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TOWARDS *RESILIENCE* IN SOCIAL SCIENCES – FROM PSYCHOLOGY TO SOCIAL PEDAGOGY

Abstract

In the view of recent social sciences, the concept of *resilience* is associated primarily with positive adaptation regarding people exposed to various adversities and traumatic events for both children and adults. The majority of researchers ultimately agree on the coexistence of several factors affecting the disruption of an individual's functioning, illness or social maladaptation. With reference to social pedagogy, the category of *resilience* being not only psychological, finds comprehensive application to human and social life, including social problems, social exclusion and threats regarding family, school and education environment, and, finally, assistance in development processes and education of adults and the elderly. The aim of the article is to point out the indicated aspects.

Keywords: *resilience*, psychology, social pedagogy, interdisciplinary, education

W KIERUNKU PRĘŻNOŚCI W NAUKACH SPOŁECZNYCH – OD PSYCHOLOGII DO PEDAGOGIKI SPOŁECZNEJ

Abstrakt

W najnowszych ujęciach nauk społecznych pojęcie *resilience* kojarzone jest przede wszystkim z pozytywną adaptacją dotyczącą osób narażonych na różne przeciwności losu i traumatyczne wydarzenia, zarówno w odniesieniu do dzieci, jak i dorosłych. Większość badaczy zgadza się ostatecznie co do współistnienia kilku czynników wpływających na zaburzenie funkcjonowania jednostki, chorobę czy nieprzystosowanie społeczne. W odniesieniu do pedagogiki społecznej kategoria *resilience*, będąc nie tylko psychologiczna, znajduje wszechstronne zastosowanie w życiu człowieka i społeczeństwa, w tym w problemach społecznych, wykluczeniu i zagrożeniach społecznych dotyczących środowiska rodzinnego, szkolnego i edukacyjnego, wreszcie w procesach rozwojowych i edukacji osób dorosłych i starszych. Artykuł jest jedynie próbą zwrócenia uwagi na wskazane aspekty.

Słowa kluczowe: *resilience*, psychologia, pedagogika społeczna, interdyscyplinarność, edukacja

1. THE INTERDISCIPLINARY PERSPECTIVE – SELECTED THEMES

The paper attempts to discuss *resilience* as a category which avoids strict scientific treatment and unambiguous assignment to a given scientific discipline. Hence, I suggest a brief glance of the selected elaborations upon the *resilience* category from selected an interdisciplinary perspectives. In social sciences, interdisciplinarity as cooperation of scientific domains allows a holistic perception of man with his functioning principles. Emmanuel Lèvinas, while questioning Hegel's assumptions, notes that they led to "the crossing out of a living man in favor of mathematical structures generated rather individually than subjectively produced" (Lèvinas 2000, 101).

From my pedagogical experience, I adopt the concept of interdisciplinarity to viewing people from diverse perspectives and mental planes, as well as domains not only strictly humanistic. Here, I recall Odo Marquard's approach calling for a way out of pragmatic, natural and humanistic isolation for cooperation (Marquard 1994, 114). Advocating for humanistic narratives, in which a multifaceted view on the individual can be voiced, proposes an opportunity for collective learning which requires an interdisciplinary coverage.

In the paper, I advocate for the latter, which enables to step aside from the conventional principle. Paul K. Feyerabend states: "There is no idea, arbitrarily old and absurd, that could not develop our knowledge. The whole history of thoughts is motivated scientifically, being applied to justify every theory", and proceeds that "there is no theory consistent with all facts in its domain" (Feyerabend 1997, 14). Based on this assumption, I claim that theoretical subdisciplines can be mutually exclusive, while their presentation serves to provide a multilateral review of the issues discussed here.

With regard to family-related issues, I pay attention to culture, and discuss its relation to upbringing, interpersonal relations, communication, satisfying needs and socio-cultural context that determine human development. Besides, I refer to the opinion by Sergiusz Hessen who points out to "the close relationship between philosophy and pedagogy, the issue of culture and education. Since pedagogy is so closely related to philosophy, and can even be called applied philosophy, the history of pedagogy is treated as its constituent, or, a reflection of the history of philosophy" (Hessen 1997, 64-65). The researcher claims that an issue of education generates from culture. For him, negation of culture predetermines negation of history, leading to education neglect (Hessen 1997, 65-66).

