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**REALIZACJA OBOWIĄZKU PROWADZENIA BADAŃ POCZUCIA
BEZPIECZEŃSTWA NIELETNICH W MŁODZIEŻOWYCH OŚRODKACH
WYCHOWAWCZYCH I MŁODZIEŻOWYCH OŚRODKACH SOCJOTERAPII –
W PERSPEKTYWIE ISTNIEJĄCYCH UWARUNKOWAŃ PRAWNYCH**

**THE OBLIGATORY RESEARCH ON THE PUPILS' SENSE OF SELF-SECURITY
IN YOUTH EDUCATIONAL CENTERS AND YOUTH SOCIOOTHERAPY CENTERS
– FROM THE CURRENT LAW PERSPECTIVE**

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Streszczenie

Młodzieżowe Ośrodki Wychowawcze i Młodzieżowe Ośrodki Socjoterapii to instytucje przeznaczone dla dzieci i młodzieży niedostosowanej społecznie oraz zagrożonej tym zjawiskiem, oferujące edukację, terapię i opiekę dostosowaną do ich potrzeb, a także możliwości. Instytucje te podlegają Ministerstwu Edukacji i Nauki, co tworzy prawne podstawy ich funkcjonowania. Badanie poczucia bezpieczeństwa nieletnich, wpisane przez ustawodawcę w zakres podstawowych zadań tych instytucji, ma kluczowe znaczenie dla przebiegu procesu resocjalizacji oraz stopnia jego efektywności. W artykule omówione zostały badania ilościowe przeprowadzone z udziałem ponad dziewięćdziesięciu placówek, co stanowi blisko 60% wszystkich tego typu instytucji, w których zastosowano sondaż diagnostyczny, a techniką zbierania danych był kwestionariusz ankiety on-line. Główny problem badawczy określono następująco: Jak przebiega proces badania poczucia bezpieczeństwa wychowanków w MOW

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I MOS oraz od jakich czynników zależy? Zebrane dane pozwoliły na sformułowanie następujących wniosków. MOW i MOS systematycznie wypełniają obowiązek badania poczucia bezpieczeństwa wychowanków. Ustawodawca nie określił jak, przez kogo oraz z zastosowaniem jakich metod, te badania mają być prowadzone, stąd też MOW i MOS wykonują je w różny sposób. Nie ma różnic między typami placówek, ich wielkość oraz płeć podopiecznych nie tworzą istotnych dla tego procesu zmiennych. Badania wskazują na potrzebę usystematyzowania zbieranych danych, pogłębionej ich analizy oraz wykorzystywania ich w praktyce resocjalizacyjnej.

Słowa kluczowe: proces resocjalizacji nieletnich, młodzieżowe ośrodki wychowawcze, młodzieżowe ośrodki socjoterapii, badanie poczucie bezpieczeństwa

Abstract

Youth social rehabilitation and socio-therapy centres are places for socially maladjusted adolescents aged between 12 and 19 who have special educational needs, require special interactions and therapy as well as suffer from behavioural and emotional disorders. The role of these institutions is to prepare young people for independent, creative and responsible life in non-institutional environment. The study of sense of self-security is one of the main obligatory tasks which should be performed minimum twice a year in each institution as regulated by the Polish law according to the Polish Ministry of Education and Science which administers all the centres. This study aims at recognizing how youth social rehabilitation centres and socio-therapy centres conduct the surveys connected with the sense of adolescents' self-security when they are in residential care. The article presents the quantitative research with over ninety participants, which constitutes almost 60% of all these institutions in Poland. The participants responded to the online questionnaire. The main research problem is the way the process of examining youths' sense of security in these institutions is carried out and the factors it depends on. The results show that there are no differences between these two kinds of researched institutions in investigating the youths' sense of self-security. Youth social rehabilitation and socio-therapy centres fully perform this duty but do so differently. The results of the research in the article also show that it is necessary to analyze further the information and data about youth's self-security.

