satisfaction and values (Winston, Maher, Easvaradoss 2017). However, according to upbringing theories, both needs and values are shaped in childhood (Dymara, Łopatkowa, Pulinowa, Murzyn 2003). Early experiences, especially negative ones, can contribute to the development of many personality traits, not just personality disorders (Kutter, 2000; Millon, Davis 1996). They can practically determine many future experiences and choices, including the

ability to meet one's needs and the structure of one's value system. Negative experiences include *parenting mistakes*, that is, parental behaviors that facilitate negative experiences in children and have negative consequences for their development (Gurycka 1990).

This study examined whether parental errors that adult women experienced in childhood coincide with their level of need fulfillment and with their value systems. The study used cluster analysis with the help of data mining algorithms, which made it possible to identify respondents based on the amount of experienced parental mistakes, the level of need fulfillment, and their value system.

Parental mistakes experienced by the child and need fulfillment in adulthood

According to theoretical approaches, childhood experiences determine many features that children will develop, including numerous skills (Howe 2000). In particular, negative childhood experiences may contribute to the development of many negative traits and may interfere with the development of positive ones, such as emotional competence (Szymańska, Aranowska, Torebko 2017). Already in the 1960s, it was believed that negative experiences may be associated with the development of an external locus of control and, consequently, may contribute to the formation of dysfunctional personality features (Kierowski, Lew-Starowicz, Mellibruda 2002). From the very beginning of psychology, it was believed that parenting errors are the determinants of personality disorders in children (Kutter 2000). Nowadays, numerous reports by psychotherapists seem to support these theories (Millon, Davis 1996). However, the classification of parental mistakes remains a problem. According to O'Leary (1995), a parental mistake is parental behavior that contributes to the formation of a child's incorrect behavior. According to Gurycka (1990), a parental mistake is such behavior that creates negative experiences in the child, which, in consequence, adversely affects the child's development. Gurycka identifies the following parental mistakes: rigorism, aggression, indifference, constraining the child's activities, the parent's self-accentuation, pampering the child, taking over the child's duties (e.g., doing homework for the child), and idealizing

the child. The ninth mistake is inconsistency. Numerous studies have indeed confirmed that these parental behaviors can negatively influence the child's development.

Parental rigor can, to some extent, benefit the child's development. Prior research has shown that a certain level of rigorism promotes the development of school competences. Research has also confirmed the existence of a positive relationship between academic discipline and school readiness (Mattern, Wyatt 2012). Several studies suggest that academic rigor is an important element of success in college (Adelman, Daniel, Berkovits 2003). Individual determination can also prepare students for school discipline (Huerta, Watt, Butcher 2013). Excessive rigor, however, may disrupt this development and even contribute to a compulsive-obsessive personality in children (Millon, Davis 1996). Aggression, on the other hand, results in a child's withdrawal and unresponsiveness to the parent (Bugental, Happaney 2000). The parent's behavior, which the child does not yet understand, causes increased stress in the child, as well as brings about negative interpretations of the parent's behavior (Bugental, Lyon, Lin, McGrath, Bimbela 1999). In ambiguous situations, the child tends to explain the parent's behavior negatively (Bugental, Kaswan, Love 1970). In children whose parents used aggression, signs of depression and maladaptive behaviors were observed (e.g., aggressive reactions to sadness). These children had negative and inconsistent representations of themselves (Senator 2010). According to the research done by psychotherapists, aggression destroys emotionality. A child who often experiences aggression learns to distance him/herself from their experiences. It was noted that people with antisocial traits had difficulty experiencing feelings. The pain that they were inflicting on others allowed them to feel something themselves (Millon, Davis 1996). Research has also revealed that poor school readiness was related to previous experiences of violence from other people during adolescence (Lambert, Bettencourt, Bradshaw, Ialongo 2013). Aggressive, strict, and inconsistent parenting strategies have been identified as exposing children to the risk of developing mental health problems as well as school readiness problems (Stefan, Miclea 2010).

Numerous studies have shown that constraining the child's activity can foster passivity, inhibition (Chłopkiewicz 1975a, 1975b), and apathy, as well as worsen their social relationships (Carver, Timperio,

Hesketh, Crawford 2009; Winterhoff 1997). Parental indifference is now considered a form of child abuse (Khaleque 2015). Pampering the child can contribute to the development of an addictive personality, and narcissistic personality disorder (Millon, Davis 1996). The least known are the consequences of parental self-accentuation, that is, the parents emphasizing their own value, establishing themselves as a role model for the child, and so forth. From a theoretical standpoint, one could expect that parental self-accentuation may lower the child's self-esteem.

Many skills are formed during one's childhood, including the crucial ability to fulfill one's own needs. Theories of need satisfaction indicate that it is a learnable skill and its deficits can be a serious problem that should be treated in psychotherapy (Zinker 1991).

Children with many negative experiences, especially those of parental indifference, may not have developed the skills of meeting their needs. They were probably exposed to severe deprivation. The experience of parental mistakes is extremely stressful for the child and can be associated with having many needs unfulfilled (Szymańska, Aranowska 2016).

Because a parental error is an event that repeats, an adult may not remember each event in detail, but they will retain the general memory (representation) of those events, for example, the fact that their father was often indifferent, and their mother often shouted. Sometimes, this general representation is also called the *generalization of experience* (Gurycka 1990; Howe 2000). Thus, this generalization also comprises the childhood experience of parental mistakes (Howe 2000).

The aim of the present study was to investigate the relationship between the childhood experience of parental mistakes and the ability to fulfill one's needs in adulthood. The first research hypothesis is the assumption that the experience of more parental mistakes in childhood coincides with lower need satisfaction.

Many studies confirm Gurycka's classification of parenting mistakes. Because it is the most comprehensive classification, it has been used in this study. Moreover, the classification is accompanied by a test scale assessing the parents' mistakes, as well as the children's perceptions of these mistakes, which allows a retrospective study by measuring the generalized representation of parental mistakes (Gurycka 1990; Wójtowicz 1989).

Parental mistakes experienced by the child and the value system in adulthood

The link between parental mistakes one experiences in childhood and the development of values remains virtually unexplored by psychology. Negative experiences can be assumed to shape one's value system along with other traits. (Gurycka 1990). To the author's knowledge, however, no research has been carried out on that subject. Nevertheless, from a purely theoretical point of view, it can be expected that the experience of parental mistakes can be associated with shaping *Self-Enhancement* values and especially the value of *Self-empowerment*.

Self-Enhancement values, that is, Power-resources (power through control of material and social resources), Power-dominance (power through exercising control over people), and Achievements, can help people who have experienced more negative events get a sense of compensation so that they feel strong rather than fragile and helplessness. This experience of fragility and helplessness is very difficult for children who have experienced parental mistakes (Millon, Davis 1996). The values of *Power*, in turn, serve self-protection (Schwartz et al. 2012).

People who have experienced more parental mistakes may also favor the values of *Openness to Change*, especially Stimulation, Self-direction-thought, Self-direction-action, and Hedonism. Powerful sensations and, probably, a very expressive and stimulating life can also help them deal with the inner problems and conflicts they experience. In this study, it was assumed that people who experienced more parenting mistakes would exhibit the *Personal Focus values of Self-Enhancement* and *Openness to Change*. This was the second hypothesis of the study.

Needs satisfaction and the value system of adult women

The relationship between needs and values was widely described by Maslow (1987). To this day, it remains the subject of intense research and analysis (Harrigan, Commons 2015). According to Maslow (1987), the more needs a person has satisfied, the higher values

they should hold. As noted by Schwartz and Sagie (2000), the increase in resources due to higher gross national income and the improvement of living conditions allows people to free themselves from the preoccupation with needs and to attach greater importance to the value of transcendence. Maslow noted that this preoccupation can cause some people to assign a very high value to the physiological needs for security, despite having them well-satisfied. Conversely, people with unmet basic needs may nevertheless be oriented towards higher needs. This is explained by a sense of threat to need satisfaction (Winston et al. 2017). Someone may have the lower needs met to an average degree, but does not experience the risk of losing them, and therefore, is not preoccupied with satisfying them. That person can then assign more importance to the higher, transcendental values.

Research shows that the need for self-actualization is, in fact, positively correlated with the values of *Openness to Change* (Self-Direction-Thought, Self-Direction-Action, and Stimulation) and values related to *Self-Transcendence* (Universalism-Tolerance [acceptance and understanding of those who are different from oneself], Universalism-Nature [preservation of the natural environment], and Universalism-Concern [commitment to equality, justice, and protection for all people]; see Winston et al. 2017). On the other hand, preoccupation with the need for safety is positively associated with the values of Personal Security and Power-Dominance and negatively associated with Universalism-Nature. Preoccupation with physiological needs is related to the value of Tradition; the need for belongingness and love—with the need for self-actualization, Achievements, Power-Resources, Power-Dominance, and Face (security and power through maintaining one's public image and avoiding humiliation) (Winston et al. 2017). The basic premise of this study is that experiencing a greater number of parental mistakes in childhood may contribute to fewer internal resources and worse coping skills, and thus a lower level of need satisfaction. Consequently, this will determine the quality of one's values.

The relationship between the level of need satisfaction and one's value system was the third hypothesis of this study (H3).

Method

Aim of the study and hypotheses

Figure 1 presents a theoretical model of the links between the experience (i.e., the internal representation) of parental mistakes, the level of need satisfaction, and the value system in adult women. Parental mistakes directly determine their experience by the daughters, that is, their internal representation of these parental mistakes. The internal representation of parental mistakes is related to the level of need satisfaction in adulthood. The experience of more parental mistakes co-occurs with lower need satisfaction in adult life—this is the first research hypothesis (H1). Furthermore, women who have experienced more parental mistakes will attribute greater importance to *Personal Focus values*: *Self-Enhancement* and *Openness to Change*—this is the second research hypothesis (H2). The level of need satisfaction in adult women also correlates their value systems. Adult women who have better need satisfaction skills favor self-transcendence values, or altruism. This is the third research hypothesis (H3).

The objective of the present research was to investigate the relationship between adult women's mental representations of parental mistakes they have experienced in childhood and their level of need satisfaction and their value system.

Research sample and procedure

The study was part of an extensive research project on parental mistakes, their transfer in families of origin, and the formation of personality, value systems, needs, parental goals, and the locus of control in children.

The study was conducted online. The questionnaires measured (a) the internal representations of experienced parental mistakes, (b) satisfied needs, and (c) the value system. Kindergartens with an operator of $k = 2$ were selected from the list of kindergartens developed by the Ministry of Education and Science for each voivodeship in Poland. Subsequently, the kindergartens' managements were informed

about the possibility of taking part in the survey. The managements that agreed to participate in the study informed parents about the research.

The website contained information for parents about the research conditions, the duration of the study, and how to complete the questionnaires. The study involved 402 women aged 21 to 50, with the majority of women aged between 28 and 39 years (the dominant age was 34 and the median age was 33 years). The women in the sample mostly had higher education (84.8% of the sample tested), while the rest of the sample had secondary or primary education.

The subjects came from large cities (43.8% of the sample), from smaller and small towns (37.1% of the sample), and rural areas (19.2% of the sample).

Variables

The main dependent variable was the adult women's value system. The independent variables were: (a) their experience (i.e., the internal representation) of parental mistakes and (b) their level of need satisfaction.

The representation of parental mistakes. Parental mistakes are situations or attitudes which have adverse effects on the child's development (Gurycka 1990). The circular model of parenting errors includes such parental behaviors as (a) rigorism, (b) aggression, (c) constraining the child's activity, (d) indifference to the child and its life and needs, (e) the parent's self-accentuation, (f) pampering the child, (g) taking over the child's duties (i.e., doing things for the child that it should do on its own), (h) idealization of the child, and (i) inconsistency. The representation of parental mistakes is the perception of parental mistakes by children. It reflects how the child experienced these mistakes. The present study analyzes the women's experience of the mistakes made by their mothers and fathers, analyzed separately.

Need fulfillment. This variable consists of five classes of needs described by Maslow (1964) in the pyramid of needs: (a) physiological, (b) safety, (c) belongingness and love, (d) self-esteem, and (e) self-actualization. Maslow arranged them in a hierarchical order.

One can meet the needs at the higher level of the hierarchy after they have met the needs on the lower level.

The definition of *value* in this study refers to the approach taken by Schwartz (Cieciuch 2013), who defines values as "a cognitive representation (usually a belief) of a motivational, desirable goal that transcends a single situation" (p. 23).

The modified circular continuum model of values developed by Schwartz includes 19 values. These are the values of: (a) Achievements, (b) Hedonism, (c) Stimulation, (d) Self-direction in action, (e) Self-direction in thought, (f) Universalism and Tolerance, (g) Universalism-Nature, (h) Universalism-Concern, (i) Benevolence-Caring, (j) Benevolence-Dependability, (k) Humility, (l) Conformity-Interpersonal, (m) Conformity-Rules, (n) Tradition, (o) Societal security, (p) Personal security, (r) Face, (s) Power-Resources, and (t) Power-Dominance.

Measurement tools

The study used three measurement tools.

The parental mistake representation questionnaire. This questionnaire was developed by Antonina Gurycka (the author of the theory of parenting mistakes) to collect children's assessments of their parents' mistakes (Gurycka 1990). The scale can also be used in retrospective studies, that is, for adults to assess their parents' mistakes. The questionnaire has two parallel versions for evaluating the fathers' and mothers' errors separately. This study used both. Because both versions have identical questions, the results of mothers' and fathers' parental mistakes can be added to calculate the parents' total result. In the present study, the results are presented for total parental mistakes as well as for mothers' and fathers' mistakes separately.

Inventory of needs. Created by Lester (2013) and adapted to Polish conditions by Jastrzębski, this is a scale for measuring needs according to Maslow's theory.

The Portraits Value Questionnaire (PVQ-RR). The PVQ-RR, adapted by Cieciuch (2013) was used to examine the adult women's value systems (Schwartz et al. 2012).

Data Analysis Method

In order to answer the research questions and hypotheses, data mining algorithms performing a *k*-means cluster analysis were used (Elder et al. 2012). The algorithms grouped the research participants in such a way as to find the highest similarity within the clusters (small within-group variance) and the largest differences between the clusters (large between-group variance). By means of a normalized mean, the algorithms represented the mean of a given cluster in the area of the analyzed variables on a graph.

Results

The cluster analysis distinguished two clusters of women who were similar to each other on the variables of the internal representation of parental mistakes, need satisfaction level, and value system (see Figure 2).

The first cluster consisted of 213 women (see Table 1). Compared with the second cluster, women in this cluster experienced fewer parental mistakes in childhood and displayed higher levels of belongingness and love, self-actualization, and need satisfaction. They also placed higher value on Self-direction in thought, Universalism-Tolerance, Universalism-Nature, Universalism-Concern, Benevolence-Caring, Benevolence-Dependability, Humility, Conformity-Interpersonal, Conformity-Rules, Tradition, Personal security, Societal security, and Face (see Table 2). These values mainly correspond to the circle of Self-Transcendence and Conservation, and thus form the circle of Social Focused values.

The second cluster was formed of 189 women who experienced more parental mistakes in childhood than the women in the first cluster. These women, showed lower levels of need satisfaction and valued Power-Resources and Power-Dominance more highly (see Table 2). These are the values from the circle of Self-Enhancement, and, therefore, fall under the superordinate value of Personal Focus.

Large differences (size effects) between the two clusters occurred for the need for belongingness and love, Self-direction in action, Universalism-Tolerance, Universalism-Concern, Benevolence-Caring, Benevolence-Dependability, Humility, Conformity-Rules,

Conformity-Interpersonal, and Tradition. These values were most strongly held by women from the first cluster who experienced fewer parental mistakes and had higher levels of need satisfaction.

The same analysis was carried out for the experience of parenting mistakes by mothers and fathers separately. The results of the adult women's experience of their mother's mistakes, their level of need satisfaction, and their value systems also yielded two clusters (see Figure 3). The first cluster comprised 181 women (see Table 3). They experienced fewer parental mistakes on the part of their mothers (apart from the mistake of having their duties done for them and being idealized), a higher level of need satisfaction for all needs, and higher levels of Self-direction in thought, Universalism-Tolerance, Universalism-Nature, Universalism-Concern, Benevolence-Caring, Benevolence-Dependability, Humility, Conformity-Rules, Conformity-Interpersonal, Tradition, Societal security, Personal security and Face (see Table 4). These values belong to the overarching category of Self-Transcendence and Conservation values, and thus are classified as Social Focus values.

