

## POSITIVE ORIENTATION AS LIFE ORIENTATION OF MINORS

Karina SZAFRAŃSKA<sup>1</sup>

<sup>1</sup> PhD, Academy of Justice/Szkoła Wyższa Wymiaru Sprawiedliwości,

ul. Wiśniowa 50, 02-520 Warszawa, Poland

e-mail: karina.szafranska@sonica.pl

ORCID (0000-0002-8009-9383)

**Abstract:** The conducted research aimed to learn about adaptive and maladaptive beliefs that facilitate or hinder the functioning of socially maladjusted minors in social life in the context of their life orientations. One way to investigate was to test the level of positive orientation of juveniles resocialized in Youth Educational Centers in the Mazowieckie Voivodeship in Poland. The study involved 456 individuals aged 17 to 20 ( $M = 17.31$ ;  $SD = 0.68$ ). This sample group was chosen in order to establish the importance of positive life orientation in the successful socialization of socially maladjusted youth. The research results were obtained using the Positive Orientation Scale (in the Polish adaptation by Łaguna, Oleś, and Filipiuk). The results (IBM SPSS Statistics) of the Mann-Whitney U test analysis indicated men score higher on the Positive Orientation Scale than women ( $p = 0.081$ ). Spearman's rho correlation analysis indicates a relationship between the analyzed variable and the learning outcomes of the studied youth. Polish rehabilitation system must be changed towards correlates of psychosocial life goals of youths at risk of social exclusion and positive orientation must be strengthened. Increasing trust in others, engaging in the social exchange process bringing satisfaction to individuals will allow planning future life according to socially accepted norms.

**Keywords:** Life orientations, positive orientation, adolescence, minors, young people at risk of social exclusion, socially maladjusted youth, Youth Educational Centers

## **Introduction**

Positive orientation is a personality dimension that determines how individuals process information about themselves and the world with a positive outlook. It is extremely important in the process of shaping the vision of one's own future. The observed level of positive orientation has an impact on the decisions they make about the future and the quality of interpersonal relationships.

The term "life orientations" appeared in scientific literature relatively recently; "researchers that use this term often use synonymous concepts: pursuit, life models, lifestyle, life plans or aspirations" [Rumiński, 1996, pP. 304]. Stanisław Kawula points to the role of shaping proper life orientations of young people, stressing that they are "genetically prior to aspirations, consumption patterns, strivings, and detailed life plans" (educational, professional, family plans, etc.) [Kawula, 1996, pP. 55]). Functioning in a constantly changing world, individuals are forced to receive and analyze various information on an ongoing basis about situations they face in order to take action determined by a specific need, figuratively – a point of view.

All upbringing methods aim to develop a desirable life orientation, an overall attitude that will allow the child to comfortably exist in the society and therefore "succeed" in life. Consequently, monitoring their positive life orientation can provide data crucial to developing intervention programs effective in helping socially maladjusted minors' to successfully acclimatize to society.

As far as I know, very little previous research has considered the importance of positive orientation in the success of the resocialization of socially maladjusted youth. Moreover, only one study to date has employed Caprara's Positive Life Orientation Scale while focusing on socially maladjusted youth [Mudrecka, 20013]. Mudrecka's research will be referenced in the further part of the manuscript.

The aim of the conducted research was to learn about adaptive and maladaptive beliefs that facilitate or hinder the functioning of socially maladjusted minors in social life in the context of their life orientations as well as to improve our understanding of the many factors leading to depression and suicide attempts among adolescents in Poland. Even the children brought up in a loving, supportive environment often end up "lost", struggling to

adjust to the reality of the neoliberal society; the youth at risk of exclusion are proportionally more vulnerable and prone to having a negative outlook on life. The focus was on presenting some of the research results obtained using the Positive Orientation Scale (in the Polish adaptation by Mariola Łaguna, Piotr Oleś, and Dorota Filipiuk). To examine the impact of positive orientation on the success of socialization of youth at the risk of exclusion, research was conducted on a sample group consisting of Youth Educational Centre pupils. Apart from the main research question - 'What is the positive orientation of YEC pupils?' - several different aspects were scrutinized, including the relationship between positive orientation and gender as well as their academic performance and the relationship between the positive orientation of all YEC pupils and the positive orientation of independent pupils.