Key words: the process of youths' social rehabilitation, youth social rehabilitation and socio-therapy centres, the youths' sense of self-security investigation

1. Introduction

A sense of self-security is a fundamental need of every human being, which, in the early stages of life, has an absolute bearing on the course of normal psychosocial development. The Dictionary of Psychology of A. Reber defines the term as a sense of freedom from fear and anxiety, particularly in the context of meeting an individual's present and future needs². From the perspective of children and adolescents who are socially maladjusted or at risk of various forms of maladjustment, this issue becomes crucial in the process of their upbringing in institutional environments, including, among others, youth educational centres and youth sociotherapy centres. The establishments listed above house young people who are socially maladjusted or at risk of social maladjustment, aged 12-18, requiring specialised rehabilitation in terms of education, care and therapy. The planning and organisation of the resocialisation process is oriented towards the developmental needs of the pupils related to growing up and preparing them to enter adulthood. Children and adolescents who are socially maladjusted are cared for and brought up in accordance with the principles set out in the Act on Family Support and the Foster Care System³.

Youth educational centres are resocialisation institutions in which minors are placed by way of a final and non-appealable court decision, being one of the educational measures available to the judge⁴. Youth sociotherapy centres are institutions where children at risk of social maladjustment are placed based on their parents' or legal guardians' decisions. In general, these institutions differ in the level of delinquency of their pupils, methods of educational work, organisation and operation. The above-mentioned facilities have many elements in common, and their principal task is to eliminate the manifestations of behavioural disorders and to prepare the pupils for an independent life in line with the applicable social and legal norms. This is accomplished through the organization of and ensuring the participation of the pupils in resocialisation, therapeutic, revalidation, preventive and educational courses, as well as sports, tourism, recreation, cultural and educational activities, and also those aimed at developing interests and special talents, of individual and group profile⁵. Legal regulations concerning the operation of youth educational centres and youth sociotherapy centres derive mainly from: the

² A. Reber, *Słownik psychologii*, Warszawa 2000, s. 508.

³ Ustawa z dnia 9 czerwca 2011 r. o wspieraniu rodziny i systemie pieczy zastępczej (Dz. U. z 2022 r. poz. 447).

⁴ Ustawa z dnia 26 października 1982 r. o postępowaniu w sprawach nieletnich (Dz. U. z 2018 r. poz. 969).

⁵ A. Kamiński, B. Jezierska, L. Kołodziejczak, *Funkcjonowanie placówek socjalizacyjnych i resocjalizacyjnych w aspekcie organizacyjnym i metodycznym*, Wrocław 2016, s. 45.

Act of 26 October 1982 on Juvenile Delinquency Proceedings⁶, the Act of 7 September 1991 on the Educational System⁷, and the Regulation of the Minister of National Education of 11 August 2017 on Public Educational and Care Centres, Youth Educational Centres, Youth Sociotherapy Centres, Special School and Care Centres, Special Educational Centres, Revalidation and Educational Centres and Centres Providing Care and Education to Pupils During the Period of Receiving Education Outside the Place of Permanent Residence⁸.

At the core of regular and effective work with minors lies ensuring their sense of self-security, a research and monitoring of which was included in 2017 by the Ministry of Education, to which these institutions are subject, in the scope of their mandatory tasks⁹. Subsection 28 of the aforementioned regulation provides for the need to carry out this type of survey at least twice a year. Following amendments to the Regulation of the Minister of National Education of 27 December 2011 on the detailed rules for the referral, admission, transfer, dismissal and stay of minors in a youth educational centre¹⁰, an important consideration for the issue at hand is the extraordinary events listed there, which include, among others: self-harm of a minor endangering his or her life or health, physical aggression among minors or other incidents that resulted in a breach of security in the establishment. Centres have a duty to take measures to prevent these types of events, thereby – increasing the sense of security of pupils in the institutional environment. Hence, the conclusions of systematic research become crucial for preventive action.

2. The Role of the Sense of Self-Security of Pupils in the Process of Institutional Resocialisation

Human motivation is based on a hierarchy of basic needs in order of their priority. The principle rule that triggers motivational processes is a healthy person developing less dominant needs, following the satisfaction of more important needs¹¹. A sense of self-security is classified as a basic need, necessary for the fulfilment of higher needs. The loss or disruption of a sense of self-security is an important risk factor in a child's psychosocial development and is associated with numerous adverse consequences in the child's behaviour, such as aggression,

⁶ Dz. U. Nr 35, poz. 228.