The algorithms classified 221 women into the second cluster. They experienced more parental mistakes by their mothers (except the mistake of having their duties done for them and being idealized), had lower levels of need satisfaction, and valued Power-Resources and Power-Dominance more highly than the women in the first cluster. These are Self-Enhancement values, and Personal Focus.

Large differences (size effects) between the two clusters occurred for the mothers' mistakes of aggression, constraining of activity, indifference, self-accentuation, and inconsistency, as well as the daughters' need for belongingness and love and the need for self-actualization.

The analysis of experienced fathers' mistakes also revealed the existence of two clusters (see Figure 4). The algorithms classified 195 women into the first cluster. They experienced fewer parenting errors from their fathers (apart from the mistake of idealization), had all of their needs satisfied at a higher level, and, at the same time, espoused the values of Achievements, Hedonism, Stimulation, Self-direction, Power-Resources, and Power-Dominance (see Table 5)—the Openness to Change and Self-Enhancement values, which belong to the circle of Personal Focus.

In turn, the second cluster comprised 207 women who experienced more parental mistakes from their fathers, had their needs satisfied to a lesser extent, and valued Universalism-Concern and Benevolence-Caring. They also endorsed the values of Humility, Rule conformity, Interpersonal conformity, and Tradition to a greater extent than the women in the first cluster. They had lower results in values such as Power-Resources and Power-Dominance and held the values of Conservation and Self-Transcendence, which belong to the Social Focus type.

Large differences (effects sizes) between both clusters occurred in terms of the need of esteem and the values of Stimulation, Self-direction in action, Humility, Interpersonal conformity, Power-Resources, and Power-Dominance (see Table 6).

Summary and Discussion

The results unambiguously confirm the validity of the first hypothesis. Adult women's experience of parental mistakes (made both by mothers and fathers) in childhood coincides with lower levels of need satisfaction in adulthood. Conversely, the fewer parenting mistakes (both by mothers and by fathers) adult women experienced as children, the better they coped with meeting their needs in adulthood. The relationship between the experience of parental mistakes and satisfaction of needs thus seems to be negative.

The second and third hypotheses, however, have not been unequivocally confirmed. The study revealed that for total parental mistakes and for the parental mistakes of mothers, it is possible to indicate the co-occurrence between a higher level of need satisfaction and a higher profile (higher scores) in the majority of values. This is especially true for values related to Self-transcendence and Conservation, and, therefore, to Social Focus values. However, the results obtained for the co-occurrence of experience of fathers' mistakes and the system of values undermine these conclusions: Women who have experienced fewer parental mistakes by their fathers endorse completely different values than do women who have experienced fewer parental mistakes by their mothers. Women who have experienced fewer parental mistakes by their fathers value Personal Focus values, namely, Self-Enhancement and Openness to Change.

Thus, it can be seen that the association of negative childhood experiences in the relationship with one's parents is not straightforwardly related to values held in adulthood, as the second hypothesis (H2) states. Also, the correlation between the level of need satisfaction and the system of values (H3) is not obvious. There are various studies reporting inconsistent results about the link between one's needs and value system (Winston et al. 2017). The current study also shows this inconsistency. However, it sheds light on its likely causes. The causes can be traced back to childhood and may not translate into simple conclusions on the relationship between needs and values.

How can the current results be interpreted? First, they show the importance of the role and experience that women derive from their relationship with their parents (fathers and mothers). They reveal that, depending on whether women had negative or positive experiences in their relationships with their mothers or their fathers, they may develop different values despite having their needs well-satisfied. It is worth noting that the result of the normalized means reveals that these needs were moderately and highly satisfied (0.6–0.7).

The results show that fewer negative experiences in the relationship with the mother are related to the satisfaction of the Social Focus needs and values. On the other hand, fewer negative experiences with the father are connected with the satisfaction of Personal Focus-type.

Conversely, more negative experiences with the mother are associated with lower need satisfaction and with Self-Enhancement values. On the other hand, more negative experiences with the father are associated with lower need satisfaction, but also with a higher level of Social Focus values.

This is an extremely important result that should be tested on other samples. This result is difficult to explain unequivocally. However, it should probably be explained in light of the mechanism of the child identification with the parent.

Studies reveal that men and women have different values (Beutel, Marini 1995). Findings on gender differences in values reveal that men attribute more importance to Power, Stimulation, Hedonism, Achievements, and Self-direction. Women, on the other hand, assign more weight to Universalism and Benevolence (Schwartz, Rubel-Lifschitz 2009). This study is consistent with these findings. Daughters who experienced fewer parental mistakes by their fathers

indeed attributed greater importance to values typical of men, namely, Stimulation, Hedonism, Achievements, Power over resources, and Dominance. Conversely, women who experienced fewer mistakes from their mothers endorsed values more typical of women: Universalism and tolerance, Universalism-Nature, Universalism-Concern, Benevolence-Caring, Benevolence-Dependability, Reliability, and other *Social Focus* values.

Women who had a better relationship with their fathers, that is, experienced fewer parental mistakes on their part, were able to identify more with their fathers. On the other hand, women who experienced fewer mistakes by their mothers probably had better relationships with them, and thus identified more with those values that their mothers preferred. This is, of course, only a supposition, but one that would meaningfully explain the findings of this study, as the differences in values seem to be related to experienced mistakes and not to need satisfaction.

Unfortunately, a major limitation of this study is that it was not possible to conduct it on a sample of the male population. The study was limited to the female population not due to the fact that the studied phenomenon did not apply to men, but because very few men took part in the study, therefore the results were not calculated on their small sample. In the future, the results should be supplemented with the male population.

Tables

Table 1: Cluster Means, Sizes, and Percentages for Women's Parental Mistake Perception, Need Fulfillment, and Value System

	Cluster 1	Cluster 2
parents' rigor	24.2910798	24.1587302
parents' aggression	15.1502347	18.4444444
constraining the child's activity	16.1314554	18.4761905
parents' indifference	22.8920188	27.9312169
parents' self-accentuation	16.6901408	19.4867725
parents' pandering to the child	18.6807512	20.6455026
taking over the child's duties	16.7370892	16.994709
parents' idealization of the child	22.8638498	22.1005291

	Cluster 1	Cluster 2
parents' lack of consistency	15.6807512	18.4444444
daughters' need of safety	33.741784	32.010582
daughters' need of belongingness and love	43	35.2910053
daughters' need of esteem	38.4413146	36.8624339
daughters' need of self-actualization	41.2347418	37.8253968
daughters' physiological needs	32.9765258	30.9206349
Achievements	12.8215962	12.5767196
Hedonism	13.657277	13.2380952
Stimulation	10.1784038	9.83597884
Self-Direction Thought	15.5633803	15.6402116
Self-Direction Action	15.57277	13.2698413
Universalism-Tolerance	15.57277	13.2698413
Universalism-Nature	13.2347418	10.6719577
Universalism-Concern	15.7558685	13
Benevolence-Caring	16.7605634	14.7301587
Benevolence-Dependability	16.915493	14.3439153
Humility	12.6384977	9.64550265
Conformity-Interpersonal	12.6713615	8.87301587
Conformity-Rules	14.3098592	11.1322751
Tradition	13.5680751	9.38624339
Security societal	15.2206573	12.968254
Security personal	15.4131455	13.5132275
Face	15.2112676	13.4656085
Power-Resources	8.44131455	9.6984127
Power-Dominance	8.44131455	9.6984127
number of cases	213	189
Percent (%)	52.9850746	47.0149254

Source: Based on the survey results.

Table 2: ANOVA Results for Clusters for Women's Parental Mistake Perception, Need
Fulfillment, and Value Systems

	Between SS	df	Within SS	df	F	p	η²	Interpretation of η²
parents' rigor	1.754	1	14161.19	400	.0495	.823966	.001	very small
parents' aggression	1086.720	1	19181.86	400	22.6614	.000003	.053	small
constraining the child's activity	550.558	1	16481.46	400	13.3619	.000291	.032	small
parents' indifference	2542.952	1	30678.62	400	33.1560	.000000	.076	medium
parents' self-accentuation	783.224	1	16470.77	400	19.0209	.000016	.045	small
parents' pandering to the child	386.572	1	15971.54	400	9.6815	.001995	.023	small
taking over the child's duties	6.646	1	16892.27	400	.1574	.691793	.001	very small
parents' idealization of the child	58.348	1	23572.14	400	.9901	.320313	.002	very small
parents' lack of consistency	764.883	1	20378.96	400	15.0132	.000125	.036	small
daughters' need of safety	300.131	1	31952.78	400	3.7572	.053284	.009	very small
daughters' need of belongingness	5951.286	1	32816.99	400	72.5391	.000000	.153	big
daughters' need of esteem	249.640	1	40108.94	400	2.4896	.115390	.006	very small
daughters' need of self-actualization	1164.011	1	43363.50	400	10.7372	.001142	.026	small
daughters' physiological needs	423.268	1	28970.69	400	5.8441	.016076	.014	small
Achievements	6.005	1	3843.36	400	.6250	.429675	.001	very small
Hedonism	17.596	1	3190.27	400	2.2062	.138241	.005	very small
Stimulation	11.742	1	5119.14	400	.9175	.338709	.002	very small
Self-Direction Thought	.591	1	2459.93	400	.0961	.756694	.001	very small
Self-Direction Action	531.100	1	2909.36	400	73.0195	.000000	.154	big

	Between SS	df	Within SS	df	F	p	η²	Interpretation of η²
Universalism-Tolerance	531.100	1	2909.36	400	73.0195	.000000	.154	big
Universalism-Nature	657.718	1	5023.92	400	52.3668	.000000	.115	medium
Universalism-Concern	760.558	1	2459.31	400	123.7029	.000000	.236	big
Benevolence-Caring	412.839	1	1296.03	400	127.4168	.000000	.241	big
Benevolence-Dependability	662.239	1	1467.12	400	180.5542	.000000	.311	big
Humility	897.072	1	3098.41	400	115.8105	.000000	.224	big
Conformity-Interpersonal	1444.789	1	5397.95	400	107.0621	.000000	.211	big
Conformity-Rules	1011.136	1	2531.24	400	159.7849	.000000	.285	big
Tradition	1751.251	1	4831.07	400	144.9991	.000000	.266	big
Security societal	508.051	1	4092.44	400	49.6576	.000000	.110	medium
Security personal	361.481	1	2440.86	400	59.2382	.000000	.129	medium
Face	305.165	1	2974.52	400	41.0372	.000000	.093	medium
Power-Resources	158.254	1	5102.33	400	12.4064	.000477	.030	small
Power-Dominance	158.254	1	5102.33	400	12.4064	.000477	.030	small

Source: Based on the survey results.

Table 3: Cluster Means, Sizes, and Percentages for Women's Perceptions of Mothers' Mistakes, Need Fulfilment, and Value Systems

	Cluster 1	Cluster 2
mothers' rigor	11.3535912	13.0226244
mothers' aggression	5.79005525	10.4570136
constraining the child's activity	5.98342541	11.2126697
mothers' indifference	6.54143646	14.841629
mothers' self-accentuation	7.26519337	11.4117647
mothers' pandering to the child	9.25966851	10.7013575
taking over the child's duties	10.7237569	8.77828054
mothers' idealization of the child	12.7955801	11.0769231
mothers' lack of consistency	6.69060773	10.9049774
daughters' need of safety	36.1546961	30.2850679
daughters' need of belongingness and love	44.4861878	35.1900452

	Cluster 1	Cluster 2
daughters' need of esteem	40.5303867	35.3800905
daughters' need of self-actualization	42.7569061	37.0723982
daughters' physiological needs	35.1546961	29.4343891
Achievements	12.9171271	12.5339367
Hedonism	13.480663	13.4434389
Stimulation	9.95027624	10.0723982
Self-Direction Thought	15.480663	15.6968326
Self-Direction Action	15.0331492	14.0452489
Universalism-Tolerance	15.0331492	14.0452489
Universalism-Nature	12.5469613	11.6063348
Universalism-Concern	15.0662983	13.9638009
Benevolence-Caring	16.3756906	15.3393665
Benevolence-Dependability	16.5138122	15.0452489
Humility	11.8121547	10.7556561
Conformity-Interpersonal	11.6519337	10.2579186
Conformity-Rules	13.6740331	12.1131222
Tradition	12.6353591	10.7556561
Security societal	14.6961326	13.7239819
Security personal	15.0497238	14.0859729
Face	14.8563536	14.0090498
Power-Resources	8.9281768	9.11764706
Power-Dominance	8.9281768	9.11764706
number of cases	181	221
Percent (%)	45.0248756	54.9751244

Source: Based on the survey results.

Table 4: ANOVA Results Women's Perception of Mothers' Mistakes, Need Fulfillment, and Value Systems

	Between SS	df	Within SS	df	F	p	η^2	Interpretation of η^2
mothers' rigor	277.188	1	4944.26	400	22.4251	.000003	.053	small
mothers' aggression	2167.268	1	5948.86	400	145.7265	.000000	.267	big
constraining the child's activity	2720.963	1	5099.95	400	213.4108	.000000	.347	big

	Between SS	df	Within SS	df	F	p	η²	Interpretation of η²
mothers' indifference	6855.216	1	7248.40	400	378.3025	.000000	.486	big
mothers' self-accentuation	1710.894	1	4224.80	400	161.9858	.000000	.288	big
mothers' pandering to the child	206.818	1	6293.09	400	13.1457	.000325	.031	small
taking over the child's duties	376.614	1	7620.32	400	19.7689	.000011	.047	small
mothers' idealization of the child	293.916	1	8483.13	400	13.8588	.000225	.033	small
mothers' lack of consistency	1767.299	1	7133.68	400	99.0961	.000000	.198	big
daughters' need of safety	3428.199	1	28824.71	400	47.5731	.000000	.106	medium
daughters' need of belongingness	8599.048	1	30169.23	400	114.0108	.000000	.222	big
daughters' need of esteem	2639.424	1	37719.16	400	27.9903	.000000	.065	medium
daughters' need of self-actualization	3215.367	1	41312.15	400	31.1324	.000000	.072	big
daughters' physiological needs	3255.993	1	26137.97	400	49.8278	.000000	.110	medium
Achievements	14.611	1	3834.75	400	1.5240	.217734	.003	very small
Hedonism	.138	1	3207.73	400	.0172	.895744	.001	very small
Stimulation	1.484	1	5129.39	400	.1157	.733897	.001	very small
Self-Direction Thought	4.650	1	2455.87	400	.7573	.384685	.002	very small
Self-Direction Action	97.112	1	3343.35	400	11.6185	.000719	.028	small
Universalism-Tolerance	97.112	1	3343.35	400	11.6185	.000719	.028	small
Universalism-Nature	88.040	1	5593.60	400	6.2958	.012497	.015	small
Universalism-Concern	120.948	1	3098.91	400	15.6117	.000092	.037	small
Benevolence-Caring	106.865	1	1602.00	400	26.6829	.000000	.062	medium
Benevolence-Dependability	214.600	1	1914.76	400	44.8307	.000000	.100	medium

	Between SS	df	Within SS	df	F	p	η²	Interpretation of η²
Humility	111.066	1	3884.42	400	11.4371	.000791	.027	small
Conformity-Interpersonal	193.366	1	6649.37	400	11.6321	.000714	.028	small
Conformity-Rules	242.438	1	3299.94	400	29.3870	.000000	.068	medium
Tradition	351.579	1	6230.74	400	22.5706	.000003	.053	small
Security societal	94.040	1	4506.45	400	8.3471	.004073	.020	small
Security personal	92.422	1	2709.92	400	13.6420	.000252	.033	small
Face	71.437	1	3208.25	400	8.9067	.003016	.021	small
Power-Resources	3.572	1	5257.01	400	.2718	.602416	.001	very small
Power-Dominance	3.572	1	5257.01	400	.2718	.602416	.001	very small

Source: Based on the survey results.