Moving on to the theoretical approach towards *resilience* which presence in social sciences is characterized by a vast range of application, I intend to address its versatility from an interdisciplinary view. Cognitive psychology with its focus on a specialized system of reception and processing in human mind, emphasizes its adaptiveness in accumulating and transforming information. Remaining a subject-matter for numerous humanities, social and biological sciences, it proves that setting boundaries is not always possible and even needed (*Psychologia poznawcza* 2006).

In view of the mentioned above, as a social researcher, I analyze the category of *resilience* taking into account an individual viewed from a pedagogical perspective, though being constantly intertwined with the perspective of psychology or anthropological sciences. On the other hand, our mind is capable of transformations to enable the individual to constructively handle situations and events that hinder psychological and social integration.

2. THEORETICAL BACKGROUND

The term *resilience*, initially present in physics, related to the ability of the material after deformation to regain its original shape, has acquired a wider application recently. This term was introduced to social sciences by the pioneers of research into the development of disadvantaged children and adolescents (Michael Rutter). In social sciences, this term emerged due to Emma Werner's pioneering research on the development of children and young people under adverse living conditions (Werner 1994, 2000).

In the social sciences, *resilience* is applied to good psychological and social functioning in difficult conditions. This term may also refer to adults who have been exposed to traumatic life experiences (Mancini and Bonamo 2006). *Resilience* explains positive adaptations of people facing various types of adversities or traumatic events (Borucka and Pisarska 2012). It means that a person may have adapted relatively well despite experiencing a threat (Olsson et al. 2003). Understanding the causes of these illnesses has set the foundation for the search of risk factors impacting the incidence of mental health disorders in children (Rutter 1987). Ogińska-Bulik and Jurczyński (2011) used this term to refer to a way an individual overcomes negative phenomena in life (cf. Bzymek 2020a, 116).

The English term *resilience* has also been used in Polish research articles as it seems to be the most appropriate way to refer to this concept. Junik (2011) calls for the use of the word *resilience* for this purpose and translated it into Polish as *rezylencja*. This includes the related notions of flexibility and the ability to regenerate (Borucka and Ostaszewski 2008). This term was introduced into the social sciences by pioneers of research on the development of disadvantaged children and adolescents (Rutter 1987). In this context, *resilience* means smooth functioning in difficult life circumstances, having age-appropriate skills and carrying on in spite of adverse circumstances. In a wider sense, *resilience* presents a dynamic process of adaptation despite having experienced hazards or traumas. Importantly, *resilience* is not synonymous with good mental health or strong social skills. Another meaning of the term can be “rebounding from the bottom”, or resuming normal functioning after a very stressful event (Borucka and Ostaszewski 2008). Essentially, having *resilience* does not equate to good mental health or social competence, but is rather the ability of an individual to maintain himself under adverse circumstances. Barbara Fredricson wrote about the role of positive

emotions to overcome negative life events Fredricson (Fredrickson 2011). In turn Irena Mudrecka notes the importance of risk factors and protective mechanisms (Mudrecka 2020).

Looking for the possible sources of support, specifically those providing practical help, I can't but mention Cyrulnik (2015), who singles out two different kinds of protectors to battle *resilience*. The first type of person is equipped with formal qualifications, such as a psychologist, a psychotherapist, a teacher or a member of the clergy. However, the second one, often a family member or a friend, can also offer valuable support in unfavorable conditions, despite academic merits or other recognized credentials. I consider this idea important, and likely help encourage teachers and educators to serve as protectors (cf. Bzymek 2020a, 116-117).

This issue of qualitative approach to *resilience* is addressed by Michael Rutter (1987, 2000), and presents an extremely valuable research discernment of the dimension for practical solutions based on the researcher's expertise, including minimizing negative influences on people, their temperament perception as tools for gaining support, especially in constructing well-being and embracing challenges by breaking the old scheme perception and raising standards through improving social status.

3. *RESILIENCE* IN A BROAD SENSE

Notably, a topic of *resilience* is characterized by a vast array of elaborations. From the pedagogical perspective, the adult education appears underrepresented, though. There seems to be a significant difference between the concepts of *resilience* and *resiliency*. Modern studies approach this notion from two, sometimes even controversial perspectives: 1. the ability to recover quickly psychologically (Smulczyk 2019); 2. view this phenomenon as limitations of emotion as well as intellectual and material resources that result in susceptibility to trauma (Cyrulnik 2005). Although both terms are related to adaptability, and refer to all types of psychological recovery, *resiliency* refers to a personality trait (Block and Kremen 1996). However, *resilience* is the process of effective adaptation to difficult conditions and is understood in terms of a developmental perspective. In other words, *resiliency* is the flexibility to recover quickly from difficult situations, and *resilience* is how one deals with difficult conditions. Humanistic psychology views the ability to respond under complicated settings in a constructive manner which is directly related to the degree to which childhood needs were satisfied, especially those related to safety (Oleś 2011). Parkes (1986) speaks of implementing adaptive coping strategies and adaptive flexibility, and Hobfoll (2006) wrote about people's ability to increase resources and use them rationally. Oleś (2011) defines this quality applying a psychology term – *ego (resilience)*. He believes that factors related to the development of difficult conditions in children's lives are equally important for adults. He proposes a thesis that these factors facilitate health and adaptation skills. Cierpiałkowska (2007) names such factors *social competence* and defines it as the ability to solve problems, achieve