⁷ Dz. U. Nr 95, poz. 425.

⁸ Dz. U. poz. 1606.

⁹ Ibidem, § 28.

¹⁰ Dz. U. Nr 296, poz. 1755, z 2021 r. poz. 1502.

¹¹ A. Maslow, *Motywacja i osobowość*, Warszawa 2009, s. 84.

self-aggression or engaging in criminal action. The sense of self-security is rooted in an individual's early childhood experiences, as indicated by J. Bowlby's attachment theory and M. Ainsworth's attachment styles¹². It is worth stressing the differences between the need of safety and the sense of safe-security presented by A. Maslow's concept. The former term is broader, while the latter, according to the discussed author, has a much more limited scope. Following this belief, security should be created in the internal sphere of a human in order to fully evolve into external security¹³. It seems, therefore, crucial for the success of the educational process of socially maladjusted adolescents that institutions carry out regular activities for minors to create a sense of self-security, both in external and internal aspects¹⁴. With regard to the former, it is important that the interior of the institution (rooms, classrooms, common rooms, workshops) is friendly and adapted to the needs of adolescents, providing both a sense of community and intimacy, fostering the development of their own comfort zone. This goal can also be achieved through activities undertaken in the youth educational centres and youth sociotherapy centres, such as the introduction of clear rules for living in the institution and compliance with them, the implementation of a system of values based on respect for others, the shaping of pro-social behaviours and, finally, the efficient organisation of free time adapted to the needs and interests of the pupils. The internal aspect of a sense of self-security, contingent on many interdependent factors, is anchored in an individual's early experiences, core beliefs and thinking style. In this regard, a stable and sound relationship with the carer, based on trust, understanding and mutual openness in emotional terms between carers and their charges, undoubtedly plays a fundamental role. Enjoying community support offered by educational staff, family and also peers helps consolidate positive developments in the juvenile's life and prevent returning to antisocial forms of behaviour¹⁵. When coupled with knowledge of the developmental tasks of adolescence and the factors underlying the social maladjustment of children and adolescents, real opportunities emerge for taking effective steps in the process of re-socialisation. An absolute condition, however, is that the pupils are provided with safe living and development conditions, both inside and outside the institutional environment.

¹² D. Shaffer, K. Kipp, *Psychologia rozwoju od dziecka do dorosłości*, Gdańsk 2014, s. 429-440.

¹³ I. Korcz, *Inteligencja emocjonalna — gwarantem bezpieczeństwa i determinantą rozwoju uczniów*, w: *Edukacja dla bezpieczeństwa — bezpieczna szkoła, bezpieczny uczeń*, red. D. Czajkowska-Ziobrowska, A. Zduniak, Poznań 2007, s. 107-109.

¹⁴ T. Moore, M. McArthur, J. Death, C. Tilbury, S. Roche, *Youngpeople' views on safety and preventing abuse and harm in residential care: „It's got to be better than home”*, „Children and Youth Services Review” 2017, vol. 81, s. 212-219.

¹⁵ R. Opora, *Resocjalizacja wychowanie i psychokorekcja nieletnich niedostosowanych społecznie*, Kraków 2010.

3. Purpose, Scope and Research Method

The primary aim of conducting this research was to examine the manner in which youth educational centres and youth sociotherapy centres survey their pupils' sense of self-security. The Regulation of the Minister of National Education of 11 August 2017 on Public Educational and Care Centres, Youth Educational Centres, Youth Sociotherapy Centres, Special School and Care Centres, Special Educational Centres, Revalidation and Educational Centres and Centres Providing Care and Education to Pupils During the Period of Receiving Education Outside the Place of Permanent Residence¹⁶ has introduced an obligation to conduct such surveys in the above-mentioned establishments at least twice a year, without indicating how they should be carried out or the persons to do so. Youth educational centres and youth sociotherapy centres discharge this duty in very different ways, by exploring their own solutions. In relation to the purpose of the research thus formulated, the main research problem identified is: *How does the process of examining the sense of self-security of the pupils of youth resocialisation institutions vary according to their type and size?*

To avoid redundancy, as J. Creswell¹⁷ suggests, either research questions or hypotheses should be formulated, rather than both. In the following section hypotheses have been formed, unaccompanied with research questions.