Table 5: Cluster Means, Sizes, and Percentages for Women's Perception of Fathers' Mistakes, Need Fulfillment, and Value Systems

	Cluster 1	Cluster 2
fathers' rigor	11.5846154	12.3091787
fathers' aggression	7.63589744	9.00966184
constraining the child's activity	7.27179487	9.41545894
fathers' indifference	12.2051282	15.9951691
fathers' self-accentuation	7.93333333	8.95652174
fathers' pandering to the child	9.74358974	9.37198068
taking over the child's duties	7.73846154	6.70048309
fathers' idealization of the child	12.3025641	9.10144928
fathers' lack of consistency	7.60512821	8.31884058
daughters' need of safety	35.5076923	30.4975845
daughters' need of belongingness and love	40.6871795	38.1400966
daughters' need of esteem	42.0153846	33.6328502
daughters' need of self-actualization	43.2205128	36.2512077
daughters' physiological needs	34.4871795	29.6763285
Achievements	13.9538462	11.531401
Hedonism	14.3230769	12.647343
Stimulation	11.6615385	8.46859903
Self-Direction Thought	16.5692308	14.6859903
Self-Direction Action	14.5076923	14.47343

	Cluster 1	**Cluster 2**
Universalism-Tolerance	14.5076923	14.47343
Universalism-Nature	12.2615385	11.8115942
Universalism-Concern	13.8820513	15.0048309
Benevolence-Caring	15.774359	15.8357488
Benevolence-Dependability	15.4153846	15.9806763
Humility	9.85641026	12.52657
Conformity-Interpersonal	9.07179487	12.5942029
Conformity-Rules	12.0051282	13.5797101
Tradition	10.7435897	12.410628
Security societal	14.2051282	14.1207729
Security personal	14.3333333	14.6956522
Face	14.2871795	14.4879227
Power-Resources	10.6307692	7.52657005
Power-Dominance	10.6307692	7.52657005
number of cases	195	207
Percent (%)	48.5074627	51.4925373

Source: Based on the survey results.

Table 6: ANOVA results for Clusters of Women's Perception of Fathers' Mistakes, Need Fulfillment, and Value Systems

	Between SS	df	Within SS	df	F	p	η^2	Interpretation of η^2
fathers' rigor	52.715	1	7467.57	400	2.82366	.093665	.007	very small
fathers' aggression	189.497	1	8071.13	400	9.39137	.002328	.023	small
constraining the child's activity	461.416	1	6982.87	400	26.43131	.000000	.062	medium
fathers' indifference	1442.337	1	10778.79	400	53.52500	.000000	.118	medium
fathers' self-accentuation	105.121	1	4590.74	400	9.15940	.002634	.022	small
fathers' pandering to the child	13.866	1	4315.54	400	1.28522	.257610	.003	very small
taking over the child's duties	108.182	1	6131.09	400	7.05794	.008207	.017	small
fathers' idealization of the child	1028.920	1	7652.02	400	53.78552	.000000	.119	medium

|	Between SS	df	Within SS	df	F	p	η^2	Interpretation of η^2
fathers' lack of consistency	51.148	1	8321.55	400	2.45856	.117677	.006	very small
daughters' need of safety	2520.421	1	29732.49	400	33.90797	.000000	.078	medium
daughters' need of belongingness	651.426	1	38116.86	400	6.83609	.009271	.017	small
daughters' need of esteem	7055.529	1	33303.05	400	84.74334	.000000	.175	big
daughters' need of self-actualization	4877.057	1	39650.46	400	49.20052	.000000	.110	medium
daughters' physiological needs	2323.928	1	27070.03	400	34.33950	.000000	.079	medium
Achievements	589.233	1	3260.13	400	72.29559	.000000	.153	medium
Hedonism	281.961	1	2925.90	400	38.54688	.000000	.088	medium
Stimulation	1023.671	1	4107.21	400	99.69506	.000000	.199	big
Self-Direction Thought	356.115	1	2104.40	400	67.68948	.000000	.145	big
Self-Direction Action	.118	1	3440.34	400	.01370	.906865	.001	very small
Universalism-Tolerance	.118	1	3440.34	400	.01370	.906865	.001	very small
Universalism-Nature	20.328	1	5661.31	400	1.43628	.231452	.004	very small
Universalism-Concern	126.581	1	3093.28	400	16.36848	.000063	.039	small
Benevolence-Caring	.378	1	1708.49	400	.08860	.766123	.001	very small
Benevolence-Dependability	32.087	1	2097.28	400	6.11968	.013783	.015	small
Humility	715.902	1	3279.58	400	87.31618	.000000	.179	big
Conformity-Interpersonal	1245.828	1	5596.91	400	89.03691	.000000	.182	big
Conformity-Rules	248.948	1	3293.43	400	30.23577	.000000	.070	medium
Tradition	279.042	1	6303.28	400	17.70776	.000032	.042	small
Security societal	.715	1	4599.78	400	.06213	.803283	.001	very small
Security personal	13.181	1	2789.16	400	1.89037	.169930	.005	very small
Face	4.046	1	3275.64	400	.49411	.482508	.001	very small
Power-Resources	967.560	1	4293.02	400	90.15197	.000000	.184	big
Power-Dominance	967.560	1	4293.02	400	90.15197	.000000	.184	big

Source: Based on the survey results.

Figures

Figure 1: Model of the relationship between women's perceptions of parental mistakes, their need satisfaction, and their system of values
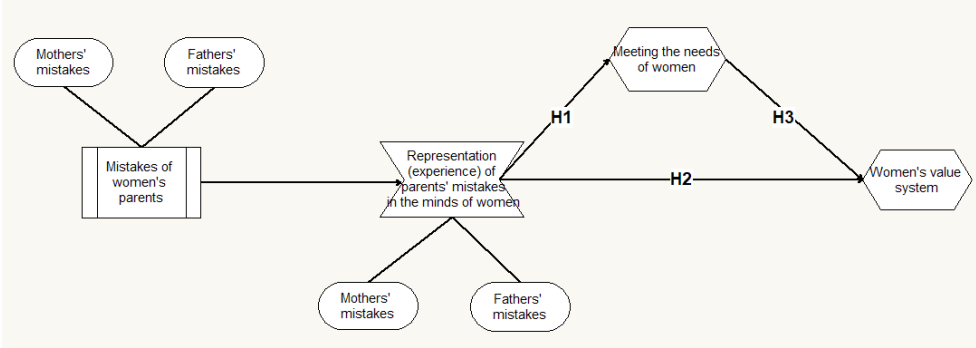

Figure 2: Cluster analysis results for women's perception of parental mistakes, their need satisfaction, and their value system

Perception of parental mistakes in the minds of women, the fulfillment of women's needs and their system of values
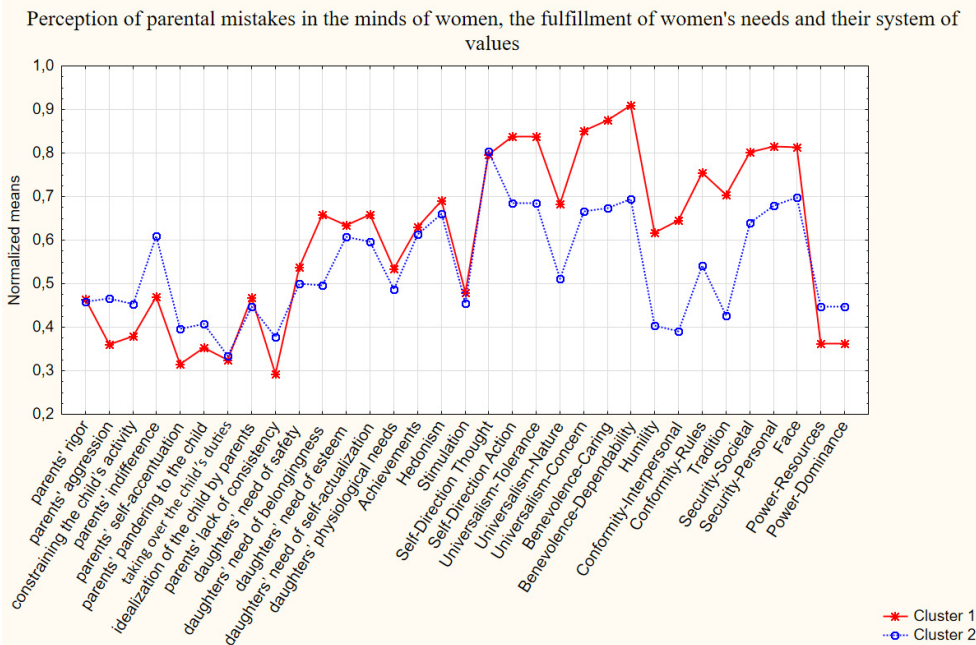
Figure 3: Cluster analysis results for women's perception of their mothers' mistakes, their need satisfaction, and their value system

Perception of mothers' mistakes in women's minds, women's needs and their system of values
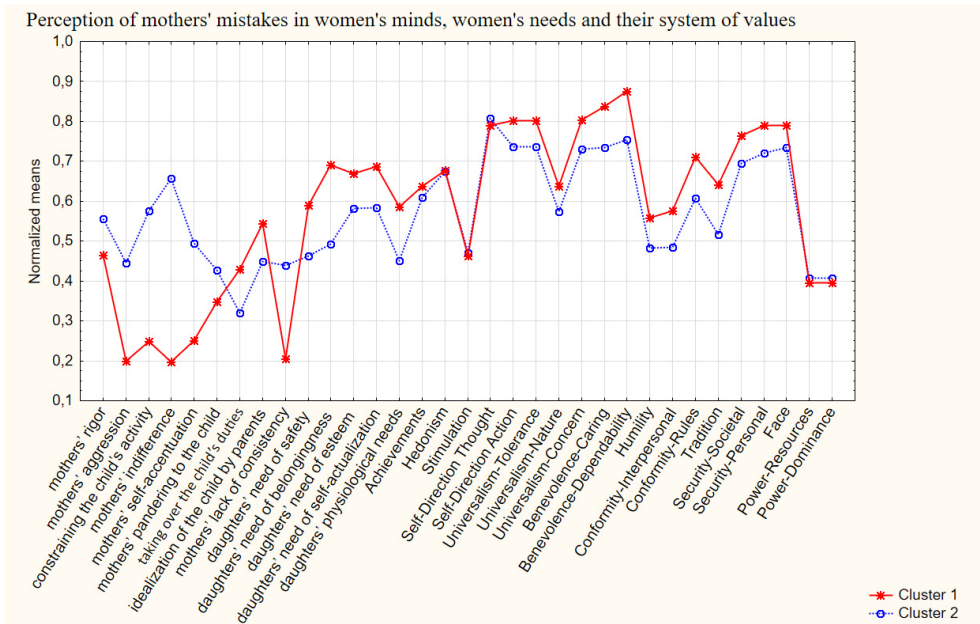
Figure 4: Cluster analysis results for women's perception of their fathers' mistakes, their need satisfaction, and their value system

Perception of fathers' mistakes in women's minds, women's needs satisfaction and their system of values
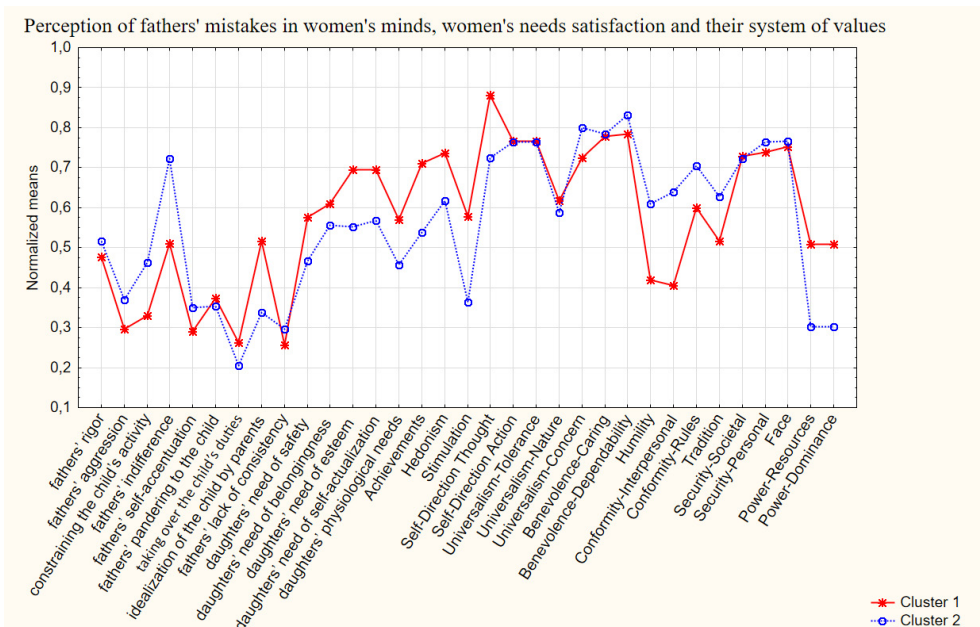
Bibliography

Adelman C., Daniel B., Berkovits I. (2003). *Postsecondary Attainment, Attendance, Curriculum, and Performance: Selected Results from the NELS:88/2000 Postsecondary Education Transcript Study (PETS), 2000 (NCES 2003-394)*, Washington (D.C.): U.S. Department of Education.

Beutel A.M., Marini M.M. (1995). "Gender and Values," *American Sociological Review*, vol. 60, pp. 436–448, doi:10.2307/2096423

Bugental D.B., Kaswan J.W., Love L.R. (1970). "Perception of Contradictory Meanings Conveyed by Verbal and Nonverbal Channels," *Journal of Personality and Social Psychology*, vol. 16, no. 4, pp. 647–655, doi:10.1037/h0030254

Bugental D., Happaney K. (2000). "Parent-Child Interaction as a Power Contest," *Journal of Applied Developmental Psychology*, vol. 21, no. 3, pp. 267–282, doi:10.1016/S0193-3973(99)00038-6

Bugental D., Lyon J., Lin E., McGrath E., Bimbela A. (1999). "Children 'Tune Out' in Response to the Ambiguous Communication Style of Powerless Adults," *Child Development*, vol. 70, no. 1, pp. 214–230, doi:10.1111/1467-8624.00016

Carver A., Timperio A., Hesketh K., Crawford D. (2009). "Are Children and Adolescents Less Active if Parents Restrict Their Physical Activity and Active Transport Due to Perceived Risk?" *Social Science and Medicine*, vol. 70, no. 11, pp. 1799–1805, doi:10.1016/j.socscimed.2010.02.010

Chłopkiewicz M. (1975a). "Zaburzenia dynamiki procesów nerwowych u dzieci zahamowanych w świetle analizy behawioralnej," in M. Kościelska (ed.), *Przyczyny i patomechanizmy zaburzeń rozwoju dzieci*, Warszawa: Wydawnictwo Uniwersytetu Warszawskiego, pp. 5–34.

Chłopkiewicz M. (1975b). "Zaburzenia zachowania dzieci zahamowanych jako wyraz patologii osobowości," in M. Kościelska (ed.), *Przyczyny i patomechanizmy zaburzeń rozwoju dzieci* Warszawa: Wydawnictwo Uniwersytetu Warszawskiego, pp. 35–58.

Cieciuch J. (2013). "Pomiar wartości w zmodyfikowanym modelu Shaloma Schwartza," *Psychologia Społeczna*, vol. 1, no. 124, pp. 22–41.

Dymara B., Łopatkowa M., Pulinowa M., Murzyn A. (2003). *Dziecko w świecie wartości*, Kraków: Oficyna Wydawnicza "Impuls".

Elder J., Hill T., Miner G., Nisbet B., Delen D., Fast A. (2012). *Practical Text Mining and Statistical Analysis for Nono-structured Text Data Application*, Oxford: Elsevier.

Gurycka A. (1990). *Błąd w wychowaniu*, Warszawa: Wydawnictwa Szkolne i Pedagogiczne.

Howe M.L. (2000). *The Fate of Early Memories: Developmental Science and the Retention of Childhood Experiences*, Washington (D.C.): American Psychological Association.