autonomy, gain awareness of purposefulness and sensibility of actions, and focus on personal goals, ambition (*ego science*), interests and imagination, positive emotions and a sense of coherence (cf. Bzymek 2020a, 117).

According to Boris Cyrulnik, a neuropsychiatrist and an expert on *resilience*, this topic is inextricably linked with the concept of a valuable emotional niche, based on how the individual's immediate relatives led their lives. If they have experienced emotional closeness with their own parents during childhood, they tend to offer their children similar care (Cyrulnik 2015, 124). Importantly, *resilience* does not sound synonymous with good mental health or high social competence, for it explores how individuals remain in a relatively good mental health despite being exposed to a number of threatening factors (Cyrulnik 2015; cf. Bzymek 2020a, 117).

Due to unfavorable developmental conditions treated as risk factors, performing a threat to the development children and adolescents, prone to cause deviations in psyche. Typical risk factors include prematurity, poverty, parents' mental illness, war, divorce, and childcare (Borucka and Ostaszewski 2008). Still, a single risk factor seems insufficient for causing the entity disruption. The existing four risk indexes include: individual characteristics; influence of peers; family relationships; place of residence, social relations. In addition Mudrecka wrote about the role of risk factors and protective mechanisms (Mudrecka 2020).

To the protective factors I refer individual character traits (self-esteem, cheerful disposition, faith, talents, sociability); family factors: family cohesion, close relationships, warmth, stable financial status; external factors: safe neighbourhood, pro-social organization membership or voluntary engagement (Borucka and Ostaszewski 2008; cf. Bzymek 2020a, 117).

Wioletta Junik (Junik 2011, 53-58) suggests a comparative analysis of tools used to measure *resilience*, primarily targeted at adults:

1. *The Resilient Scale, RS, for children and adolescents*, Gail M. Wagnild and Heather M. Young 1993 (Polish version *Skala Postawa wobec siebie i świata*, Hanna Kołło and Joanna Mazur 2007, 2008);

2. *The Ego Resilience Scale*, ER 89, Jack Block and Adam M. Kremen 1996 (Polish version: *Skala Sprężystości Ego*, Grażyna Dolińska-Zygmunt and Małgorzata Włodarczyk 2011);

3. *The Resilience Scale for Adults*, RSA, Oddgeir Friborg, Odin Hjemdal, Jan H. Rosenvinge, Monica Martinssen 2008 (Polish version: *Ocena psychometryczna wybranych podskal*, Irena Jelonkiewicz, Katarzyna Kosińska-Dec and Marek Zwoliński 2009);

4. *Questionnaire on a sense of security and personal preference*, KPB-PO, Zenon Uchnast, 1997, 1998 (*Kwestionariusz poczucia bezpieczeństwa i prężności osobowej* – KPB-PO, Zenon Uchnast 1997, 1998);

5. *Resilience Measurement Scale*, SPP-25, Nina Ogińska-Bulik and Zygryd Jurczyński, 2008 (*Skala Pomiaru Prężności* – SPP-25, Nina Ogińska-Bulik and Zygryd Jurczyński 2008).

Last but not least, it seems worth paying attention to Polish research tools developed for social settings. For example, the questionnaire on a sense of security and personal engagement – KPB-PO by Zenon Uchnast can be considered a pioneering tool within which the *resilience* is interpreted as the ability to be resourceful in changing conditions of adaptation and involvement in everyday life. The tool examines a range of factors like stability, self-confidence, sense of security and personal *resilience*. According to the research, a high level of personal *resilience* indicates closeness and trust in others, openness to everyday matters and commitment to duties. In turn, the low level of personal *resilience* speaks of the excessive care in securing a sense of sustainability.