1. Juvenile resocialisation institutions examine the sense of self-security of pupils twice a year as required by the legislator.
2. There are no material differences as to the manner and number of conducted surveys in youth educational centres and youth sociotherapy centres.
3. The size of the institution perceived as the number of places for pupils is related to the frequency and manner of conducting surveys on the sense of the pupil's self-security.
4. Youth educational centres and youth sociotherapy centres mainly use individual and group questionnaires as instruments for self-security testing.
5. Psychologists and educationalists coordinate and implement surveys of the pupils' sense of self-security.
6. The results of the surveys on the sense of self-security of the pupils are communicated in the form of summary conclusions at the teaching staff and educational teams meetings.

¹⁶ Dz. U. poz. 1606.

¹⁷ J. Creswell, Projektowanie badań naukowych. Metody jakościowe, ilościowe i mieszane, Kraków 2009, s. 151.

The presented research, which was carried out by means of a quantitative strategy, used a diagnostic survey method and an online self-completion questionnaire as data collection techniques. An online survey is a well-established social research technique, whose popularity has been gradually increasing since the mid-1990s¹⁸. The survey consisted of 16 questions, comprising of questions 1, 2, 3 – the organisation's metrics, core questions 4-14 (closed questions with the possibility of a single or multiple-choice answer), question 15: are you interested in participating in a nationwide survey on the pupil's sense of self-security, and question 16: comments on the survey (open question option).

The use of an online survey as a data collection technique made it possible to include in the research over the half of institutions, that is 93 of the 176 (53%) currently operating youth educational centres and youth sociotherapy centres.

Detailed data on the type of establishments that participated in the survey and their size are presented in Table 1.

Table No. 1 Overview of the institutions taking part in the research.

establishment type						establishment size (number of places)			
Youth educational centre			Youth sociotherapy centre			>45	46-60	61-90	<91
59			34			15	39	32	7
male	female	co-ed	male	female	co-ed				
35	18	6	16	0	18				

Source: based on author's own research

Dependent variables: the frequency of the survey, the manner in which the survey was conducted, the type of tools used, the way the results of the survey were shared and used, the positions of the persons coordinating the survey.

Independent variables: establishment type, establishment size, gender of pupils.

4. Course and Organisation of the Study

A link to the questionnaire was sent to all youth education centres and youth sociotherapy

¹⁸ P. Siuda, Ankieta internetowa: zalety i wady — rekapitulacja, w: Metody badań online, red. P. Siuda, Gdańsk 2016, s. 28-29.

centres currently operating in Poland. Taking part in the survey was voluntary and anonymous, i.e. without identifying the institution, the link was valid from 15 January to 28 February 2022. The surveys were completed by members of the institution's management in approximately 30 minutes (average time spent per survey).

5. Presentation and Analysis of the Results

Analysis of the quantitative data obtained in the study used an open-source software, JASP¹⁹, supported by the University of Amsterdam, designed for calculating analyses of variance (in any patterns), regression, factor analysis.

All institutions included in the survey fulfil the statutory obligation of examining the sense of self-security of juveniles, set at a rate of twice per year. Some of them perform more surveys than the indicated minimum, see Table 2 for details.

¹⁹ J. Love, R. Selker, M. Marsman i inni, JASP: Graphical Statistical Software for Common Statistical Designs, „Journal of Statistical Software” 2019, no 88(2), s. 1-17, <https://doi.org/10.18637/jss.v088.i02>.

Table No. 2. Frequency of performing surveys on the sense of self-security in youth education centres and youth sociotherapy centres.