Huerta J.J., Watt K.M., Butcher J.T. (2013). "Examining Advancement via Individual Determination (AVID) and Its Impact on Middle School Rigor and Student Preparedness," *American Secondary Education*, vol. 41, no. 2, pp. 24–37.

Khaleque A. (2015). "Perceived Parental Neglect, and Children's Psychological Maladjustment, and Negative Personality Dispositions: A Meta-analysis of Multi-cultural Studies," *Journal of Child and Family Studies*, vol. 24, no. 5, pp. 1419–1428. doi:10.1007/s10826-014-9948-x

Kierowski J.K., Lew-Starowicz Z., Mellibruda J. (2002). "Psychopatologia zjawisk społecznych," in J. Strelau (ed.), *Psychologia. Podręcznik akademicki. Tom 3*, Gdańsk: Gdańskie Wydawnictwo Psychologiczne, pp. 692–765.

Kutter P. (2000). *Współczesna psychoanaliza*, Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

Lambert S.F., Bettencourt A.F., Bradshaw C.P., Ialongo N.S. (2013). "Early Predictors of Urban Adolescents' Community Violence Exposure," *Journal of Aggression, Maltreatment & Trauma*, vol. 22, no. 1, pp. 26–44, doi: 10.1080/10926771.2013.743944

Lester D. (2013). "Measuring Maslow's Hierarchy of Needs," *Psychological Reports*, vol. 113, no. 1, pp. 15–17, doi:10.2466/02.20.PR0.113x16z1

Maslow A.H. (1987). *Motivation and Personality*, New York: Harper & Row.

Mattern K.D., Wyatt J.N. (2012). "The Validity of the Academic Rigor Index (ARI) for Predicting FYGPA," *Research Report*, vol. 5, pp. 1–24.

Millon T., Davis R. (1996). *Disorders of Personality: DSM-IV and Beyond* (2nd ed.), New York: John Wiley and Sons.

O'Leary S.G. (1995). "Parental Discipline Mistake," *Current Directions in Psychological Science*, vol. 4, no. 1, pp. 11–13, doi:10.1111/1467-8721.ep10770944

Schwartz S.H., Cieciuch J., Vecchione M., Davidov E., Fischer R., Beierlein C., Ramos A., Verkasalo M., Lönnqvist J.-E., Demirutku K., Dirilen-Gumus O., Konty M. (2012). "Refining the Theory of Basic Individual Values," *Journal of Personality and Social Psychology*, vol. 103, no. 4, pp. 663–688, doi:10.1037/a0029393

Schwartz S.H., Rubel-Lifschitz T. (2009). "Cross-national Variation in the Size of Sex Differences in Values: Effects of Gender Equality," *Journal of Personality and Social Psychology*, vol. 97, no. 1, pp. 171–185, doi:10.1037/a0015546

Schwartz S.H., Cieciuch J., Vecchione M., Davidov E., Fischer R., Beierlein C., Ramos A., Verkasalo M., Lönnqvist J.-E., Demirutku K., Dirilen-Gumus O., Konty M. (2012). "Refining the Theory of Basic Individual Values," *Journal of Personality and Social Psychology*, vol. 103, no. 4, pp. 663–688, https://doi.org/10.1037/a0029393

Schwartz S.H., Sagie G. (2000). "Value Consensus and Importance: A Cross-national Study," *Journal of Cross-Cultural Psychology*, vol. 31, no. 4, pp. 465–497. doi:10.1177/0022022100031004003

Senator D. (2010). "Więź zdezorganizowana jako czynnik ryzyka patologii," in B. Tryjarska (ed.), *Bliskość w rodzinie. Więzi w dzieciństwie a zaburzenia w dorosłości*, Warszawa: Wydawnictwo Naukowe Scholar, pp. 43–61.

Szymańska A., Aranowska E. (2016). *Błąd w wychowaniu. W stronę weryfikacji teorii Antoniny Guryckiej*, Warszawa: Liberi Libri.

Szymańska A., Aranowska E., Torebko K. (2017). "Błędy wychowawcze popełniane przez rodziców a rozwój kompetencji emocjonalnych dzieci w wieku wczesnoszkolnym," *Studia z Teorii Wychowania*, vol. 4, no. 21, pp. 161–194.

Winston C.N., Maher H., Easvaradoss V. (2017). "Needs and Values: An Exploration," *Humanistic Psychologist*, vol. 45, no. 3, pp. 295–311, doi:10.1037/hum0000054

Winterhoff P. (1997). "Sociocultural Promotions Constraining Children's Social Activity: Comparisons and Variability in the Development of 'Friendships'," in J. Tudge, M. Shanahan, J. Valsiner (eds.), *Comparative Approaches in Developmental Science*, Cambridge (MA): Cambridge University Press, pp. 222–251.

Wójtowicz A. (1989). "Błąd wychowawczy w doświadczeniach młodzieży," in A. Gurycka, A. Gołąb (eds.), *Podmiotowość w doświadczeniach wychowawczych dzieci i młodzieży. Wychowanek jako podmiot* doświadczeń, Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, pp. 81–106.

Zinker J. (1991). *Proces twórczy w terapii Gestalt*, Warszawa: Jacek Santorski & Co Agencja Wydawnicza.

ADDRESS FOR CORRESPONDENCE

Agnieszka Szymańska
Cardinal Stefan Wyszyński University in Warsaw
Institute of Psychology
e-mail: elysium5678@gmail.com

Miscellanea

B a r b a r a   S k a ł b a n i a
ORCID: 0000-0001-6857-1529
Janusz Korczak Pedagogical University in Warsaw

Teacher—Parent Relationship in the Implementation of Supportive Activities

Relacja nauczyciel—rodzic w realizacji działań pomocowych

ABSTRACT

A person is defined as a social, relational being. According to Sławomir Chrost, "a human being is not a product, but, as a person, he/she is, in a way, immersed in social structures" (Chrost 2020: 155). Numerous definitions in the fields of theology, philosophy, psychology, and sociology emphasize the value of relationship which is the basis of society and the driving force for human development and education. This article concerns the supportive relationship between the teacher and the parent, which is fulfilled in the educational space and focuses on varied educational and developmental needs of students. The characteristic features of the relationship result from its dualism: on the one hand, formal and legal provisions, and, on the other hand, the personal dimension of the relationship viewed from a humanistic perspective. The aim of the article is to analyse the teacher-parent relationship in terms of selected issues: the model of helping, the teacher's attitude, as well as techniques and tools used at particular stages of the support process, using literature from the field of psychology, counselling and pedagogy.

ABSTRAKT

Człowiek definiowany jest jako istota społeczna, relacyjna. Zdaniem Sławomira Chrosta, „człowiek nie jest produktem, lecz jest już jako osoba niejako zanurzony w struktury społeczne" (Chrost 2020: 155), na co wskazują definicje z obszaru teologii, filozofii, psychologii, socjologii. Akcentują one wartość relacji, która jest podstawą społeczeństwa i motorem dla rozwoju oraz edukacji człowieka. Niniejszy artykuł dotyka relacji wspomagającej/pomocowej między nauczycielem a rodzicem, realizującej się w przestrzeni edukacyjnej, której przedmiotem są zróżnicowane potrzeby edukacyjno-rozwojowe uczniów. Specyfika relacji podyktowana jest jej dualizmem: z jednej strony rozwiązania formalno-prawne, z drugiej osobowy wymiar relacji ujmowany z perspektywy humanistycznej. Celem artykułu jest analiza relacji nauczyciel–rodzic w aspekcie wybranych zagadnień: modelu pomagania, postawy nauczyciela oraz technik i narzędzi stosowanych na poszczególnych etapach procesu pomocowego z wykorzystaniem literatury z obszaru psychologii, poradnictwa i pedagogiki.

Introduction

The history of education shows a close relationship between the school and society, economy, politics and religion, all of which influence on the process of education and approach to the local environment. The idea of cooperation between the school and the family began in antiquity (Greece, Rome) and continued in subsequent historical periods. At the end of the 19th century, there was a widespread conviction that effective education should involve both environments: the school and the family. This was the essence of upbringing guides of the time, such as *Family and School*, or *Upbringing at Home and at School*. The scope and forms of such cooperation were the subject of public discussion. The turbulent changes of the 1990s highlighted the need to perceive parents as an important partner for cooperation with the school (Lulek 2008: 54–58). A significant expansion of the space for both parties to be active in this respect appeared in legal provisions (e.g., the Convention on the Rights of the Child, the Constitution of the Republic of Poland, the Act on the Education System of 1991, the Declaration of the Rights of the Child).

Currently, the school cannot develop without conscious and active participation of parents; their contribution to shaping the atmosphere that facilitates development and building democratic attitudes is particularly important. The contemporary school should aim to strengthen the role of parents under a partnership model through involving them in teaching, educating, caring and helping/supporting activities. In the field of education, helping is a category that is often referred to the students who, for various reasons, require supportive actions. These are undertaken by teachers in a way that is directly targeted at the student and indirectly, through specific actions, at parents/guardians. The supportive relationship[1] between a teacher and a parent is fulfilled:

- at the educational level, which is related to the provision of information and reliable knowledge;
- at the therapeutic level, which includes calming emotions and tension;
- at the psychodidactic level, which includes shaping educational and relational skills.

In understanding the specific features of the relationship between a teacher and a parent, it is worth referring to the publications by Thomas Gordon (2004) and Jeffrey Kottler (2005) in which the authors show the determinants of the helping process and point out the need to develop the skills necessary to support another person and be there for them. The term "relationshios with people" is the foundation for interpersonal contacts, hence the need for an in-depth analysis of the topic from a theoretical and practical perspective. The goal of this article is to show selected aspects of the teacher-parent relationship, while touching on the issues related to supporting the student in the educational process.

Relationship and support in the interdisciplinary approach

As I have already mentioned, both terms: *support* and *relationship*, are found in social sciences, and their definition is determined by the specific features of a given discipline. In the sociological approach,

---

[1] In the article the terms: "supportive relationship" and "helping relationship" are used interchangeably.

relationship refers to the interaction between people who occupy different social positions and perform different roles in the society. As Piotr Sztompka notes, "interpersonal space is filled with a variety of social relationships" (2012: 124). In psychological terms, a personal relationship is a condition for human development and social functioning. The pedagogical understanding of a relationship emphasizes its role in the processes of teaching and upbringing. It is in and through relationships that a person is formed cognitively, socially, emotionally and spiritually. Moreover, relationships are necessary for the fulfillment of human needs such as the sense of security, belonging, recognition, respect, and self-fulfillment.[2] Metaphorically speaking, a person's life is a network of relationships that define and shape his/her existence. Different types of relationships are part of this network: family, peer, professional, and partnership ones, and such relationships form a broad context for the person's individual and social development. A person enters into planned relationships, i.e. those which result from his/her own choice and personal need, and into unplanned relationships, which result from his/her social and professional roles. The process of building relationships depends on the person's attitude towards themselves as well as towards others, which is connected with acceptance and self-acceptance, but also with their abilities and needs. Relationship building is a process which involves people, places and space.

According to the dictionary definition, help is: "action, support (both in the tangible and spiritual sense) to relieve someone's effort, or to rescue someone in danger or in a difficult situation" (*Słownik języka polskiego* 2001: 95). According to Alicja Czerkawska, "we consider the following words as closely related: helping, rescuing, protecting, guarding, defending, serving, listening, supporting, comforting, and being together" (Czerkawska 2013: 103). In the approach of Alicja Kargulowa, helping is defined as "supporting someone physically or morally; a type of action, activity or behaviour that is distinguished by the altruistic goal towards which the helper is aiming" (Kargulowa 2006: 206).

---

[2] The educational and developmental needs of students should be understood as a variety of needs resulting from individual properties of development and the individual's personal potential, which fits into the model of inclusive education addressed to each student.

Helping is analysed and defined in terms of aims and objectives, and seen as an activity that enables people to make changes (Murgatroyd 2000: 16). In the vast literature on the subject, we encounter various theories that attempt to explain the concept of helping on the grounds of many academic disciplines: biology, sociology, psychology or philosophy. Thus, we can refer to biological concepts related to Charles Darwin's evolutionary theory, to Daniel Batson's empathy-altruism hypothesis, to the social exchange theory, to the theory of egoism, or to the theory of diffused responsibility. Helping others improves self-esteem, allows one to experience joy and a sense of purpose in one's life, deepens one's relationships with others, and increases one's sense of security and comfort (Otrębska-Popiołek 1991: 128).

Relationship and support are mutually contingent, which is expressed in terms such as *helping relationship* (Brammer) and *supportive relationship* (Carl Rogers). The helping relationship "is dynamic, meaning that it is constantly changing at verbal and nonverbal levels. The relationship is the principle process which both helper [assessor] and helpee [referee and assistant referees] use to express and fulfil their needs. The relationship is the chief means for meshing and matching helpee problems with helper expertise" (Brammer 1984: 61). A supportive relationship is defined by attitudes and behaviours such as being trustworthy, being unambiguous in communicating who one is, experiencing a positive attitude, accepting every aspect of another person, avoiding judgements, affirming and recognizing the other person's capabilities" (Chrost 2020: 158–159).

In education, the helping relationship is related to the need to implement systemic supportive solutions, but, above all, it stems from the specific features of a teacher's work the subjects of which are the student and the parent.

Relationships with people as a model of support in education

Topics related to helping occupy an important place in pedagogy and its many subdisciplines (social pedagogy, special pedagogy, preschool and early school pedagogy, and resocialization pedagogy). In educational terms, helping is understood as facilitating development, supporting upbringing and teaching, and assisting in carrying out educational tasks (Skałbania, Babiarz, Bidziński 2020: 17).

The understanding of the term is associated with various supportive actions of the teacher triggered in the situation of a need defined as a lack of something or a failure to meet certain conditions. The helping relationship occurs in the form of intervention, social integration or systematic support. It is possible to view it from different perspectives and highlight both benefits and risks. In this article, the complexity of the issue of helping in the teacher-parent relationship is reduced to the analysis of selected aspects of the model of helping, the teacher's attitude and communication tools.

While describing the models of support, I refer to the models of work of counsellors, which were diagnosed and described by Bożena Wojtasik (1993), with the assumption that the helper takes the role of the counsellor. The author, based on the types of counselling distinguished and described by Alicja Kargulowa (directive, liberal and dialogical), lists five models of counsellors' work: an expert, an informer, a consultant, an acquiescent caregiver, and a laissez-faire counsellor (Kargulowa 2006; Wojtasik 1993). Each of these counsellors has a different style of work and uses different techniques of conversation, which results from the psychological concept of man they have adopted (behavioural, psychodynamic, cognitive, or humanistic). The assumptions of a certain concept determine the specific features and course of the relationship with another person. In the model focused on directive helping, there is an expert counsellor and an informer counsellor. Their relationship is based on the clear dominance of the helper, the objective treatment of the one who receives help, and a strong focus on problem solving. In educational practice, an example of such a relationship is the parent's need to acquire specific knowledge or information, and to obtain ready-made instructions and specific guidance related to the child. In this case, the supportive relationship is led by the teacher who asks closed-ended questions, provides a ready-made solution to the problem and bears one-person responsibility. The expert counsellor relies on extensive knowledge and does not take into account the emotional state or the needs of the parent. Such a counsellor encourages and convinces the parent using positive reinforcement or, sometimes, persuasion. The informer counsellor also works in a directive model, but focuses more on the perspective of the parent. He or she provides a lot of information to the parent on developmental and educational issues. This model of

helping does not fit into the humanistic trend because of the instrumental treatment of the person being helped and the excessive focus on the problem, although it is often part of the teacher's supportive activities. The teacher's work with the parent in the liberal model of helping is slightly different. Here the teacher takes the role of a laissez-faire counsellor or an acquiescent caregiver who does not give advice or guidance, but focuses on the person and his or her emotions, listens attentively, seeks to inspire hope in the parent, and encourages him or her to act. The aim of the teacher's activities is, above all, understanding and empathy.