On the other hand, the Pressure Measurement Scale – SPP-25 Ogińska-Bulik and Jurczyński measures personal factors for adults exposed to stress or traumatic events. Here the *resilience* is understood as a universal self-regulation mechanism that should protect against the negative consequences of experienced events, both traumatic and notorious. Notably, this scale measures five factors: perseverance and determination in action, openness to experience and sense of humor, personal endurance and stress management, perception of failure and risk-taking (Ogińska-Bulik and Jurczyński 2011, 7-28; cf. Prince-Embury 2007).

Interpreting this disputable issue, the researchers who approach *resilience* as “a set of skills to effectively deal with stress of high intensity, consisting of flexible, creative way of coping with adversity; with a focus on the ability to break away from negative experiences and the ability to arouse positive emotions” (Heszen and Sęk 2007, 173). Important *resilience* skills include re-evaluation and reinterpretation of events, creating and maintaining emotional ties, searching for new experiences and a positive mindset. It also encompasses cheerfulness and flexibility, the ability to arouse positive emotions and a flexible use of remedial adaptive practices regarding the needs and a given situational context (Cierpiałkowska and Sęk 2006, 34).

4. ANALOGIES WITHIN THE RESILIENCE CONTEXT

The analogy between biological and mental resistance proves the interdisciplinary nature of the *resilience* category. H. Olszewski developed the Frolkis theory about psychological well-being (Olszewski 2003, 7-8). According to a researcher, psychological well-being consist in psychological processes affecting human aging, analogous to biological potential processes which allows protection against disappointment and failures regarding ageing (Olszewski 2003, 8-9). Therefore, the psychological well-being lies in a certain ability for an individual to exceed their adaptive abilities developed so far; development is approached as a positive potential determining the quality of life, including the maturity potential (Olszewski 2003, 27).

For Piotr Oleś, on the other hand, mental sphere appears parallel to the biological sphere that reaches a state of psychological hunger “constitutional

resistance to stress and a sense of security, or rather an emotional fulfillment derived from early (preverbal) childhood experiences” (Oleś 2011, 35). Moreover, he emphasizes the role of situational factors which involves a personality interface and threatening environment, acknowledging the quality of person-environment interaction.

The researcher outlines such factors as maximum mobilization of immune resources and flexibility in applying and creating new adaptive behaviors, production of resources under permanent shortage, awareness of the threatened basic values such as life, health, freedom, dignity. The final factor manifests itself in providing support through sharing difficult life-stories with others who have similarly experienced certain losses, temporarily or definitively, and the awareness of timeless indestructible value despite unfavorable circumstances (Oleś 2011, 236). Piotr Oleś argues that situations of traumatic life losses prove an individual’s ability for transcendence, i.e. exceeding biological and psychosocial conditions under specific circumstances and particular cases (Oleś 2011, 236).

As is demonstrated by the previously cited research, the concept of *resilience* is presented in science mainly as a psychological category. Some researchers utilize this concept in pedagogy, noticing the potential for its educational applications. The research studies of the subject began with Junik (2011). Other recent studies have attempted to implement the idea of *resilience* to pedagogy (Smulczyk 2019). In addition to this a higher proportion of *resilience* research has mainly been developed with children and adolescents. Gill Windle proposes more multi-disciplinary studies that examine the dynamics of *resilience* across the lifespan, its role in healthy ageing and in managing loss (Windle 2011, 152-169).

5. PEDAGOGY AND *RESILIENCE*

With regard to pedagogy, the concept of *resilience* prevails as a new and promising issue. Noteworthy, its elements can be traced among the cutting edge developments, despite the fact that the concept of *resilience* is not used. In the paper, I intentionally focus on social pedagogy domain and base my assumptions on Helena Radlińska (1961) and Wiesław Theiss’ (1999) views.

Being underelaborated in social sciences, it has functioned in theoretical and research implications. For Helena Radlińska, within social pedagogy studies, the issue of relationship between an individual and environment comes to the fore (Theiss 1984, 64). Being a leading researcher in social pedagogy and reviewing opportunities to process living conditions, the author draws the importance to the impact of living conditions regarding development. Basically, Radlińska attempts to introduce data with regards to social causes of human development inhibitions as preventive measures (Theiss 1984, 235).

Radlińska approaches an individual within the synergy of personal development and community work, as well as civic engagement (Theiss 1984, 66).