Does a sense of self-security survey take place at your institution more than twice a year?		
	Number of youth education centres and youth sociotherapy centres	% of surveyed institutions
yes	30	32.2 %
yes, after every extraordinary incident	2	2.2 %
yes, if such need arises according to the management/staff	32	34.4 %
no, only in accordance with the Regulation of the Ministry of Education of 11 August 2017	29	31.2 %
total	93	100%

Source: based on author's own research

The presented data shows that nearly 70% of the institutions subject to the research complete the task in question more than twice a year, and it is worth noting that the number of surveys carried out depends on the educational situation in the establishment, and that the self-security survey is carried out according to the needs of the educational environment. As such, one of the fundamental principles of resocialisation education, i.e. individualisation²⁰, is fully taken into account here. Hypothesis 1 has been confirmed. In order to verify Hypothesis 2, a *t test* and a *chi-square test* were performed. The conducted statistical analysis does not support this hypothesis. There is no statistically significant difference in the number of self-security surveys performed between youth educational centres ($M = 7.46$, $SD = 4.02$) and youth sociotherapy centres ($M = 6.41$, $SD = 3.22$), $t(89) = -1.273$, $p = 0.206$.

No statistically significant relationship was found **between the type of resocialisation facility and the sense of self-security survey that uses:**

- individual questionnaire, $\chi^2 (1, N = 93) = 3.55$, $p = 0.060$.
- individual conversation, $\chi^2 (1, N = 93) = 2.31$, $p = 0.129$.
- group meetings/discussion, $\chi^2 (1, N = 93) = 0.45$, $p = 0.502$.
- individual observation, $\chi^2 (1, N = 93) = 0.19$, $p = 0.661$.

²⁰ M. Kalinowski, *Struktura procesu resocjalizacji*, w: *Resocjalizacja*, t. 1, red. B. Urban, J.M. Stanik, Warszawa 2007, s. 238.

- group observation, $\chi^2(1, N = 93) = 0,06, p = 0,813$.

The absence of any statistically significant correlations between the type of youth educational centres or youth sociotherapy centres and the self-security surveys carried out by specific methods indicates that the institutions decide on the manner in which the surveys should be performed individually. A key hypothetical factor in this respect may be the preparation of teaching staff to carry out this type of research. Competence in the areas of developmental psychology, pedagogy and social research methodology should form a good foundation for the implementation of this type of research. This issues requires further in-depth analyses to be made. Also, the size of the establishment, understood as the number of places for pupils, does not correlate with the frequency of the self-security surveys (the study used Pearson's linear correlations in this regard, $r = 0.17, p = 0.105$). Prior to the research, it had been initially assumed that the larger the institution, i.e. the more juveniles are housed there, the more often the self-security surveys are conducted as compared to smaller facilities offering 45 places. The logical conclusion would appear to be that the greater number of charges and therefore, groups and classes, generates an increased number of difficult situations and educational problems. However, this assumption has not been confirmed in studies. The operation of youth educational centres and youth sociotherapy centres, and thus the effectiveness of the activities implemented in these institutional environments, is determined by a number of factors that are interdependent.

Hypothesis 4 has been partially confirmed. Statistical analysis indicates that there is a correlation between the size of the centre and the use of individual observations as a method of examining the sense of self-security of the pupils ($r = 0.23, p = 0.030$). The larger the facility, the more frequent the use of individual observation, often coupled with other methods of testing the sense of self-security. The importance of individual contact between the educational staff and the pupils is quite extensively discussed in the literature²¹, with an unambiguous notion that it is a factor favouring pro-social development in the life of juveniles, and many authors link the effectiveness of the measures implemented to that method. Undoubtedly, individual observation is an important source of information about the pupil, and the conclusions formulated on its basis can be vital for the resocialisation practice. It can be assumed that, in

²¹ Tak m.in. H. Kupiec, Rozwijanie kompetencji społecznych u nieletnich a klimat placówki resocjalizacyjnej, „Resocjalizacja Polska” 2012, nr 3, s. 383-398; R. Opóra, Ewolucja niedostosowania społecznego jako rezultat zmian w zakresie odporności psychicznej i zniekształceń poznawczych, Gdańsk 2009; M. Dobijański, Socjalizacja dzieci i młodzieży niedostosowanej społecznie metodami opartymi na wpływie osobistym wychowawcy, „Student niepełnosprawny szkice i rozprawy” 2018, nr 18(11), s. 161-177.