## **Research methodology**

A fragment of a broader study on psychosocial correlates of life goals of young people at risk of social exclusion will be presented. The study was exploratory and was carried out within a correlation scheme (Rubacha, 2017) in rehabilitation facilities (Youth Educational Centers (YEC)) in the Mazowieckie Voivodeship.

## **Context and sample selection**

The study covered 456 individuals aged 17 to 20 years ( $M = 17,31$ ;  $SD = 0,68$ ) staying in YEC in the Mazowieckie Voivodeship. In the sample group, women represented 59.2 while men represented 40.8%. Therefore, the selection of individuals for the study should be treated as purposive sampling. At the study stage, efforts were made to provide a possible representative sample of teenagers. The gender, age, and length of stay in YEC were controlled. A separate group of pupils that were becoming independent and stayed in sheltered accommodation or branches of the center was singled out and their results were compared to the results of the entire pupil's population, in order to verify the pedagogical impact of the YEC. The analysis covered results of 35 individuals ( $n=35$ ), 17 girls and 18 boys, who became independent in Youth Educational Centers of the Mazowieckie Voivodeship. The average age in the sample group of independent pupils was 17.5 years (with  $SD = 1.02$ ). Most pupils stayed in YEC for the first (51.5%) or second time (36.4%).

## **Data collection - the Positivity Scale**

Positive orientation is defined by the author of the original version of the Questionnaire as: “the basic tendency to notice and attach importance to positive aspects of life, experiences and oneself” (Caprara, 2009). The scale is composed of eight test items. The respondents indicate on a 5-point Likert type scale to what degree they agree with particular statements. After summing, the obtained responses create a positive orientation index (one item requires prior scale reversal). In terms of psychometric properties, the P-Scale (Positivity Scale) obtains satisfactory results. Reliability measured by the Cronbach's alpha coefficient ranges (depending on the group) from 0.77 to 0.84. This confirms that the survey can be used both in research and in individual diagnosis. The stability of the measurement was also confirmed - within an interval of two weeks, the measurements correlated with each other at the level of 0.84 ( $p < 0.001$ ). When factor validity was analyzed, it was confirmed through a series of confirmatory factor analyzes (CFA). The existence was also confirmed of negative correlations between the results of the P-Scale and the results on the Hopelessness Scale as well as positive correlations with the scale of basic hope, achievement value preference scale, and stimulation scale. The results obtained in the Schwartz Portrait Values Questionnaire do not correlate with the results of the P-Scale. It was also confirmed that the results obtained on the P-Scale are correlated more with satisfaction with contacts with other people than with material satisfaction and health condition. The P-Scale has recalculated sten norms that allow relating the obtained result to a population similar to the respondents covered by the validation study.

## **Methods of analysis**

All statistical calculations were performed in the IBM SPSS Statistics program. The number and percentage of occurrence of a given category were used to describe the qualitative data, while the quantitative variables were characterized using the following descriptive statistics: mean, standard deviation, and the minimum and maximum value. Before starting the analyzes, all quantitative variables were checked for data distribution using two distribution measures: skewness and kurtosis.

The results were considered statistically significant when the probability of making a type I error was a maximum of 5% ( $p < 0.05$ )

## Results

The positivity scale index in the studied group ranged from 5 to 40 points ( $M = 28.25$ ;  $SD = 6.04$ ). The index has an abnormal distribution (skewness =  $-1.03$ ; kurtosis =  $1.63$ ) and shows features of a left-skewed, leptokurtic distribution. The reliability of the scale, measured by the Cronbach's Alpha coefficient, was  $0.799$  and indicates high consistency of the measurement. Due to significant differences between the results of the respondents and the mean in the normalization study ( $M = 29.01$ ;  $t(448) = 2.65$ ;  $p < 0.01$ ), it was decided to calculate separate sten norms for the studied population. The results obtained are presented in the table below. Table 1.