For the researcher, it is exemplified through socio-cultural activities carried out in two directions – individual and common benefit. On the other hand, Radlińska's environment holds: “an individual and factors shaping his personality permanently” (Radlińska 1935, 15). It presents social, cultural and natural components divided into correlating, distant and immediate environments, objective and subjective, tangible and intangible, mental such as ideas, customs, and moral bonds (Radlińska 1935, 20). Notably, the role models of prominent people matter much, influencing the hierarchy of values, motivation of behavior and thus, life transformations. Hence, it seems impossible to associate this idea with the above-discussed concept of resistance protector introduced by Cyrulnik.

The concept of social pedagogy, in Radlińska's opinion, fulfills three basic goals: changing unfavorable development conditions and improving positive influences as a result of transforming human surroundings into an educational context thus implementing educational goals (Theiss 1984, 70). It seems necessary to refer to the resilience concept, being consistent with Radlińska's philosophy described above. One of the protective factors, namely, external (safe neighborhood, pro-social organization membership etc.), as well as a family factor (family cohesion, close relationships, warmth, sustainability etc.).

To sum up, social pedagogy focuses on an individual, and views social factors inherent in society through broadly understood socio-educational activities. On the other hand, for M. Mendel, generating environmental cooperation focuses on shaping educational cooperation (Mendel 2002, 18-19) allows to achieve not only academic performance, but (and above all) an overall success. Thus, school social services, family and local environments are directed towards supporting child's development. These forces form a community that creates a safe place for the growth of an individual. According to Radlińska, the conventional functions of social pedagogy cover compensation for deficiencies hindering proper human development regarding psychological, material and socio-cultural spheres; preventive measures against the adverse situations, inhibiting and strengthening positive influences. Improvement is treated as comprehensive and independent action, facilitating a number of mental activities and setting right targets. Finally, pedagogy itself an interdisciplinary theory that uses biological, psychological and philosophical sciences, didactics and the upbringing theory favour the effectiveness of educational activities based on knowledge from various science domains (Theiss 1984, 73). Personally, I perceive Radlińska's theory strongly linked to psychological sciences, thus manifesting its interdisciplinarity nature. A direct reference to psychology relies on a two-way subjective relationship in the research process, or being authentic instead of assessing another person. The researcher has a point advocating for a need of interpersonal relations authenticity, constructed on both healthy relationships and socio-cultural advancement in acquiring *resilience* attitudes.

In addition, Helena Radlińska's notions of compensation, from my perspective, constitute an important element in child and adult performance under emergency

conditions. Unlike interdisciplinarity, compensation, remaining conceptually pretty similar to resilience, has been applied in various domains and trends, just to mention some, analytical psychology by Carl Gustav Jung (Jung 1976). Social pedagogy focuses on compensation understood as a specific complement to certain deprivations, disabilities, weakness of strength, incompleteness of opportunities (Witkowski 2014, 612). Both removing adverse conditions and supplementing them, is broadly associated with social compensation in Radlińska's approach (Radlińska 1961, 371). Notably, it was aimed at transforming environment, not only by assisting to satisfy basic needs, but also by "cooperating on implementing the ideals lying in an invisible environment" (Witkowski 2014, 612). Ultimately, for Radlińska, "education consists of, besides cultivating advancement, solving developmental tasks, learning how to find and select values, as well as developing skills in managing work performance. Going beyond school environment, education acquires a prime importance, and is associated with all factors forming a human persona" (Radlińska 1961, 371).

Regarding the concept of resilience, Wiesław Theiss's research on the fate of "Siberian children" deported to the USSR (Theiss 1999) fits perfectly into this context. Without referring to as *resilience* tests, they clearly demonstrate a resilience issue. Focusing on a "lifeline" concept, Theiss actually ponders the causes that enabled children to survive despite lethal conditions. In my view, this is primarily a question of an individual will-power, about the sources of struggle and how to compensate for adversity. W. Theiss lists here the survival categories (Theiss 1999, 51-77) by which the language of resilience psychology would, no doubt, be described as protective factors, elaborated above.

Here I wish to draw a particular attention to social environment which consists of protective factors and the ones posing a potential threat towards the development of the individual which, as an instructor, I perceive as environmental human support forces. Personally, I view them as opportunities to compensate for detriment of an individual's needs in a socio-cultural environment, such as the local community, role models important for individuals, prosocial organizations. W. Theiss's research displays the importance of location where Siberian exiles functioned, with non-family factors, such as care and upbringing and educational facilities, health care facilities, boarding schools, vocational courses or educational centers, and mindful supervision of teachers and educators ready to respond to children crying at night together and experiencing nightmares, and, finally, democratic education supporting multilateral development, the Church, the Polish Army and its ethos power, as well as soldiers' personal patterns, extracurricular and extracurricular activities, scouting (Theiss 1999, 71-77).