the case of larger institutions, conducting individual observations also fulfils the role of preventive action, where through early and appropriate interventions problems are prevented from escalating. Just as in the case of Hypothesis 4, Hypothesis 5 has been partially confirmed. Psychologists and educators most often coordinate the self-security surveys conducted in the youth educational centres and youth sociotherapy centres subjected to the examination, and rather than doing them on their own, they cooperate with other members of the teaching staff. In the case of 33 institutions, it was noted that self-security surveys are coordinated by one person. These figures are as follows: in 8 institutions, the person identified as a coordinator of the self-security study was the director, in 5 of them - the deputy director, in 4 - the psychologist, in 10 - the educator, and in 6 institutions it was the safety coordinator. That last position is new to youth educational centres and youth sociotherapy centres. The appointment of such a person is not standard in the institutions discussed, but there is a clear trend indicating that such a person increasingly appears in the structure of the educational team. As a rule, this is done by combining another position, e.g. psychologist, educator or social worker, with the function of safety coordinator. In the remaining 60 institutions taking part in the research in question, that task is coordinated by two people or more: an educator in 40, a director in 34, a psychologist in 27, a deputy director in 25 and a safety coordinator in 13 institutions. No correlation has been found between the number and positions of those coordinating the pupils' self-security survey and the size of the establishment. Nor is there any theoretical premise to suggest such a correlation.

The surveys on the pupil's sense of self-security provide a lot of important information for the operation of the establishment and the achievement of the educational goals that the it has set for itself. The data collected in this fashion are subjected to analysis and the conclusions shared with the teaching staff so that they can evaluate their actions on a regular basis and, above all, individualise their work with pupils who, having different backgrounds, may perceive certain situations as threatening to their security in psychological and/or physical terms. Hypothesis 6 has been confirmed. The results are presented in Table 3.

Table No. 3. Manner of discussing the results of self-security surveys.

	number of surveyed institutions	% of surveyed institutions
during the teaching staff meetings	90	96.8 %
each group is discussed separately	18	19.3 %
the carer speaks to the educator/psychologist	18	19.3 %
the carer speaks to the director	14	15.0 %
the carer speaks to the safety coordinator	11	11.8 %
consultancy with external expert	3	3.2 %

The respondents could choose more than one answer; source – author's own research

In 52 of the youth educational centres and youth sociotherapy centres participating in the study, which represents almost 56%, the results and conclusions are only discussed at the teaching staff meetings. Due to the different size of the institutions, the number and structure of the staff varies. The meetings of the whole educational team and the discussion of current problems or tasks to be carried out at these meetings are part of the classic model of resocialisation work, of insufficient level of effectiveness in relation to the challenges that arise in an institutional environment.

In the other centres the obtained data are additionally interpreted in smaller educational teams. In only two institutions, the results of the self-security surveys are discussed without the teaching staff being present: each group is discussed separately – in one instance, and in the other – the carer analyses the case with the director.

6. Discussion and Conclusions

Investigating the sense of self-security of the pupils is a task belonging to the activities of youth education centres and youth sociotherapy centres. It is one of the key elements in the evaluation and continuous improvement of the effectiveness of the juvenile resocialisation process in institutional settings. The results of the conducted research allow to conclude that the institutions comply with this obligation in full. As the legislator has not specified how these surveys are to be conducted, by whom and with application of what methods, youth education centres and youth sociotherapy centres perform them in various ways. Based on the collected