In the dialogic model of helping, the teacher-counsellor, who takes the role of a consultant, defines the problem, interprets the statements, and works with the parent to find a solution to the problem. The essence of the consultant-counsellor's work is a constructive dialogue and joint search for information through asking questions (see Oleniacz 2011). In educational practice, such a model of helping embodies humanistic principles where there is room for dialogue, understanding, and mutual respect. The teacher in the role of counsellor-consultant avoids non-inclusive language and gives the parent space for independent action and time for reflection. Educational practice shows the dominance of the directive model in which the teacher becomes an expert or informer on both didactic and supportive issues. However, it is worth considering the introduction of other models by approaching the relationship from the perspective of humanistic-oriented concepts.

The model of support implies the teacher's attitude which influences the relationship and determines the outcomes. Carl Rogers, a representative of humanistic psychology, distinguishes the following attitudes that are important for the helping relationship: empathic understanding, kindness, authenticity, precision, immediacy, and the ability to confront (after: Macario, Rocchi 2011: 17–19). The attitude of empathic understanding allows the teacher to imagine him/herself in the parent's situation in order to learn what the parent feels and what his/her beliefs are, which is related to the level of perception of another person. Kindness means accepting the other person's choices and words which express their current needs. Authenticity means the compliance of one's verbal message with one's own experiences and non-verbal messages. High precision facilitates the communication

of clear and intelligible messages, and limits communication to the most important issues and details. The ability to confront is the ability to notice the differences between the parent's words and feelings (his/her emotional state). The attitude of immediacy helps one to immediately interpret the emotions that arise between the teacher and the parent.

In the development of the support relationship it is important to personalize it, through, e.g. a gradual shift from impersonal messages to "I" messages, e.g. *It is believed that a child with a disability should continue his/her education in a special school*, to: *I think that segregated/special education is not a good solution*. Another important element that facilitates progress is feedback which improves mutual understanding and more precise communication between the teacher and the parent, e.g. *I understood from your statement that the issue of choosing an educational path is very important and, at the same time, very difficult for you*. Another element, namely co-participation opens up a common space for the interlocutors to share experiences, exchange insights and show their own perspective to the other person. The exchange in communication oscillates between the dynamics of opposition and the dynamics of addition (Macario, Rocchi 2011: 53).

Another focus of the analysis is communication tools related to the helping model and selected contexts of the helping relationship: relationship building, exploring the parents' needs, reflection, and increasing the parents' motivation to act independently (see Nowosielska, Suchowiecka, Wielochowska 2016).

When building a helping relationship, the involvement of both parties, mutual trust and understanding is required, guided by the postulate of dialogicality and a genuine encounter according to the principles of philosophical anthropology and the philosophy of dialogue (Szulakiewicz 2018: 87). An encounter in the spirit of a dialogical relationship is characterised by the "recognition and affirmation of the other, directness and exclusivity, reciprocity and openness" (Bruner 2006: 86). In a supportive relationship, dialogue is more often undertaken by the counsellor-consultant, as I have already mentioned. Another condition is the agreement that the parent, like the teacher, can take both roles, which reinforces the sense of responsibility and the possibility to look at the object of the relationship from different perspectives. Such an approach reduces loneliness which is often

experienced by the person seeking help, who experiences a threefold rift (see Kargulowa 2006: 134–146). It is important to invite the parent to the meeting, rather than force him/her to participate, and to recognise dialogue as the basic form of communication. The skill of attentive listening manifests itself in identifying and naming the supported person's emotions. Listening sometimes means reflecting what is beyond words. The individual contract between the teacher and the parent is a valuable tool in building a helping relationship, which is structured by both parties and imposes certain obligations on them. In other words, it is a formalised and detailed record of commitments that takes into account the needs of both parties. Its purpose is to show the parent how to solve the problem, to strengthen his/her self-confidence and to encourage their own activity.

One of the tools that explore the needs of the parent is free conversation directed at what the parent identifies as a lack, deficit or weakness. It can address several areas: assessment and diagnosis, the child's educational path, the process of supporting development and rehabilitation, the upbringing process, or the process related to the child's further educational and professional career planning. The interview process is very important and can be supported by projection techniques, such as unfinished sentences, which make it possible to identify and prioritize needs, and to identify barriers that hinder their fulfillment.

Reflection in the supportive relationship is teacher-initiated thought, consideration, explanation, translation, anticipation, attentiveness and sensitivity to experiences. It makes it possible to return to meaningful events and to analyse how they unfolded, which, in turn, leads to re-interpretations. As Jerome Bruner notes, reflection is the understanding of meaning; it is entering the "meta" level and cognitive functioning at that level; it is returning to the consequence of trying to explain certain events (situations), and reflecting on one's own way of thinking (Bruner 2006: 128). The tools for reflection are, in the first place, asking questions, as well as observing things carefully to assign meanings to what we hear and see.

A tool that increases the parent's motivation to be active is the language of diagnosis and support which describes reality and suggests what to do next. It is worth using the language of benefits and

acceptance, while abandoning the language of segregation and label-ling, e.g. disabled, dyslectic.

When outlining a positive image of a helping relationship, it is important to bear in mind the pitfalls associated with it and mentioned, among others, by Kargul (2004), Wojtasik (2004) and Otrębska-Popiołek (1991). According to Bożena Wojtasik, "the saf-est way is for the counsellor to use techniques that fall under liberal counselling: listening and understanding, paraphrasing, explaining, asking open-ended questions, reflecting feelings, observing, using "I" statements, supporting and building hope, and stimulating for action" (Wojtasik 2004: 61). The supportive relationship between the teacher and the parent is an important element in the school's activity, which takes into account the significance of help and support in the broadly defined educational process (see Skałbania 2008; 2015; 2020). It is, by definition, asymmetrical as the positions of the helper and the one who receives help are unequal. When entering into this relationship, the person who is being helped informs the other of his/her weak-ness, or even helplessness, in the process of threefold rift that Alicja Kargulowa wrote about (2006). It should be remembered that in hu-manistic terms "each interpersonal relationship is a system of sub-jects, but not all relationships are consciously built in order to shape subjectivity" (Skałbania 2015: 85). Such understanding of a relation-ship lends it a dynamic character and important role in the process of creating oneself, understanding others, supporting, and also eliciting reflection and developing the subjective I-You.

A supportive relationship: a message to the teachers

Considering supportive practice in the teacher-parent relation-ship, the following suggestions should be taken into account:
1. Change the thinking of the helping relationship as a prob-lem-solving activity.
2. Note the value of conversation and language in a supportive relationship.
3. Choose support techniques and tools that are adequate to the changing needs of the person who receives help.
4. Use dialogue as the basic form of contact.

5. Develop the awareness and reflection of the parents as co-responsible for helping.
6. Develop positive thinking and inspire hope.
7. Be aware of the pitfalls and dangers of an improperly handled supportive relationship.

Helping is becoming a necessary element of human life in the rapidly changing world, which indicates the need for thorough reflection on the human being in order to understand that an interpersonal relationship is more important than the solution to the existing problem (see Malinowska [2011: 153]).

Bibliography

Brammer L. (1984). *Kontakty służące pomaganiu. Procesy i umiejętności*, trans. J. Mieńcicki, M. Żardecka, Warszawa: Wydawnictwo SPP.

Bruner J. (2006). *Kultura edukacji*, trans. T. Brosztowska-Tereszkiewicz, Kraków: Universitas.

Chrost S. (2020). *Antropologia pedagogiczna w perspektywie personalizmu teistycznego*, Warszawa: Wydawnictwo Difin.

Gordon T. (2004). *Wychowanie bez porażek w szkole*, Warszawa: Instytut Wydawniczy Pax.

Czerkawska A. (2013). *Poradnictwo egzystencjalne. Założenia, inspiracje, rozwiązania praktyczne*, Wrocław: Dolnośląska Szkoła Wyższa.

Kargul J. (2004). *Kilka uwag o niebezpieczeństwach poradnictwa*, in E. Siarkiewicz (ed.), *Niejednoznaczność poradnictwa*, Zielona Góra: Wydawnictwo Uniwersytetu Zielonogórskiego.

Kargulowa A. (2006). *O teorii i praktyce poradnictwa. Podręcznik akademicki*, Warszawa: Wydawnictwo Naukowe PWN.

Kottler J.A. (2003). *Skuteczny terapeuta*, trans. E. Jusewicz-Kalter, Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

Lulek B. (2008). *Współpraca szkoły, rodziny i środowiska*, Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego.

Macario L., Rocchi M. (2011). *Komunikacja w relacjach niesienia pomocy*, trans. B. Stańkowski, Kraków: Wydawnictwo WAM.

Malinowska J. (2011). "Doradcy osób dorosłych o konstruowaniu relacji poradniczej," in *Dyskursy Młodych Andragogów*, vol. 12, Zielona Góra: Wydawnictwo Uniwersytetu Zielonogórskiego, pp. 151–169.

Murgatroyd S. (2000), *Poradnictwo i pomoc*, trans. E. Turlejska, Poznań: Wydawnictwo Zysk i S-ka.

Nowosielska J., Suchowiecka A., Wielochowska M. (2016). "Coaching jako metoda wspierania uczniów w procesie edukacyjnym," in J. Nowosielska,

D. Bartnicka (eds.), *Coaching, mentoring, tutoring – wyzwania dla edukacji XXI wieku*, Warszawa: Wydawnictwo WSP im. J. Korczaka.

Oleniacz M. (2008). "Pedagog specjalny w roli doradcy," in J. Baran, T. Cierpiałowska, A. Mikrut (eds.), *Teoria i praktyka oddziaływań profilaktyczno--wspierających rozwój osób z niepełnosprawnością*, Kraków: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego, pp. 55–62.

Otrębska-Popiołek K. (1991), *Człowiek w sytuacji pomocy. Psychologiczna problematyka przyjmowania i udzielania pomocy*, Katowice: Wydawnictwo Uniwersytetu Śląskiego

Skałbania B. (2008). "Relacja terapeutyczna w procesie wychowania uczniów z zaburzeniami rozwojowymi," in J. Baran, T. Cierpiałowska, A. Mikrut (eds.), *Teoria i praktyka oddziaływań profilaktyczno-wspierających rozwój osób z niepełnosprawnością*, Kraków: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego, pp. 40–47.

Skałbania B. (2015). "Podmiotowość w relacji diagnostycznej z perspektywy wybranych koncepcji wychowania," in E. Smak, A. Włoch, M. Garbiec (eds.), *Diagnozowanie i terapia uczniów ze specjalnymi potrzebami edukacyjnymi*, Opole: Wydawnictwo Uniwersytetu Opolskiego, pp. 83–91.

Skałbania B. (2021). "Wybrane aspekty komunikacji w relacji terapeutycznej nauczyciela z uczniem," *Społeczeństwo. Edukacja. Język*, vol. 13, pp. 79–91.

Skałbania B., Babiarz M., Bidziński K. (2020). *Pomoc psychologiczno-pedagogiczna na pierwszym etapie edukacji szkolnej. Aspekty organizacyjne i realizacyjne*, Kielce: Wydawnictwo Uniwersytetu Jana Kochanowskiego.

Słownik języka polskiego (2001), ed. B. Dunaj, Warszawa: Wydawnictwo Wilga.

Sztompka P. (2012). *Socjologia. Analiza społeczeństwa*, Kraków: Znak.

Szulakiewicz M. (2018). "Dialog – wychowanie – religia. Zasada dialogiczna i jej znaczenie dla wychowania," in M.S. Wierzbicki (ed.), *Religie a wychowanie do dialogu. Idee edukacyjne, filozoficzno-antropologiczne i teologiczne*, Warszawa: Towarzystwo Naukowe Franciszka Salezego, pp. 79–91.

Wojtasik B. (1993). *Doradca zawodu. Studium teoretyczne z zakresu poradoznawstwa*, Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.

Wojtasik B. (2004). "Pułapki manipulacji w poradnictwie zawodowym," in E. Siarkiewicz (ed.), *Niejednoznaczność poradnictwa*, Zielona Góra: Wydawnictwo Uniwersytetu Zielonogórskiego, pp. 55–65.

ADDRESS FOR CORRESPONDENCE

Barbara Skałbania
Janusz Korczak Pedagogical University in Warsaw
e-mail: b.skalbania@uczelniakorczaka.pl

Reviews

Rezenzje

Wojciech Bojanowski S.J.
ORCID: 0000-0003-4263-7782
Jesuit University Ignatianum in Krakow — Child Protection Center
Jesuit Education Center in Nowy Sącz

Protection of Minors Against Sexual Abuse on the Example of the Document *Prevention of Sexual Violence Against Students in a Catholic School*

Ochrona osób małoletnich przed wykorzystywaniem seksualnym na przykładzie dokumentu *Profilaktyka przemocy seksualnej wobec uczniów w szkole katolickiej*

ABSTRACT

Child sexual abuse is a social problem that requires a strong response. Therefore, action is needed to prevent harm. Information materials, procedures and training should be provided to strengthen safety in places where children and youth are present. The purpose of this article is to present the document *Prevention of Sexual Violence Against Students in a Catholic School*. Its creation stems from the demand to prepare prevention materials adapted to the context of educational institutions. The document is primarily aimed at Catholic schools, as it takes into account the prevention system of the Catholic Church in Poland. However, it can also be useful in other types of schools as most of the provisions are universal. The article describes the origins of the
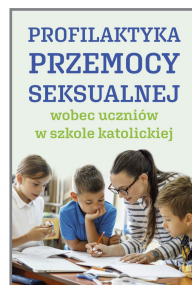
document and the theoretical assumptions lying behind it. It is mainly based on the comprehensive child sexual abuse prevention strategy developed by Stephen Smallbone, William L. Marshall and Richard Wortley. This concept postulates preventive action at three levels: universal, selective and interventional. Not only does the article summarize the key provisions of the publication in question but also it shows how the document applies the comprehensive prevention model in a school setting.

ABSTRAKT

Wykorzystywanie seksualne osób małoletnich jest problemem społecznym, który wymaga zdecydowanej reakcji. Konieczne jest podjęcie działań mających na celu zapobieganie krzywdzie. Potrzebne są materiały informacyjne, procedury i szkolenia wzmacniające bezpieczeństwo w miejscach, gdzie przebywają dzieci i młodzież. Celem niniejszego artykułu jest zaprezentowanie dokumentu *Profilaktyka przemocy seksualnej wobec uczniów w szkole katolickiej*. Jego powstanie wynika z potrzeby przygotowania materiałów profilaktycznych dostosowanych do kontekstu instytucji edukacyjnych. Dokument ten jest kierowany przede wszystkim do szkół katolickich, gdyż uwzględnia system prewencji obowiązujący w Kościele w Polsce. Może on jednak być przydatny również w innych typach szkół, ponieważ większość zapisów jest uniwersalna. Artykuł opisuje genezę powstania dokumentu i założenia teoretyczne stojące u jego podstaw. Opiera się on głównie na zintegrowanym modelu profilaktyki wykorzystywania seksualnego dzieci, który opracowali Stephen Smallbone, William L. Marshall i Richard Wortley. Ta koncepcja postuluje podejmowanie działań profilaktycznych na trzech poziomach: uniwersalnym, selektywnym i interwencyjnym. Artykuł ukazuje, w jaki sposób w omawianym dokumencie stosuje się ten model w warunkach szkolnych oraz streszcza najważniejsze zapisy tejże publikacji.

Introduction

In recent years, the issue of sexual abuse of minors has become the subject of research and commentary by both specialists and the public. There is a growing awareness in society of the serious effects of sexual violence experienced in childhood and adolescence. Research shows that the consequences may appear immediately after the harm is suffered, as well as later, and may be somatic, mental, sexual and

social (Izdebska 2009; Beisert, Izdebska 2012). Sexual abuse therefore poses a serious threat to the health and development of a child.

The challenge for the researchers is to define the scale of this problem. One of the sources of data on the subject is police and justice statistics. However, it should be noted that the figures from these sources are underestimated and do not reflect the actual scale, as a relatively small percentage of events are reported (Sajkowska 2018). Another source is retrospective studies. Due to problems of definition and methodology, they do not provide clear answers and one may come across different numbers. However, they indicate that the problem affects a large part of the population, even a dozen or so percent (Sajkowska 2011). Research conducted by the Empowering Children Foundation shows that the scale of sexual abuse in Poland also remains at this level. A 2012 survey of adolescents aged 11 to 17 showed that 12.4% of respondents had experienced some form of sexual abuse (Sajkowska 2017). Of this group, nearly half of the adolescents reported having experienced various forms of sexual abuse. 6.4% of respondents had been harmed by sexual violence with physical contact, and 8.9% without physical contact. Girls (15.7%) were harmed more often than boys (9.2%).