Due to a scope of the category in question, I abstain from including broader contexts of resilience in the pedagogical subdisciplines which I am writing about in the monograph currently under preparation. Hence, I refer only to andragogy including adult development and life-long education (Bzymek 2020b, 205-245).

Organization for Economic Co-operation and Development (OECD) report *Against the odds. Disadvantaged Students Who Succeed in School* (2011), is devoted to assessing resilience in a school context. It deals with the phenomenon of academic resilience, and includes the analysis of the students' focus group case study who "overcame" adversities during school education, having achieved high academic performance results, at the same time remaining in an economic and social disadvantage despite having low socioeconomic status.

Another important goal of the report was to identify the ways to improve school performance, i.e., to increase the percentage of "status overcome" among student populations. Notably, the low socioeconomic status does not create an obstacle to achieving school advancement as long as it concerns devoting time to studying. Hence, the so-called predictors of academic *resilience* (Smulczyk 2019, 68-69) included regular time devoted to learning, a positive approach to learning science subjects (which were analyzed in the study), and self-confidence in school opportunities and a positive approach to intrinsic student's motivation towards learning.

Marek Smulczyk emphasizes that the OECD treats the concept of "overcoming" as an equivalent of the English term *resilience* (Smulczyk 2019). For him, it is utilized to describe a group of students who have just "overcome" adverse socio-economic conditions, and have unexpectedly good academic results. The OECD report analyzed factors for achieving high school performance under highly restricted conditions, the PISA survey from 2006. These studies, covering a total of fifty-seven countries, were based on indexes of economic, social and cultural status (*escs – economic, social and cultural status*).

CONCLUDING REMARKS

Recently, *resilience* issues have been in the spotlight of Polish scientific thought that is marked by a constant increase. With the view of its potential, the importance of *resilience* in pedagogy domain seems invaluable. While psychology bends over the issue of breaking the relationships into risk factors and problematic behavior resulting in psychopathology, the pedagogy is characterized by promising venues for development. Children and adolescents will definitely benefit from knowledge of insight into a resilience phenomenon regarding education and sustainable development, especially from cognitive and socio-emotional perspectives. Acknowledging the idea of holistic lifelong learning, one cannot ignore the phenomenon of resistance in relation to educational support for adults, including support in their socio-emotional functioning. The enormous possibilities arising from the resilience category analyzed here constitute, no doubt, a valuable element utilized both in the pedagogical theory and in educational instruction (cf. Bzymek 2020b).

According to the psychodynamic approach, responses to stress are determined by disturbances in relationships and ways of solving internal and interpersonal conflicts are acquired in childhood, (cf. Bzymek 2020a, 123).

An educator can see vast opportunities for modifying the direction of educational processes in order to attain *resilience*. First and foremost, the role of education should be to promote awareness, build a wise parent-child relationship and support families in crisis. It is also important to link the home environment with that in the school. The experience of personalization and critical pedagogy interpreted by Kwieciński and Śliwerski as a disagreement with reality should certainly be helpful here (*Pedagogika* 2003). I also point to an understanding of pedagogy which, on the one hand, introduces and adapts a person to society and culture, and on the other, empowers a person with an emancipatory function allowing for the independent construction of identity. The humanist psychology of Maslow (1990) certainly seems to inspire an individual's self-realization. In addition, Frankl's (1978) proposal of *upbringing for responsibility*, Adler's (1986) individual psychology of social bonding, and the psychology of radical humanism of Fromm (1999), focused on the developmental potential of productive work. These approaches strongly emphasize personality development and human identity processes (cf. Bzymek 2020a, 123).

Marek Smulczyk suggest building the following dimensions based on the model of educational *resilience* (Smulczyk 2019). These three dimensions include: a personal dimension consisting of two elements – self-confidence and effort (motivation); emotional and material family support and patterns of *resilience*; and, understanding of community dimensions – perceiving how potential benefits from community infrastructure projects such as roads and public transportation can help facilitate access to schools. I am convinced that a constant pursuit of pedagogical thought can support a critical approach to educational and social relationships, being useful in moments of failing psychosocial stability and contributing to building human capacity to cope with problems. Building a family, home and the social relations are the primary potential sources of *resilience* (Bzymek 2020b, 255-257). It can be argued that building a *resilience* attitude is building an individual's power based on situations of powerlessness using the potential of family, education and social bonds (cf. Bzymek 2020a, 123; 2020b, 247-257).

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