**Table 1. Positivity Scale – sten norms**

sten	range of results
1	< 12
2	12-17
3	18-22
4	23-26
5	27-29
6	30-31
7	32-33
8	34-35
9	36-37
10	> 37

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Source: own study.

### Relationship between positive orientation and gender

Using the Mann-Whitney U test, it was examined whether there is a relationship between the analyzed variables and the gender of the respondents. Only a statistical trend was obtained showing that men score higher on the positive orientation Positivity Scale than women ( $p = 0.081$ ). No significant differences were observed in the level of self-esteem. Detailed results are presented in Table 2. The obtained results are discussed below.

**Table 2. Relationship between the analyzed variables and gender – results of the Mann-Whitney U test**

	woman		man		difference	
	M	SD	M	SD	U	p
Positivity Scale	28.14	5.72	28.81	6.22	20997.5	0.081

Source: own study

### Relationship between positive orientation and academic performance of YEC pupils

Using the Spearman's rho correlation analysis, it was examined whether there is a relationship between the analyzed variables and the academic performance of the surveyed adolescents. The obtained results showed that the higher the grades were obtained, the higher the results of the Positivity Scale were observed among the respondents. Moreover, academic performance decreased with self-esteem. Detailed results are presented in Table 3.

**Table 3. Relationship between the analyzed variables and academic Performance – Spearman's rho correlation coefficients**

	Score
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Positivity Scale	.156**
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Source: own study

\* Correlation is significant at the 0.05 level (two-tailed).

\*\* Correlation is significant at the 0.01 level (two-tailed).

### Relationship between positive orientation and the number of stays in YEC

Using the Mann-Whitney U test, it was checked whether individuals staying at YEC for the first time differed from the respondents who stayed at YEC for at least the second time. The obtained results showed that in terms of both analyzed variables the existence of differences between the compared groups was not confirmed. The exact results are shown in the table below.

**Table 4. Relationship between the analyzed variables and the number of stays at YEC – the result of the Mann-Whitney U test**

	st 1 time		nd 2 time and next		difference	
	M	SD	M	SD	U	p
Positivity Scale	28.34	5.88	28.00	6.51	18247.5	0.478

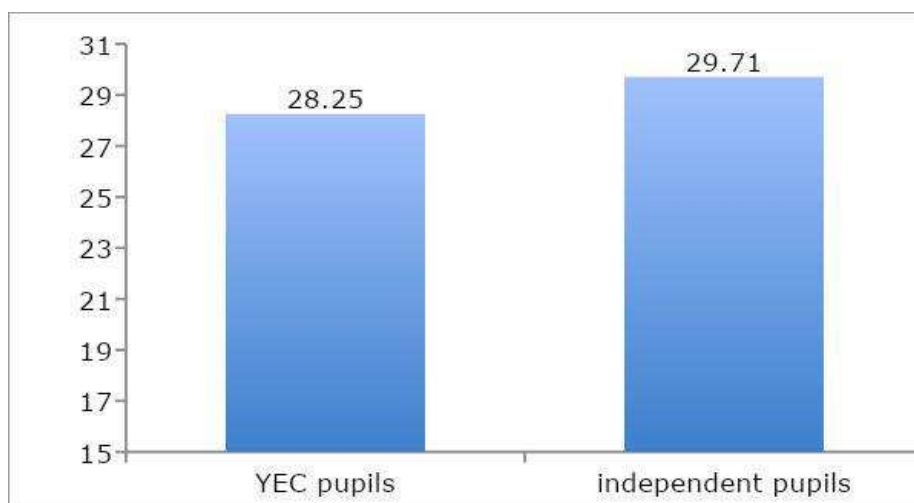
Source: own study.