The study was repeated in 2018 (Włodarczyk, Makaruk, Michalski, Sajkowska 2018). Teenagers aged 13 to 17 answered questions about sexual abuse. Sexual abuse with physical contact was experienced by 7% of respondents. On the other hand, 20% of respondents indicated that they had experienced non-physical sexual abuse. In the publication cited, this category included verbal sexual violence, recruitment for sexual purposes, and exhibitionism. Thus, compared to the 2012 survey, there was a significant increase in the scale of sexual abuse without physical contact. These studies indicate that sexual violence is a serious social problem, whose extent is not reflected in the official statistics of state authorities. In addition, it should be noted that the above data comes from before the COVID-19 pandemic, which contributed to the increase in harmful sexual harassment on the Internet. Research of the Empowering Children Foundation conducted in September 2020 (Makaruk, Włodarczyk, Szredzińska 2020) among young people aged 13 to 17 showed that in the first period of the pandemic, when schools were closed, one in ten respondents experienced sexual abuse. In just these few months, 9.2%

of respondents were harmed by sexual violence without physical contact, often via the Internet. More research is needed to show the impact of the pandemic on the scale of this phenomenon.

These two above-mentioned aspects of sexual violence against children, namely its negative consequences and the scale of its occurrence, indicate the need for a strong social response and counteraction to this problem. Appropriate, multi-faceted preventive measures can contribute to reducing the scale of sexual violence and saving many children from harm (Jarosz 2011). The school environment plays an important role in this respect, as it can become a place where students and their parents receive the support they need, and where prevention programs reach a wide audience. This article will discuss the document *Prevention of Sexual Violence Against Students in a Catholic School* (Bojanowski, Bremer, Gromada, Kusz, Moskal, Musiał, Pałacki, Seredyńska, Wolff, Wyzina 2022), which is one of the elements of building a sexual violence prevention system by the Catholic Church in Poland.

The background of the document

The problem of sexual abuse also occurs in the Catholic Church. In recent decades, many crimes committed by people working in the structures of the Church have been revealed in various countries, including Poland. This caused public outcry and a crisis in the community of believers. It also contributed to the increase of social awareness and intervention. The analysis of these cases of sexual abuse of minors reveals the similarities in the responses of the Holy See and local churches (Kusz 2020). In the first place, a legal intervention is undertaken with the aim of creating a system for detecting and punishing perpetrators and helping sexually abused people. Only later does attention turn to pre-emptive prevention, i.e. preventing harm and protecting children.

The Church in Poland attaches more and more importance to preventive measures, as evidenced by the new structures, institutions and initiatives (Przeciszewski 2022). Some examples include the nationwide structures, which are based on the work of the delegate of the Polish Bishops' Conference (hereinafter: PBC) for the protection of children and youth and his office, the coordinator of the PBC

for the protection of children and youth, as well as the Saint Joseph Foundation of PBC and the Child Protection Center at the Jesuit University Ignatianum in Krakow. At the local level—including dioceses and religious provinces—the functions of delegates for the protection of children and young people, chaplains of wounded people, persons responsible for prevention and clergy probation officers for accused and/or convicted persons have been created (Studnicki 2021). Documents that define the principles of prevention are important elements of the system of preventing sexual violence against minors in the Church. At the national level, this is a document of the Polish Bishops' Conference (2014) *Prevention of Sexual Abuse against Children, Youth and People With a Disability in the Pastoral and Educational Work of the Church in Poland*. It defines the general principles and goals of preventive actions. The detailed guidelines, on the other hand, are created by dioceses and religious congregations. These local documents define the rules for adults in working with minors and create a framework for a safe environment for children and young people in parishes, communities and institutions run by dioceses and religious congregations (Przeciszewski 2022). According to Ewa Kusz (2020), the Church in Poland still has a lot of work to do in building a system to counter sexual violence, as not only structures and documents are needed, but also a change of mentality and in-depth activities involving theoretical research and analysis of institutional risk factors in places where minors are present, as well as the preparation of materials and training for the various groups of adults who have contact with children and youth in the Church.

This last point is addressed in the publication *Prevention…* (2014), which is intended specifically for the community of principals, teachers, educators and all employees of Catholic schools in Poland. This document was created on the assumption that building a prevention system requires materials tailored to the specific conditions and peculiarities of work in institutions where minors are present. Until now, most Catholic schools have used the above-mentioned documents that were developed by dioceses or religious congregations, which are often the governing bodies of the school. The principles contained therein are of course useful, but it should be noted that they do not take into account the unique characteristics of the education system, as they are addressed to many different church communities. It is

worth mentioning that grassroots efforts have been made in response to the need for more detailed regulations, which resulted in the development of a policy for the protection of students by a network of schools (e.g., in Salesian schools) or a particular institution (e.g., in the Jesuit School Complex in Gdynia). The publication in question is addressed to all Catholic schools affiliated in the Council of Catholic Schools (hereinafter: CCS), of which there are currently 493 (Council of Catholic Schools 2022a).

The initiative to create such a publication was born at the Child Protection Center (CPC). It is an interdepartmental unit of the Jesuit University Ignatianum in Krakow. Its task is to serve the Church in Poland, although it does not report directly to the Polish Bishops' Conference, but is an independent academic center. Its mission is to prepare training and preventive programs in the field of creating safe environments for children and adolescents (Kusz 2020; Biel 2022). The CPC entered into cooperation with the CCS, which coordinates cooperation between Catholic schools in Poland, organizes professional training of principals, teachers and educators who work in these institutions, and also provides legal assistance (Catholic Schools Council 2022b). We should also be emphasize the role of the Saint Joseph Foundation of the Polish Bishops' Conference (hereinafter: SJF), which co-financed the creation of the document *Prevention ...* as part of the project "Building a Sexual Abuse Prevention System in Catholic Schools." One of the statutory tasks of the SJF is to support the building of a system of counteracting sexual abuse of minors by providing grants for preventive activities (Studnicki 2021). CPC and CCS jointly created a working team that consists of specialists from these two institutions. The graduates of the postgraduate studies "Prevention of Sexual Violence against Children and Youth" at the Jesuit University Ignatianum in Krakow, who make up the majority of the team, were also invited to join the project. It is worth mentioning that these are people who work in schools on a daily basis as school principals and teachers, including religion teachers, and therefore have practical experience. The involvement of the graduates confirms the usefulness of this postgraduate course. The aim of the course is to reach people who work in various sectors of the Church and provide them with knowledge and skills in prevention of sexual violence (Biel 2022).

Objectives and recipients of the document

The purpose of the publication in question is to indicate how to build a sexual violence prevention system in Catholic schools. Its scope has been narrowed down to the institutions run by the Catholic Church in Poland as its provisions take into account the preventive system described above, i.e. the structures created by the Church. It should be remembered that schools are subordinate to dioceses, religious congregations or other entities within the church structures. The governing bodies of schools are church legal entities or other legal or natural persons who have obtained the decree recognizing the school as Catholic from the diocesan bishop (Council of Catholic Schools 2022b). Thus, these institutions must adhere to the regulations introduced by the Church. Nevertheless, most of the provisions of the document are universal and can also be used in other types of schools.

In the introduction, the authors note that the publication is intended as an instruction for school principals. It is they who are primarily responsible for the safety of the students. Therefore, *Prevention …* is to show them what actions should be taken to build an effective system of preventing sexual violence in the facility. School educators and psychologists are another target audience. Due to their role and tasks in the school community, as well as their competences, they can become a support for the school principle in creating prevention structures. Moreover, they can be involved in many preventive and intervention activities. The document is also addressed to teachers and all school employees, who should also have knowledge in the field of prevention of sexual abuse of minors. Some of the provisions in particular can be useful to all staff, so the role of the principle is to choose what knowledge and how to convey to the employees.

The introduction defines three goals of the document. First, it is to identify measures that will contribute to creating a safe environment at school, with a particular focus on protection against sexual violence. Second, it is to provide members of the school community with basic psychological and legal knowledge on the subject of sexual abuse of minors and the prevention of this problem. Third, the goal is to provide laws that can be incorporated into in-school policies and procedures, or become an inspiration and basis for schools to create

similar policies. This is because the document is not binding on the school premises, if it is not accepted, adapted and incorporated into school documents in accordance with applicable legal regulations. Summarizing these three goals, it can be stated that *Prevention ...* is indicative (it indicates actions that should be taken), informative (it provides relevant knowledge) and normative (it proposes provisions for internal school documents). On this basis, it can be seen how this publication differs from other existing documents on the protection of minors in the Church in Poland. It does not only provide the standards and regulations that must be followed, but also takes a broader approach to the subject of prevention, by trying to support those responsible for the safety of students in building a safe environment. Therefore, it takes the form of a guide rather than a regulation.

Theoretical foundations of the document

Preventive activities and all the compiled materials should be based on scholarly theories that describe the problem of child abuse and its determinants (Jarosz 2011). By referring to the knowledge at hand, it is possible to prepare effective programs for the protection of minors. *Prevention ...* is based on the comprehensive child sexual abuse prevention strategy developed by Stephen Smallbone, William L. Marshall and Richard Wortley (2008). Due to its comprehensive and practical approach, scholarly basis and specific goals, this model can become the basis for action also in Poland (Sajkowska, Skierkowska 2020).

This concept draws on the public health model and research on sexual abuse of minors. It proposes taking action on three levels. Primary prevention, otherwise known as universal prevention, targets a wide audience and is undertaken before a problem occurs. Its goal is to prevent abuse of minors, which is made possible by eliminating risk factors and strengthening protective factors. Secondary prevention, known as selective prevention, identifies people, groups and places of increased risk and focuses prevention efforts on them. These may be more effective than primary prevention measures, but they require proper diagnosis. Therefore, we need not only general and theoretical in-depth research, but also local research in the setting where the preventive measures are taken. Tertiary prevention, known

as indicated or interventional prevention, is applied in the case of sexual abuse of a minor. The objectives at this level are primarily to detect the act, help the sexually abused person and prevent the perpetrator from causing further harm. According to the authors of the model described above, effective measures to prevent sexual abuse should be based on the use of measures from all three levels, with particular emphasis on universal prevention. Meanwhile, the focus is now on interventional prevention (Smallbone et al. 2008).

Prevention ... focuses primarily on the first and third levels. The first chapter describes how universal prevention can be applied in the school environment in Poland, especially in Catholic institutions. The second chapter deals primarily with the subject of interventional prevention, describing the procedures of action in the event of suspicion of sexual violence. However, it also includes theoretical content on the subject of sexual abuse, the knowledge of which among school staff is important from the perspective of all three levels of prevention.

The document devotes the least space to selective prevention. Risk groups, i.e. potential perpetrators or students who are at higher risk of harm, are not defined. This was a conscious decision of the authors due to the nature of the publication, which is addressed to several hundred schools. These are Catholic institutions, which function in various conditions. Moreover, as mentioned above, selective prevention requires in-depth research and greater caution, as it is associated with the risk of stigmatizing certain groups or communities (Smallbone et al. 2008), which the authors of the document wanted to avoid. Nevertheless, this aspect is also gently hinted at when it comes to the need to provide help to students with social, health or family problems. It can be said that effectively used psychological and pedagogical (and in Catholic schools also pastoral) help in various difficult situations faced by students and their families, is also an element of secondary prevention of sexual abuse. This is because, statistically speaking, children suffering problems and traumatic experiences, such as physical abuse, domestic neglect or the loss of a loved one through sudden death, are more likely to suffer sexual abuse (Beisert, Izdebska 2012).

The comprehensive model also distinguishes four areas of preventive actions that should be taken at each of the above-mentioned

levels (Smallbone et al. 2008; Sajkowska, Skierkowska 2020). These are the perpetrators or potential perpetrators; victims or those at risk of harm; situations where harm has already occurred or poses a higher risk of occurrence; as well as communities and local communities. *Prevention ...* describes ways to create a safe environment in schools, which is predominantly part the third area, namely situations where abuse may occur. Smallbone et al. (2008) define the type of situational prevention activities that are most applicable in various types of institutions where minors are present. It focuses on creating a safe environment with transparent operating procedures, adherence to established rules of adult behavior towards children, and detection and elimination of risk factors for sexual violence. Nevertheless, the document under discussion also shows how the school can become a place for developing other areas of prevention, e.g. by raising awareness among minors, parents and school employees.

Universal prevention, or how to make the school safer?

Prevention ... consists of two parts. The first one, entitled "How to make the school safer?" mainly describes the elements of universal prevention, and also takes up some topics that can be classified as selective prevention, which was already mentioned above. According to the authors of the comprehensive model (Smallbone et al. 2008), the theoretical distinction between primary and secondary prevention is of little importance. What is more important, instead, is a comprehensive approach that will encompass various activities to increase the safety of minors. Hence, the first part of the document—which consists of two chapters: "Shared concern for the protection of students" and "A safe environment"—identifies a variety of actions that school management should take to increase student protection in order to prevent sexual violence.

The chapter "Shared concern for the protection of students" outlines the roles and responsibilities of each community member in building a safe school. An important premise here is the notion that every person involved in the life of an educational institution can contribute to the prevention of sexual violence. The first element is the verification of the employees. This is the task of the school principle, who, in this case, is legally obliged to take strictly defined

steps. He or she must check whether the person being hired is on the Registry of Sexual Offenders (The Act 2016). As for teaching staff, it is also necessary to check whether a person is listed in the Central Register of Disciplinary Rulings and for the candidates to provide a certificate of good conduct (The Act 1982). These step result from legal regulations and are obligatory. When hiring employees, the principle may also take other measures that will contribute to building a safe environment. First of all, the newly hired employee should be familiarized with the code of behavior of adults and the rules of prevention of violence, including sexual violence, in force at school.

The next two points in Chapter One focus on school staff. The document stresses the importance of regular training and professional development, which should include aspects that increase the safety of students. Specific training topics are suggested in the field of sexual violence prevention (e.g., sexual abuse and its symptoms, conversations with the sexually abused persons and their parents) and others that contribute to building a safe school environment (e.g., interpersonal communication, conflict resolution). It is also important to provide adequate support to teachers in their work. On a daily basis, they face various challenges related to, for example, students' problems. They should be able to get advice on how to deal with difficult situations and how best to help students. Supervision is a special tool that should be introduced in various institutions where adults work with minors. It may become an important element of child abuse prevention (Kalita, Chrzan-Dętkoś 2019). It should be acknowledged that schools have limited financial capacity to provide teachers with a professional supervisor from outside the institution, but the document suggests other forms of support that may be useful. This can be individual help provided by a school employee (e.g., a school counselor or psychologist) or team help in the form of peer supervision, provided as part of regular meetings of teachers, during which they share their experiences and discuss various difficult situations requiring the intervention of adults (Seredyńska 2013).

The publication postulates that each school should appoint a person of trust, i.e. a school delegate for the protection of children and youth. The next section of chapter one is devoted to this. This is a response to the recommendations of the Polish Bishops' Conference (2014), which requires that in every Catholic institution

serving children and adolescents there should be a designated person responsible for the prevention of sexual abuse. The person's mandate may be extended to include the prevention of all forms of violence on the school premises. The document describes what a person of trust should do. He or she has a role to play both at the level of universal prevention by helping to organize training in the protection of students or supporting the school principal in the implementation of appropriate procedures and regulations, and at the level of interventional prevention by accepting reports and cooperating with the principal and other persons involved in intervening in cases of suspected sexual abuse of a student.