data, it can be concluded that there are no differences between youth education centres and youth sociotherapy centres in terms of conducted surveys. Nor has it been confirmed that variables such as the size of the institution and the gender of the pupils has bearing on the implementation of this task. The educational environments of the youth education centres and youth sociotherapy centres, the structure of the teaching staff and their qualifications are very similar. The main task of youth sociotherapy centres is to work with children and adolescents at risk of social maladjustment, while youth education centres work with adolescents who already show symptoms of this problem and have committed violations of the rule of law in the form of various punishable offences, and for this reason they were placed in these institutions by the family court, which is not the case with the youth sociotherapy centres. Despite those differences, which should definitely be reflected in the methods of work with the pupils, youth education centres and youth sociotherapy centres have many elements in common, one of which is the care for the utmost achievable level of the pupils' sense of self-security. The vast majority of juveniles housed in the institutions in question show disturbances in their psychosocial development, which are rooted in traumatic experiences and the deprivation of needs that are key to the realisation of the developmental tasks of childhood and adolescence²². A sense of self-security is the foundation upon which a lasting change in the functioning of juveniles transpires, thus preparing them for independent life and for taking on appropriate social roles after leaving the institution²³. For this reason, the centres are searching for particular solutions and strive to ensure that the guests feel mentally and physically safe. This approach is exemplified by the appointment of a safety coordinator in some of the centres included in the research, whose responsibilities are not yet fully developed. In the prevailing number of the surveyed institutions, this task is coordinated by educators and psychologists, who form an integral part of the educational team that monitors the current situation in the facility and make joint decisions on taking particular specialist measures for the pupils. Developing a standardised tool to examine the sense of self-security of the pupils of youth educational centres and youth sociotherapy centres would allow for a thorough analysis of this phenomenon at the level of individual institutions, as well as for a broader, even nationwide scale. Furthermore, the results of this type of research unlock further possibilities to undertake adequate educational and therapeutic activities, thus shaping a high level of effectiveness of the resocialisation process in

²² R.S. Feldman, *Development Across the Life Span*, Pearson Education Limited 2018.

²³ J. Sala-Roca, M. Jariot, A.V. Biarnes, M. Rodriguez, Analysis of factors involved in the social inclusion process of young people fostered in residential care institutions, „Children and Youth Services Review” 2009, no 31 (12), s. 1251-1257.

institutional environment. The need for changes of this kind in youth educational centres is evidenced by the Supreme Audit Office's (NIK) 2017 report and the most recent 2021 report. The aforementioned documents present inspections results in fourteen youth educational centre, each time selected at random, spanning the years 2012-2016 and 2018-2021. NIK expressly stresses the need to monitor the activities conducted in these institutions and to increase the sense of self-security of the wards²⁴. In its last report, NIK strongly recommends investigating the fate of former pupils, which can turn out to be an important source of information on the effectiveness of resocialisation activities in these institutions. As in the case of the notion discussed in this paper of the tools and methodology of research on the sense of self-security of pupils, the study of the fate of the graduates of youth educational centres also requires further exploration. Notably, the conclusions of the NIK reports have been taken into account in the Act of 9 June 2022 on the Support and Resocialisation of Juveniles, signed by the President of the Republic of Poland on 20 July 2022.²⁵

Another important conclusion for the resocialisation practice appears to be the clear need to develop a model for collecting data on the sense of self-security of juveniles in institutions, analysing them, drawing conclusions and making further recommendations for resocialisation work. Group work in juvenile resocialisation institutions also requires further in-depth studies and analyses. Setting up smaller educational teams composed of people who perform direct tasks with the wards would allow the results of the self-security surveys to be interpreted also in individual terms in relation to the juveniles' personal experiences.

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3. Feldman, R.S. Development Across the Life Span, Pearson Education Limited 2018.

²⁴ NIK o resocjalizacji w młodzieżowych ośrodkach wychowawczych, <https://www.nik.gov.pl/aktualnosci/nik-o-resocjalizacji-w-młodzieżowych-osrodkach-wychowawczych.html>; Podopieczni młodzieżowych ośrodków wychowawczych nieprzygotowani do samodzielnego życia, <https://www.nik.gov.pl/aktualnosci/mlodziezowe-osrodki-wychowawcze.html>.

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Legislation

1. Ustawa z dnia 26 października 1982 r. o postępowaniu w sprawach nieletnich (Dz. U. Nr 35, poz. 228).
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3. Ustawa z dnia 9 czerwca 2011 r. o wspieraniu rodziny i systemie pieczy zastępczej (Dz. U. z 2022 r. poz. 447).

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