### Relationship between positive orientation and the length of stay in YEC

Another of the conducted Spearman's rho correlation analyzes did not confirm the existence of a relationship between positive orientation and the time spent in YEC.

### Comparison of the results obtained by independent pupils with all the pupils staying in YEC in the Mazowieckie Voivodeship.

During the study using the Positivity Scale, a slight difference was obtained between the studied groups. It turned out that individuals from the independent group obtained slightly higher results compared to the other respondents (see Fig. 2). These results may indicate that when they know they will leave the center in the near term, they see their future in a better light. No matter how they will manage in their future life, a higher positive orientation increases their chance of success.



**Fig. 1. Relationship between the Positivity Scale and the groups**

Source: own study.

### Discussion

The term “life orientations” appeared in the literature on the subject in the context of the value system analysis, as a special type of value orientation. Matuszewicz was the first to use it, treating “life orientations” as preferences of a specific situation or repetition of preferences in situations of a similar type as well as orienting of linked aspirations of an individual or a group, aimed at achieving a specific goal, perceived from the point of view of values harmonized into a subjectively consistent whole [Matuszewicz, 1975]. According to Erikson, value orientations arise under the influence of ideas about the main life goals of an individual and the basic ways of achieving them and also determine these ideas when viewed in the context of the individual’s needs or motives [Erikson, 2004]. Erikson believes that the significance of the value orientation is revealed in the situations of choice.



The literature on the subject gives grounds to believe that the term “value orientation” allows recognition of the motivational force and construction of the value hierarchy. Life orientations belong to the group of felt values while value orientations are a system of recognized values, characteristic of the human consciousness state. Felt values have a strong emotional charge, which makes them become motivational factors. Recognized values channel long-term and more distant behavior. Their realization is based on knowledge-based judgments and beliefs, not on emotions. Therefore, it should be assumed that value orientation is not a concept that competes with the concept of value.

Life orientations depend on factors of biological, psychological, and cultural nature. According to Beata Ziólkowska, these are certain generalized tendencies to perceive, evaluate, reject and react to social reality. At the level of formulating ideals or perceptions of the world, they may contain certain specific beliefs strictly defined in terms of content [Ziólkowska, 2001]. Individuals may have an active attitude to phenomena only when they have the ability to define, generalize and evaluate them. Individual orientations are for a person an individual model of a comprehensive, subjective attitude to the world (social system). Individuals form their attitude to life in a deductive way: passive, active, critical, uncritical, creative, or imitative [Gańczarczyk, 1994]. Based on the studies of the aforementioned authors, four basic components that form life orientations may be distinguished:

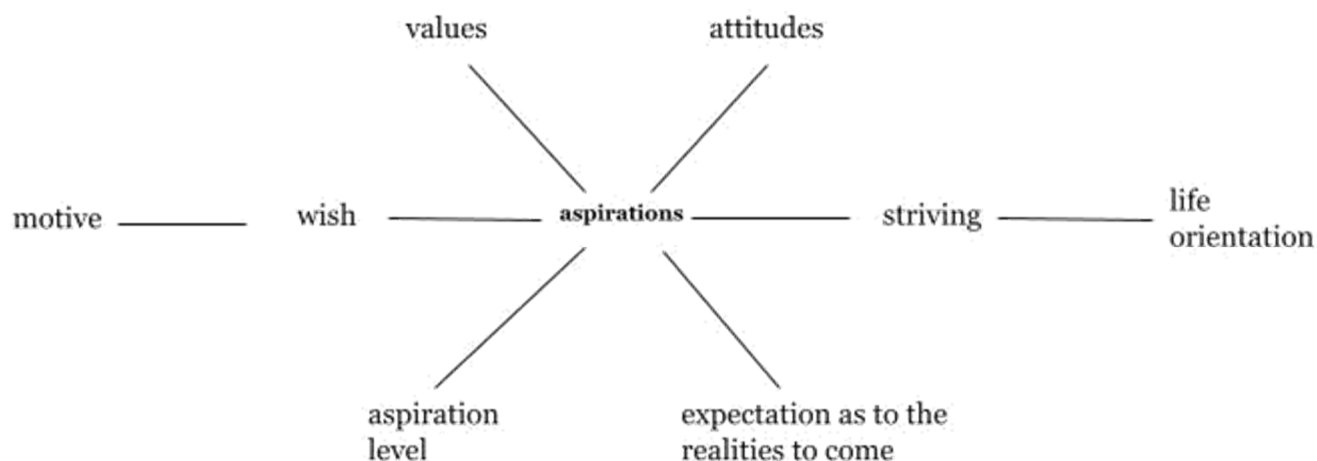
- values (ideals), related to the meaning of life, dignity, human subjectivity, and social respect;
- colloquial knowledge, which is a necessary cognitive component of attitudes to social reality in which the diagnosis and description of the state of the society plays an important role as well as an explanation that is a specific perception of the causes of the state of affairs and one’s own position, and visions of life goals and plans;
- evaluation, which is an emotional and evaluating component of the attitude;
- dispositions that determine the readiness of an individual to manifest certain human behaviors in relation to reality (the behavioral component).