The last two points in the chapter "Working together to protect students" concern involving students and parents (or legal guardians) in creating a safe school. It is important to involve these groups in creating or at least evaluating the school's prevention system. It is particularly important to regularly communicate the applicable rules and procedures. Communication about safety and openness to taking up difficult topics builds a sense of mutual trust in the school environment. Cooperation with parents is a key element in achieving both didactic and educational goals. Even more so, when it comes to the sensitive issues of sexual violence prevention, parents should feel heard and be informed about the actions taken. When it comes to involving students in creating a safe environment, their age should of course be taken into account. The older the students are, the more actively they can participate in the decision-making process through the work of the school council, discussions during weekly class meetings and school-wide surveys. The school should also provide students and parents with appropriate training. The document indicates useful topics both directly related to the prevention of sexual violence and other topics of how to increase the safety of minors (e.g. rules of safe use of the Internet). It should be remembered that any preventive measures addressed to students must make it clear that ultimately it is adults who are responsible for protecting minors from violence (Smallbone et al. 2008; Izdebska, Ruchel 2011). It is therefore important not to put the responsibility for children's safety on them. We should select content that will help the child recognize that someone is crossing their limits, react appropriately in such a situation and seek support from adults whom they trust. Training

addressed to students should be coordinated with training addressed to parents, because the consistency of the content provided to children at school and at home strongly increases the effectiveness of preventive measures (Izdebska, Ruchel 2011).

The "Safe environment" section outlines the various elements of school life and administration that need to be addressed in order to eliminate risk factors and strengthen protective factors in the institution. The issues covered by this chapter can be classified as a situational universal prevention. First of all, it is important to look at the rooms in which the students spend time on a daily basis. The document provides several solutions to strengthen their protection. These include monitoring, limiting access to isolated spaces where it is difficult for adults to control students, adequate security of entrances, designating and adapting places for individual meetings with students, as well as installing glass doors in classrooms and other rooms. Secondly, it is also necessary to ensure the safety of students on the Internet. This involves both adequately preparing the school's IT infrastructure, and sensitizing students and parents to the proper use of the network and avoiding the threats lurking online. Thirdly, the topic of school trips is mentioned, especially when it comes to overnight stays. These are situations in which inappropriate or even harmful behavior is more likely to occur. This issue is regulated by law and schools should have tour regulations. The document highlights some basic principles that should be followed in order to enhance the safety of students. These include, e.g., proper communication with parents, clear definition and communication of the principles of safe interactions between adults and students, and appropriate arrangement of beds, with particular emphasis on the separation of caretakers' beds.

The last two points of this chapter focus on guidelines for adults' behavior towards students. It is one of the basic measures currently used in creating policies for the protection of children and adolescents, as it allows a quick response to inappropriate behavior of an adult before sexual abuse occurs (Applewhite 2016). The Polish Bishops' Conference (2014) recommends that a code of conduct be created in every Catholic institution in Poland that works with children and youth. *Prevention* ... first proposes a code of safe behavior, that is, the rules of proper interactions between adults and minors at school. In particular, it cites the need for equal treatment of all students,

respect for their bodily integrity and right to privacy, and provides guidelines on the proper way to communicate with students. The next section outlines risky and immoral behaviors that are unacceptable and should be completely eliminated in the school environment. All school staff should be aware of these provisions in order not only to comply with them, but also to react when they perceive such behavior in other adults. Introducing such rules and incorporating them into internal school documents makes it easier for the principal to react quickly and discipline employees who behave in an inappropriate manner. Among such inappropriate ways of interacting with students, the document mentions examples of physical contact violating the students' boundaries (e.g., touching intimate parts, tickling, massaging, kissing) and improper communication with the students (e.g., sexual jokes and comments, bonding). Emotional transgression, on the other hand, is the form of contact which goes beyond the teacher-student relationship, such as favoring certain people, and communicating with the use of modern technologies in a manner inconsistent with school rules. The rules of being alone with a minor have also been defined. Finally, immoral behaviors, which are also prohibited by law (e.g., working under the influence of alcohol, drugs or other stimulants) are unacceptable at school. It should be noted that the provisions of the code of safe behavior and of risky and immoral behavior are suggestions. Each institution should undertake the work of developing its own rules adapted to its context and include them in internal school documents. The publication *Prevention ...* may become the basis for their development.

Interventional prevention, or what to do in the event of harm?

The second part of the publication under discussion, entitled "What to do when harm has occurred?" addresses the topic of interventional prevention in the school environment. The first chapter of this section provides readers with theoretical knowledge on sexual abuse of minors. First, a definition is given, as well as possible types and forms of sexual abuse. This is important because there are different explanations of what constitutes such abuse. Beisert and Izdebska (2012) divide the definitions into three groups: clinical, legal and social. The latter category describes the common understanding of

sexual abuse which is shaped more by media coverage than by science. Addressed to school principals and employees, *Prevention …* is designed to provide reliable knowledge that is required when taking any preventive measures. Among the various clinical definitions, the one proposed by the World Health Organization was selected. According to it, "sexual abuse of a child is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to:

- The inducement or coercion of a child to engage in any unlawful sexual activity.
- The exploitative use of child in prostitution or other unlawful sexual practices.
- The exploitative use of children in pornographic performances and materials." (World Health Organization 1999: 15–16).

Note that this definition is comprehensive and gives examples of behaviors that are considered sexual abuse, but this is not an exhaustive list. It also takes into account the situation when a child experiences sexual abuse from another child. This is important in the context of the school, as peer abuse may also occur in this environment. The document also deals with this topic in further provisions on intervention. Then, two types of sexual abuse are cited—without physical contact and with physical contact—along with examples (Zmarzlik 2011) in order for school staff to be alert to various behaviors that are considered sexual violence against minors.

The second point of this chapter deals with the applicable provisions of Polish law and describes how minors are protected against various forms of sexual violence. These provisions are included in Chapter XXV of the Criminal Code, which pertains to sexual offenses. The age of consent, which is the age below which engaging in any sexual activity with a child is prohibited is an important distinction in the law. In Polish law, it has been defined as reaching the age of 15 (Skórzewska-Amberg 2021). Therefore, the document

Prevention ... discusses separately the regulations concerning the sexual abuse of people under 15 years of age and people over 15 years of age. The latter covers, e.g. the case of abuse of the relationship of dependency to undertake sexual activities. This is important due to the fact that the relationship between the teacher and the student involves such a dependency. Peer sexual abuse is also described separately.

The last point of the chapter on various aspects of sexual violence describes symptoms suggesting that a minor may be experiencing abuse. Detecting this crime is extremely difficult, therefore, parents and teachers who have direct and frequent contact with children in particular should be familiar with the possible symptoms of sexual abuse so as not to ignore them (Zmarzlik 2011). It should be noted, however, that most symptoms can be caused by a variety of factors and one should not draw too hasty conclusions. Hence, knowledge of the student's situation is crucial here. The document lists many possible symptoms that have been divided into the following categories: school problems, social and behavioral problems, emotional problems, overconcentration on eroticism, self-destructive behavior, psychosomatic complaints and neurotic symptoms. The more different symptoms from the list occur, the more consideration should be given to whether sexual violence is the cause. On the other hand, the symptoms most indicative of sexual abuse of a child under 15 are venereal disease, pregnancy or the presence of sperm in the vagina or anus (Zmarzlik 2011; Czub 2015).

The second chapter of this part of the document deals directly with the intervention that should be taken in the event of a report or suspicion of sexual abuse of a student—regardless of where the child has suffered the harm. School is a place where sexual violence can come to light, not only that which occurred on its premises, but also at home, in the neighborhood, in after-school activities, on a vacation trip or elsewhere. It is at school that the symptoms of sexual abuse can be diagnosed, or the abused child can confide in a teacher, educator or another trusted person. Therefore, all school staff must know how to respond in such situations.

First, there are basic principles of intervention that every school employee must remember. It is absolutely necessary to react immediately, apply the existing legal regulations and school procedures, and

listen carefully to the reporting person without making judgments. Then, the rules to be followed during the interview with the reporting person are described. The subject of talking to a child who reveals the harm was discussed separately, because special care should be taken in this case to ensure the child's sense of safety and the proper atmosphere of conversation (Czub 2015). It is necessary to reassure the child that they did the right thing by talking about the harm, and inform them how the interviewer will try to help them. There can be no promise that the matter will be kept secret (Zmarzlik 2011).

The course of the intervention is presented in more detail in the next section. It describes the steps to be taken at school when it is suspected that a student is experiencing sexual violence. Legal provisions were also taken into account, especially art. 240 of the Criminal Code, which indicates in which cases the law imposes a criminal obligation to immediately notify the relevant state authorities. This includes, for example, sexual intercourse or any other sexual activity with a minor under the age of 15. However, the teacher should remember to notify the relevant services also if the suspicion concerns another sexual offense not listed in Art. 240. This results from Art. 304 of the Code of Criminal Procedure, which imposes a social obligation to notify the prosecutor's office or the police about an offense prosecuted ex officio.

At the end of this chapter, the tasks of those involved in the intervention are described in detail, depending on their function in the school. It should be stressed that all school employees are responsible for the safety of students and if they perceive symptoms that a child is being harmed or receive notification of this, they must take appropriate actions as indicated in Polish law and school procedures. When undertaking intervention, teamwork is helpful, but due to the need for discretion, the number of people involved should be limited (Kita 2011). The document cites the tasks that the school principal, person of trust, educator, psychologist and tutor should carry out when a crime is suspected. Guidelines are also provided for the school nurse, teachers, and non-teaching staff who may be involved in an intervention if they have received reports of abuse or noticed symptoms.

The third chapter of the second part, which concludes the document, describes the basic principles of providing support to people directly or indirectly affected by sexual abuse. The most important person to help is the person that suffered sexual abuse. Any intervention

must always put the affected child at the center. The school should become involved in the treatment process, but it should be remembered that its role is limited. If psychological therapy is needed, it takes place outside of school with external specialists. School staff should keep in touch with them and follow their instructions. The family and, above all, the parents of the student who suffered harm should also be supported. For them, the school is often the first place where they can get advice and information. It should also not be forgotten that the witnesses of the harm are also affected by the crime of sexual abuse. These people also need to be looked after. If the news of sexual violence is known in the school, appropriate action should be taken with the remaining students and parents. Each situation is different and requires from those involved in the intervention to deeply discern and reflect on the measures taken to provide support to the person that suffered sexual abuse, their family and witnesses of the harm.

Conclusion

A comprehensive approach is necessary to ensure that minors are effectively protected from sexual violence. The comprehensive child sexual abuse prevention strategy provides a scholarly basis and indicates many aspects that should be taken into account when planning preventive actions. All three levels of prevention should be considered: universal, selective and interventional; as well as four areas: harmed or at risk of harm, perpetrators or potential perpetrators, situations where abuse may occur, as well as local communities. This concept can be adapted to many different contexts. The above article shows how the document *Prevention of Sexual Violence against Students in Catholic School* applies the comprehensive model to the school setting, and also highlights the role of educational institutions in building a comprehensive system of preventing sexual abuse. On the one hand, it is necessary to ensure the safety of children and young people where they spend a lot of time, and the school is a place that becomes the second most important environment for children and adolescents on a daily basis after home. On the other hand, it is a space where harm occurring outside of it can be revealed. This is where students interact with adults whom they can trust and confide in about the harm they have suffered. Hence, teachers and other school staff should be adequately

prepared not only to create a safe environment in the school, but also to be able to intervene appropriately in the event that a student experiences any violence, including sexual violence.

The document *Prevention of Sexual Violence against Students in a Catholic School* is an element of a broader system of protecting minors in the Church in Poland. It responds to the need for materials aimed at specific sectors of the Church's work, where adults have contact with children and youth. Narrowing down the addressees allows for more specific content. The publication in question may become the basis for work in Catholic schools, which should, by adapting the provisions of the document, create their own policy of protecting students. Training is also needed for principals, persons of trust established in institutions, teachers and all school employees. Although the document is addressed primarily to Catholic schools, it can also be useful in the work of other types of schools. Its authors hope that it will inspire the creation of similar materials for public schools, for example. In Poland, there is still low awareness of the protection of minors, and sexual abuse is a social problem that requires the involvement of various communities in order to increase the safety of children and adolescents. The publication is available for download on the websites of the Child Protection Center, the Council of Catholic Schools and the Saint Joseph Foundation.

Bibliography

Applewhite M. (2016). *Historical and Current Standards of Care for Prevention and Response to Sexual Abuse*, https://www.linkedin.com/pulse/historical-current-standards-care-prevention-response-applewhite [access: 08.05.2022].

Beisert M., Izdebska A. (2012). "Wykorzystywanie seksualne dzieci," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 11, no. 2, pp. 48–66.

Biel K. (2022). "Prevention of Sexual Abuse against Children and Young People on the Example of the Child Protection Center in Kraków," *The Person and the Challenges*, vol. 12, no. 1, pp. 201–212.

Bojanowski W., Bremer M., Gromada M., Kusz E., Moskal D., Musiał M., Pałacki Ł., Seredyńska A., Wolff H., Wyzina A. (2022). *Profilaktyka przemocy seksualnej wobec uczniów w szkole katolickiej*, Kraków: Centrum Ochrony Dziecka, https://cod.ignatianum.edu.pl/materialy-edukacyjne/prewencja-w-szkole.html [access: 01.08.2022].

Catholic Schools Council (2022a). "Baza szkół," https://rsk.edu.pl/baza-szkol/ [access: 04.08.2022].

Catholic Schools Council (2022b). "O nas," https://rsk.edu.pl/o-nas/ [access: 04.08.2022].

Czub M. (2015). *Zrozumieć dziecko wykorzystane seksualnie*, Sopot: Gdańskie Wydawnictwo Psychologiczne.

Izdebska A. (2009). "Konsekwencje przemocy seksualnej wobec dzieci," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 8, no. 4, pp. 37–55.

Izdebska A., Ruchel A. (2011). "Profilaktyka wykorzystania seksualnego dziecka – systemowe oddziaływania w zakresie edukacji seksualnej," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 10, no. 1, pp. 54–67.

Jarosz E. (2011). "Profilaktyka krzywdzenia dzieci," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 10, no. 1, pp. 7–26.

Kalita L., Chrzan-Dętkoś M. (2019). "Rola superwizji w profilaktyce krzywdzenia dzieci," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 18, no. 2, pp. 120–138.

Kita B. (2011). "Zadania pracowników szkoły w sytuacji rozpoznania lub podejrzenia krzywdzenia dziecka w rodzinie," in J. Zmarzlik (ed.) *Przemoc w rodzinie wobec dziecka. Procedury interwencyjne w szkole*, Warszawa: Ośrodek Rozwoju Edukacji, pp. 69–81.

Kusz E. (2020). "Profilaktyka wykorzystywania seksualnego w Kościele katolickim," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 19, no. 2, pp. 235–261.

Makaruk K., Włodarczyk J., Szredzińska R. (2020). *Negatywne doświadczenia młodzieży w trakcie pandemii. Raport z badań ilościowych*, Warszawa: Fundacja Dajemy Dzieciom Siłę.

Polish Bishops' Conference (2014), *Prewencja nadużyć seksualnych w pracy duszpasterskiej i wychowawczej*, https://cod.ignatianum.edu.pl/component/content/article/10-episkopatu/17-kep-prewencja-nadu%C5%BCy%C4%87-seksualnych-w-pracy-duszpasterskiej-i-wychowawczej.html?Itemid=109 [access: 08.08.2022].

Przeciszewski M. (2022). "Counteracting Sexual Abuse in the Catholic Church: The System in Poland," *The Person and the Challenges*, vol. 12, no. 1, pp. 137–159.

Sajkowska M. (2011). "Wykorzystywanie seksualne dzieci," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 10, no. 3, pp. 147–159.

Sajkowska M. (2017). "Wykorzystywanie seksualne dzieci," in *Dzieci się liczą 2017. Raport o zagrożeniach bezpieczeństwa i rozwoju dzieci w Polsce*, Warszawa: Fundacja Dajemy Dzieciom Siłę, pp. 232–251.

Sajkowska M. (2018). "Co wiemy o wykorzystywaniu seksualnym dzieci? Ustalenia terminologiczne, skala zjawiska, oblicza problemu społecznego," in A. Żak, E. Kusz (eds.), *Seksualne wykorzystywanie małoletnich w Kościele. Problem – odpowiedź Kościoła – doświadczenie polskie*,

Kraków: Wydawnictwo Naukowe Akademii Ignatianum w Krakowie, pp. 163–207.

Sajkowska M., Skierkowska M. (2020). "Zintegrowany model profilakty-ki wykorzystywania seksualnego dzieci według Smallbone'a, Marshalla i Wortleya," *Dziecko Krzywdzone. Teoria. Badania. Praktyka*, vol. 19, no. 2, pp. 11-44.