One’s attitude to social reality, understood in this way, is connected with activities undertaken by them [Ziólkowska, 2001]. Pointing out that the basis for orientation is the appraisal-evaluative attitude, shaped by all the data on a valued object, Alojzy Gańczarczyk divides life orientations into two categories: active and passive ones. Active orientations

include evaluative-appraisal, reformist, perfectionist, non-conformist; passive ones include conformist, conservative, inert. Although the sources of the orientation definition should be sought in psychology, they are also related to the area of values, which is also often the subject of analysis by educators or sociologists. For psychologists, orientation is not only recognition of reality, but also a specific activity that serves human development and may be the purpose of human functioning. A different terminological approach to orientation is also frequently used in sociological literature. The definition of M. Ziółkowski is quoted many times, as he believes that it is a generalized tendency to perceive, value, feel and react to social reality. In this sense, it is not only clear and distinct beliefs, but also premonitions and impressions, sometimes unconscious [Ziółkowski, 1990].

In this work the concept of “life orientation” is understood as finding oneself in the world, attitude towards oneself, other people, and the world, an attempt to understand a complicated and ambiguous reality, seeking one’s way. Life orientation, which is the result of a broadly understood upbringing process, is treated as primary in relation to life goals. Realizing the meaning of life is of decisive importance for a person because the image of future life depends on a vision of one’s role in shaping one’s development (self-actualization).

The concept of life orientation combines psychological categories with a sociological category of planning future life and thus applies to the same scope of human activity although it differs in the degree of precision and detail of the content contained in it [Cudowska, 1997]. In the authors’ opinion, when researching life orientations, three assumptions should be made: choosing the value that determines life orientation, defining the preference for this value, making a division into life goals and means of achieving them. If the motives and wishes are primary to aspirations, the motive should be defined as the state of a person-oriented towards achieving a certain type of object or obtaining a specific life situation (need). As mentioned before, the realization of aspirations is connected with assigning value to an object and the subject’s desire to change their current situation in relation to the object [Janowski, 1977]. When a wish towards the object turns into an aspiration, it is valorized in accordance with the value system functioning in a given society, environment, or group. The figure below shows the transition from a motive to aspiration and life orientation.



\_\_\_\_\_ *transition from needs to life orientation*  
\_\_\_\_\_ *constant influence of other mental factors on aspirations*

**Fig. 2. A place of aspirations from motive to life orientation;**

Source: [Janowski, 1977, pp. 33]

According to Janowski, the formation of aspirations is also influenced by the attitudes of an individual, level of aspirations, and the expectation of a result [Janowski, 1977]. The pursuit of a set goal (achieving the state or an object) begins when an individual considers it possible to achieve it, which allows the formation of an orientation.

### **Positive orientation**

The dynamic development of positive psychology has contributed to the emergence of many concepts, as the basis for research on adaptive forms of psychosocial functioning [Seligman & Csikszentmihalyi, 2000; Trzebińska, 2008]. As a theory formulated by Gian Vittorio Caprara in 2009, positive orientation is described in the literature on the subject as a fundamental tendency to notice and attach importance to positive aspects of experiences and oneself [Caprara, 2009]. Caprara defines it as an essential personality trait that reflects a general tendency to perceive life experiences with a positive outlook (Caprara, 2009, 2010; Caprara et al., 2010). He believes that positive orientation is biologically conditioned, in a system that gives emotional color to human experiences and constitutes a tendency to

positively perceive, evaluate and construct life, future, and oneself [Caprara, Alessandri, Trommsdorff, Heikamp, Yamaguchi, & Suzuki, 2012]. The basic assumption of the concept is a belief that such perception of the world, oneself, and the future proves a person's predisposition to cope with life, despite adversities, problems, and failures. The positive orientation concept arose from the generalization of results of empirical studies, in which self-esteem, life satisfaction, and optimism, in a repeated way, correlated with one another, creating one factor in results of the analyzes. This allowed for putting forward a hypothesis that there is one hidden variable underlying the factor [Alessandri, Caprara & Tisak, 2012]. An inspiration to search for positive orientation was an attempt to identify the variables that are the reversals of Aaron Beck's cognitive triad (negative views about oneself, the world, and the future) [Beck, 1967]. Results of the studies confirmed the hypothesis that cognitive variables: self-esteem, life satisfaction, and optimism have a common genetic basis [Caprara, 2009; Caprara et al., 2012]. Positive orientation to a large extent determines adaptive functioning; it means a tendency to favorable self-esteem, high life satisfaction, high assessment of the chances of achieving life goals, which has a positive effect on life strivings. Studies conducted in Germany, Canada, and Japan confirmed a positive correlation of positive orientation with health condition and self-efficacy, which in turn affects the cognitive and emotional component of subjective well-being: positive thinking and feeling of happiness [Łaguna, Oleś, & Filipiuk, 2011]. Positive orientation also corresponds to the difference between a positive and negative affect [Caprara et al., 2012]. The empirical research to date shows that the level of positive orientation is not related to gender, economic or social status, but is non-linearly related to age [Alessandri et al., 2012].

Hope is defined as a compilation of willpower belief, the ability to find solutions and plan activities aimed at achieving the goal (Snyder, 1993, 2002). Hope and optimism are beliefs that refer to the way of perceiving future events. Hope, according to Snyder, is defined as hope for success, because it results from the expectation of positive effects of one's own actions (Łaguna, Trzebiński, & Zięba, 2005). During the research conducted by Snyder data was collected showing that the strength of hope understood in this way affects the effectiveness of behavior, persistence in action and ways of overcoming obstacles [review of the studies, Snyder, 2002].

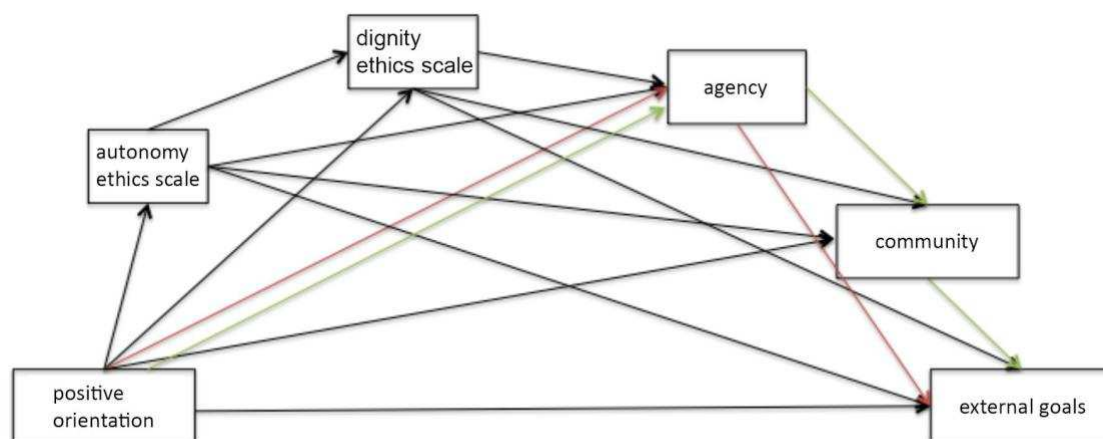
Optimism is defined as a kind of generalized expectation in relation to the future, generalized expectation of positive events [Scheier, & Carver, 1985]. Optimists assume that everything will happen in accordance with their expectations, expecting positive events and