Seredyńska A. (2013). "Superwizja koleżeńska jako wsparcie w pracy na-uczyciela," *Pedagogika Społeczna*, vol. 12, no. 4, pp. 99–112.

Skórzewska-Amberg M. (2021). "Ochrona dziecka przed wykorzystaniem seksualnym w polskim kodeksie karnym," in M. Cholewa, P. Studnicki (eds.), *Wykorzystywanie seksualne osób małoletnich. Ujęcie interdyscyplinar-ne. Część 1*, Kraków: Scriptum, pp. 133–175.

Smallbone S., Marshall W.L., Wortley R. (2008). *Preventing Child Sexual Abuse: Evidence, Policy and Practice*, Portland (OR): Willan Publishing.

Studnicki P. (2021). "Instytucjonalna odpowiedź Kościoła w Polsce na dra-mat wykorzystywania seksualnego osób małoletnich," in M. Cholewa, P. Studnicki (eds.), *Wykorzystywanie seksualne osób małoletnich. Ujęcie in-terdyscyplinarne. Część 2*, Kraków: Scriptum, pp. 307–342.

The Act of January 26, 1982 Teacher's Charter. Journal of Laws 1982, No. 3, item 19, as amended d.

The Act of 06/06/1997 Penal Code. *Journal of Laws* 1997, No. 88, item 553, as amended d.

The Act of 06/06/1997 Code of Criminal Procedure. *Journal of Laws* 1997, No. 89, item 555, as amended d.

The Act of May 13, 2016 on counteracting the threat of sexual crime. *Journal of Laws* 2016, item 862, as amended d.

Włodarczyk J., Makaruk K., Michalski P., Sajkowska M. (2018). *Ogólno-polska diagnoza skali i uwarunkowań krzywdzenia dzieci. Raport z badań*, Warszawa: Fundacja Dajemy Dzieciom Siłę.

World Health Organization. Violence and Injury Prevention Team & Global Forum for Health Research (1999). *Report of the Consultation on Child Abuse Prevention*, Geneva: World Health Organization, https://apps.who.int/iris/handle/10665/65900 [access: 09.08.2022].

Zmarzlik J. (2011), "Sexual Abuse of Children," in J. Zmarzlik (ed.), *Przemoc w rodzinie wobec dziecka. Procedury interwencyjne w szkole*, War-szawa: Ośrodek Rozwoju Edukacji, pp. 55–68.

ADDRESS FOR CORRESPONDENCE

Wojciech Bojanowski S.J.
Jesuit University Ignatianum in Krakow – Child Protection Center
Jesuit Educational Center in Nowy Sącz
e-mail: bojanowski.w@gmail.com

M a r i a   R a d z i s z e w s k a
ORCID: 0000-0003-0572-7631
University of Warmia and Mazury in Olsztyn

A Few Words About the New Monograph on Upbringing and Care

O nowej monografii o wychowaniu i opiece słów kilka

Władysława Szulakiewicz, Piotr Gołdyn, *Wychowanie i opieka. Perspektywa historyczna* [*Upbringing and Care: Historical Perspective*], Kaliskie Towarzystwo Przyjaciół Nauk, Kalisz 2021, pp. 237

It was with satisfaction and a dose of curiosity that I welcomed the two hundred and fifty-third book of the Kalisz Society of Friends of Sciences, which has been developing vigorously since 1987. This time, the scientific publishing house has offered a monograph entitled *Upbringing and Care: Historical Perspective* that it is the work of Władysława Szulakiewicz and Piotr Gołdyn. The authors have significant and well-respected output in the field of the history of education and the history of pedagogical thought. This time, they focused on the history of pedagogical thought and practice. Pedagogical views focus on the issues of education, and in particular on the position of the educator in the process of education in the first half of the 20th century. Not only the recommendations of the scholars of the concepts of education and the educator, but also the implementation of their recommendations
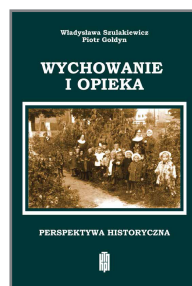
in educational institutions and organizations are important in the practice of education and care. Although the discussed issues, have already been researched, at least partially (e.g., Apanel 2009; Szulakiewicz 2021), the manner in which the topic is approached deserves the reader's attention.

The monograph is a well-thought-out research project in which the various issues are arranged in five problem-oriented and chronologically structured chapters. The problem criterion as the primary focus is fully justified. Each chapter ends with a bibliography, which distinguishes (depending on the materials used) pedagogical publications, memoir literature, archival sources, printed sources, press, and studies. It is supplemented by an Annex with the selected source material and an abstract in English. The Foreword outlines the circumstances of the book's creation and the structure of the publication. The structure of the book also marks the authorship of each chapter. The first three parts were written by Władysława Szulakiewicz, and the next two by Piotr Gołdyn.

The book opens with a chapter entitled "Education and the meaning of an educator's work: Józef Mirski's pedagogical views (1882–1943)". The author of this chapter presents Mirski's biographical outline and creative output. She rightly notes that in the history of pedagogy so far, too little space has been devoted to the figure and pedagogical work of Józef Mirski (original surname: Kretz). Thanks to the essay entitled *Project of Teaching About the Teacher, or Pedeutology* (Mirski 1932) Mirski is known in the pedeutological community for his contribution to pedeutology as a pedagogical subdiscipline, which is exemplified by the works of Henryka Kwiatkowska (Kwiatkowska 2008: 18–23). Later on, Władysława Szulakiewicz analyzes Mirski's views on upbringing and educational work. She points out that in the period from the beginning of the 20th century to 1939, Mirski devoted much attention to the Polish educational and pedagogical reality as well as to universal pedagogical thought: "he transferred many significant pedagogical ideas to the ground of Polish pedagogy, while emphasizing its connections with psychology, philosophy, poetry and even art" (Szulakiewicz, Gołdyn 2021: 21). Being an expert in Polish (e.g., Jan Władysław Dawid, Zygmunt Mysłakowski, Stefan Baley, Stefan Szuman) and foreign science of education (e.g., Friedrich Wilhelm Foerster, and Eduard Spranger) and relying on his own

professional experience as a middle school teacher, Mirski focused on education and the educator. He postulated that both theorists and practitioners of the New Education concept, while discovering the child, should also rediscover the teacher, which—in my opinion—is still important in various (variable) school, cultural and social, existential and virtual spaces (Radziszewska 2020). Władysława Szulakiewicz in the part on education and spiritual culture also argues that Mirski placed the teacher in the role of an intermediary between culture and society and the student.

Continuing this thread in the second chapter, entitled "Education and the tasks of an educator: Pedagogical ideas of Leopold Blaustein (1905–1944?)," the author takes into account the pedagogical views of Leopold Blaustein, who represented philosophical and psychological sciences. Referring in the biographical note to the period in which Blaustein was a student of the Kazimierz Twardowski science school, she shows how much Blaustein valued Twardowski as his teacher and master. Pointing to the successive stages in his life, the work of a teacher and his scholarly activity, the author presents how Blaustein justified the need to formulate recommendations on guiding the process of upbringing and managing the child's development. In addition, she extracts from the field of pedagogy those areas of education that were of particular interest to Blaustein in the pages of pedagogical magazines.

The third chapter, which deals with the educational function of school in light of school reports, is interesting in terms of the categories of sources used. In this part, entitled "Education in the interwar period according to school reports," the author outlines the main ideas of education in educational institutions of the interwar period and highlights the value of school reports as sources for the history of education and upbringing. For this purpose, she analyzes the reports of general secondary schools of the lower secondary school type from 1918–1938 from 19 localities in today's provinces of Świętokrzyskie (Pińczów), Lesser Poland (Gorlice, Tarnów, Wadowice), Podkarpacie (Leżajsk, Łańcut, Rzeszów, Przemyśl, Sanok), the Lviv oblasts (Brody, Brzozowo, Drohybycz, Lviv, Sambor, Stryj) and Tarnopol (Brzeżany, Buczacz, Tarnopol, Trembowla) of present-day Western Ukraine. This discussion reveals a favorable assessment of the analyzed sources: reports from schools, which in some

cases had centuries-old traditions in the education and upbringing of young people.

The issues of care, in particular the various forms of institutional care for children and youth, is covered in the following chapters, this time by Piotr Gołdyn.

"Care and education in the activities of female religious congregations: The case of Eastern Greater Poland (first half of the 20th century)" is the subject of the fourth chapter. The author focuses on care activities carried out in Eastern Greater Poland from the second half of the 19th century to 1961, and goes beyond the time limit adopted in the title of the chapter. He describes the genesis and goals of the care activities carried out by female religious congregations. He shows that, as in the times of partitions and denationalization, the modest, but warranted activity of nuns was meeting the care and educational needs of children and youth, and even the needs of security during World War I. After Poland regained independence, the situation in the country changed, and new religious congregations appeared, which led to the continuation and development of new care initiatives, such as nurseries and shelters for children, shelters for the elderly (homeless, disabled) and crafts courses for girls. The work of care in the new, socialist reality after World War II was continued until the communist authorities deprived religious congregations of the possibility of social service, including the organization of care and educational institutions. This section of the book shows how over the years, under the influence of social and political circumstances, the trends and forms of care, educational and assistance activities for children and adolescents, and even for adults, were changing.

The monograph ends with a text entitled "Dormitories of the Polish Maths School in Volhynia as places of care and education for young people." The basis for the analysis were documents from foreign archives, printed sources and the press published in Volhynia. The author reports on the care and educational tenets of the Polish School Society. This organization was an educational institution established in Warsaw in 1905. Henryk Sienkiewicz became the President of its Supervisory Board. After its liquidation in 1907, its activities were not resumed until 1916 and continued until 1939. One of the lines of its social work was running Polish schools, mainly in the Eastern Borderlands (Cichosz 2004). Piotr Gołdyn illustrates

how, in various conditions, the Volyn Polish School Society circle implemented educational and care activities in the interwar period. Boarding schools that provided material and moral care, and housing and food for students aged 10 to 20 and older in various types of schools located even outside the Volhynian Voivodeship were of special interest to him. It should be emphasized that in the first half of the twentieth century, dormitories not only fulfilled the tasks of care, social, living and educational institutions, but also of aid institutions (Radziszewska 2021).

The book by two authors—Władysława Szulakiewicz and Piotr Gołdyn—is an interesting and valuable read. It requires a good understanding of historical and pedagogical issues from the nineteenth century to the sixties of the twentieth century, both in the field of the theory of education and the theory of care, as well as of the socio-economic, cultural, political and ideological context or European research trends in educational sciences. It is noteworthy that the extensive use of the various types of sources and literature quoted in the chapters and in the Annex, on the one hand, requires the reader's attention and concentration, and on the other, enhances the cognitive value of the monograph. The issues undertaken in the work are part of a broad discussion on pedagogical views around education, the student and teacher relationship, or the implementation of care and educational activities by authorized entities, but it also opens up new research fields in various pedagogical subdisciplines: history of education, pedeutology, social pedagogy, care pedagogy, special education or comparative education. It inspires in-depth reflection and rediscovery of pedagogical thoughts and views as well as of the works of the masters and teachers of the Lviv school. It is also an impulse for deeper analysis in the field of care and educational practice, going beyond the area of research adopted in the monograph. For these reasons, the study should be of interest to researchers from the community of educators and historians or regionalists, but also students and teachers.

By virtue of my duty as a reviewer, I must also point out some shortcomings. My reservations stem from the lack of ending and the inconsistent editing, as the bibliography does not list all items cited in the footnotes. Despite these minor objections, I believe that the book under review deserves recognition for the amount of work the authors have put into it.

Bibliography

Apanel D. (ed.). (2009). *Opieka i wychowanie – tradycja i problemy współczesne*, Kraków: Oficyna Wydawnicza "Impuls".

Cichosz M. (2004). "Macierz Szkolna (Polska Macierz Szkolna)," in T. Pilch (ed.), *Encyklopedia pedagogiczna XXI wieku*, vol. 3, Warszawa: Wydawnictwo Akademickie „Żak", pp. 7–9.

Kwiatkowska H. (2008). *Pedeutologia*, Warszawa: Wydawnictwa Akademickie i Profesjonalne.

Mirski J. (1932). "Projekt nauki o nauczycielu czyli pedeutologii," *Oświata i Wychowanie*, no. 9, pp. 845–859.

Radziszewska M. (2020). "Rozważania nad zawodem i osobą nauczyciela (na kanwie 50. rocznicy kształcenia nauczycieli w Olsztynie)," in J. Ostrouch-Kamińska, U. Pulińska, M. Radziszewska (eds.), *Pedagogika akademicka w procesie zmian – troski, nadzieje, perspektywy*, Olsztyn: Wydawnictwo UWM, pp. 363–390.

Radziszewska M. (2021). "Bursa im. Adama Mickiewicza w Czerniowcach jako przykład instytucjonalnej formy opieki nad dziećmi i młodzieżą mniejszości polskiej w Królestwie Bukowiny," in J. Górniewicz (ed.), *Pomiędzy dysonansem a konsonansem społecznym. Studia i szkice pedagogiczne*, Olsztyn: Wydawnictwo UWM, pp. 363–390.

Szulakiewicz W. (ed.). (2021). *Opieka i wychowanie. Dziedzictwo idei teoretycznych i ich praktyczne implikacje*, Toruń: Wydawnictwo Naukowe UMK.

Szulakiewicz W., Gołdyn P. (2021). *Wychowanie i opieka. Perspektywa historyczna*, Kalisz: Kaliskie Towarzystwo Przyjaciół Nauk.

ADDRESS FOR CORRESPONDENCE

Maria Radziszewska
University of Warmia and Mazury in Olsztyn
Institute of Pedagogical Sciences
e-mail: maria.radziszewska@uwm.edu.pl

Reviewers of articles submitted in 2022

Dr hab. Piotr Aszyk, prof. AKW
(The Catholic Academy in Warsaw, Collegium Joanneum)

Dr hab. Agnieszka Barczykowska, prof. UAM
(Adam Mickiewicz University in Poznań)

Dr hab. Grażyna Bartkowiak, prof. AMW
(Polish Naval Academy in Gdynia)

Dr hab. Renata Bednarz-Grzybek
(Maria Curie-Skłodowska University in Lublin)

Dr hab. Anna Błasiak, prof. AIK
(Jesuit University Ignatianum in Krakow)

Dr hab. Maria Boużyk, prof. UKSW
(The Cardinal Wyszyński University in Warsaw)

Dr hab. Sławomir Chrost, prof. UJK
(Jan Kochanowski University of Kielce)

Dr hab. Tamara Cierpiałowska, prof. UP
(Pedagogical University of Krakow)

Dr hab. Stanisław Cieślak, prof. AIK
(Jesuit University Ignatianum in Krakow)

Dr hab. Beata Domańska-Szaruga, prof. WAT
(Military University of Technology in Warsaw)

Dr hab. Lucyna Dziaczkowska, prof. US
(University of Szczecin)

Dr hab. Grażyna Gajewska, prof. UZ
(University of Zielona Góra)

Dr hab. Piotr Gołdyn, prof. UAM
(Adam Mickiewicz University in Poznań)

Dr hab. Jarosław Horowski, prof. UMK
(Nicolaus Copernicus University in Toruń)

Dr hab. Iwona Jazukiewicz, prof. US
(University of Szczecin)

Dr hab. Jerzy Kochanowicz, prof. WSB
(WSB University)

Dr hab. Joanna Król, prof. US
(University of Szczecin)

Dr hab. Ewa Kula, prof. UJK
(Jan Kochanowski University of Kielce)

Editorial plans

- 2023, vol. 26, no. 1: Rodziny wielokulturowe [Multicultural families]
  Papers submission deadline: 30.11.2022

- 2023, vol. 26, no. 2: Pedagodzy o nowych uzależnieniach [Educators about new addictions]
  Papers submission deadline: 28.02.2023

- 2023, vol. 26, no. 3: Starzenie się społeczeństw [Population aging]
  Papers submission deadline: 30.04.2023

- 2023, vol. 26, no. 4: Edukacja i religia [Education and religion]
  Papers submission deadline: 30.06.2023