effects in achieving goals. Both optimism and hope for success are treated as constructs similar to the so-called proactive personality. They are considered a manifestation of a positive evaluative attitude, a tendency to perceive reality more in positive than negative terms [Czapiński, 1985]. The discussed beliefs (optimism and hope) are treated as separate variables in empirical [Bryant, & Cvengros, 2004; Magaletta, & Oluver, 1999] and theoretical analyzes despite numerous similarities [cf. Snyder, 2002].

Łaguna's research aimed to determine whether beliefs about oneself may contribute to the assessment of the goal as more or less valuable or achievable (Łaguna, 2007). It showed that the level of the goal assessment and the chance for success in achievement correlate significantly with the intention and planning and that the beliefs about oneself are important for the goal assessment. The literature on the subject of goal-oriented behavior takes into account mainly the conviction of one's own efficiency in a given area of activity, i.e. a conviction of the ability to cope with particular tasks [Bandura, 1986]. According to the researchers, this conviction has a decisive influence on the choice of goals and their achievement, as well as the readiness to take action [Bandura, Locke, 2003; Locke, 2001]. According to Tharenou, these are human traits that give confidence in the success of the undertaken projects as well as openness to new experiences (positive orientation) [Tharenou, 2003]. At the same time, these beliefs may favor orientation on action, treated as one of the determinants of effectiveness. There are links between goals and the construction of the "self", emphasized in personality theories [Scholz, Gutiérrez- Doña, Sud, & Schwarzer, 2000]), which may suggest that self-esteem may also be important for the process of goal achievement [Łaguna, 2009], which in turn indicates the sense of analyzing not only specific views about self-efficacy, as defined by Bandura, but also general views about oneself (Bandura, 1986). This results in a more general conviction of self-efficacy: I am capable of taking action, despite various types of difficult situations; this is indicated by analyzes of various degrees of generality of the sense of self-efficacy [Jerusalem, & Schwarzer, 1992; Luszczynska, Scholz, & Schwarzer, 1992]. Self-esteem determines a much broader level of views about self-worth, self-acceptance, or self-respect [Rosenberg, 1989; Dzwonkowska, Lachowicz-Tabaczek & Łaguna, 2008]. A review of the research, which was conducted by Baumeister and his colleagues [Baumeister, Campbell, Kruger, Vohs, 2003] showed that individuals with high self-esteem set ambitious goals for themselves because such challenges prove their high value and persistence in pursuit of the goal [Shrauger, & Sorman, 1977].

Research by Wiechetek shows that in the case of pupils, the higher level of self-esteem turned out to be less important than, for example, for students [Wiechetek, 2007].

A recent study by Szafranska sheds light on the importance of positive orientation in the successful resocialization of minors. Szafranska presented her findings using the statistical diagram of multiple mediation models introduced by Hayes [Preacher & Hayes, 2008].



**Fig. 3. Statistical mediation model showing the psychosocial correlates of life goals of young people at risk of social exclusion.**

Source:[Szafranska, 2018].

The diagram shows that, while there is no direct relationship between positive orientation and assessment of the importance of external goals, there are, nonetheless, two important mediation relationships. The first one shows that an increase in positive orientation affected agency, and a higher level of agency led to the heightened importance of analyzed life goals. The second indirect effect reveals that once the heightened positive orientation increased one's agency, a positive impact on community was noted, which in turn enhanced the importance of said life goals. The same results occurred when internal life goals were measured. Consequently, Szafranska argues, the stimulation of the positive orientation of minors may lead to an increased assessment of the importance of external goals and should be included in the resocialization process [Szafranska, 2018].

The results of the presented study on positive orientation indicate the respondents' negative beliefs about themselves and other people, which results in building a pessimistic vision of the future. Similar results were obtained by Mudrecka in the study of rehabilitated youth [Mudrecka, 2019]. It can be concluded that the results of both, the present paper and

Mudrecka's research confirm the view that minors have disorders in the cognitive structures of personality that generate adaptation problems, and that the dominance of maladaptive, and sometimes even destructive, beliefs related to a low level of positive orientation may be associated with the cognitive distortions often observed in minors [Mudrecka, 2015]. The analysis of disorders in the cognitive structures of the personality of minors gives a chance for a better understanding of thinking about the world and other people of socially maladjusted individuals and the resulting emotions and behaviors. It also prompts to look for methods of rehabilitation intervention, aimed at changing the perception of themselves and their future by the pupils. Cognitive restructuring, i.e. identifying the distorted thoughts of a minor and then taking steps to correct them by evaluating them by means of evidence and developing alternative beliefs [Opora, 2009] in the absence of a positive orientation, seems more difficult, because the above beliefs affect the consolidation of a negative emotional attitude towards reality objects. The model of strengthening positive orientation, which can result in a change in the desired direction, should be based on variables such as self-esteem, life satisfaction, and optimism, which are components of positive orientation. These are variables that undergo modifications under the influence of new, positive life experiences, cognitive therapies or simply new information coming from the world. There is also a hypothesis that the shape of positive orientation is significantly influenced by the meaning of life [Sobol-Kwapińska, 2014], which can also be consciously and purposefully discovered, crystallized, and worked on by an individual alone or with the help of other people (e.g. an educator, therapist, significant person). The effect of rehabilitation interventions should be a change in the self-esteem and views of the pupils regarding their own agency and vision of the future. Only a change in thinking about oneself and increasing trust in others, engaging in the process of a social exchange bringing satisfaction to an individual will allow for planning future life in accordance with socially accepted norms. There is a noticeable need for changes in the rehabilitation system. It is impossible to work on the socialization of minors without the participation of society. Pupils must gain new experiences that will help build a view about the kindness of people and a friendly world. Minors must acquire such experiences, like every young person, in a group, which is why it is so important to include them in the functioning of constructive social groups that could become reference groups for the pupil.

## **Conclusions**

The findings of this study can be summarized in the following two statements:

- juvenile respondents have a lower level of positive orientation than adolescents from the standardization study,
- independent pupils have a slightly higher level of positive orientation than the pupils staying in the YEC of the Mazowieckie Voivodeship.

Life orientation is treated as primary in relation to orientation and, as a result, life goals. The realization of the meaning of life is of decisive importance for an individual, without which it is impossible to imagine future life, the vision of one's own role in shaping one's own development (self-actualization), and setting real and achievable goals. The established network of values, realistic self-esteem, and faith in a better future is the basis that determines the level of optimism/pessimism in life, as well as internal motivation, determining the determination in achieving life goals. Therefore, in rehabilitation work, there is a need for an in-depth diagnosis and restructuring of the pupil's social beliefs thanks to which pedagogical measures taken may be more effective.

## **Declarations**

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This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

### **Conflict of interest**

The author declares they have no conflict of interest and were not affiliated with the institution at which the research was conducted. Availability of data and material  
The author confirms that the data supporting the findings of this study are available within the article and its supplementary materials. Ethics approval and consent

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Informed consent (to participate and for publication) was obtained from all individual participants involved in the study.

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