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Synopsis

PHD DISSERTATION WRITTEN UNDER SUPERVISION OF

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Zielona Góra 2021

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I Introduction

The main aim of this dissertation was defining the social situation of women who are serving the sentence of imprisonment with their children in the Home for Mother and Child. At the beginning of the third decade of the 21st century the issues connected to women's rights are still important. The system of human rights created after the Second World War established the legal and theoretical principles of care of women, but the practice is inconsistent with theory in many cases¹. Especially the social situation of women serving the sentence of imprisonment and bringing up children at the same time may raise serious doubts. Defining a social situation is the starting point of this dissertation. Unfortunately, there is no basic definition, which is often the case in the field of social science. Many authors attempt to define how we should understand the term: social situation. The term as such is defined on the border of sociology and social psychology. What is important, ancient thinkers were already aiming at defining a social situation. Aristotle must have been one of the first to work out the definition of this term². In this dissertation we introduced views at what a social situation is by the authors like: Tadeusz Tomaszewski³, John Dewey⁴, Ronald W. Maris⁵, Florian Znaniecki⁶, Friedrich Schütze⁷ and Talbott Parsons⁸ among others. We could not limit ourselves to introducing the concepts typical for sociology and pedagogy. As the term: *social situation* is interdisciplinary, it had to be introduced it in this way. Andrzej Lewicki explained the term: social situation in the most complete way. He created a definition based on cognitive mechanisms, as well as psychology and logics. In order to explain how to use the term: *social situation* he used a formula:

¹ More about the legal protection of the human rights see: *Międzynarodowa ochrona praw człowieka – współczesne problemy na świecie*, ed. by M. Jabłoński, T. Jurczyk, P. Gutierrez, Wrocław 2015; M. Balcerzak, *Podstawy międzynarodowej ochrony praw człowieka. Zarys wykładu z materiałami źródłowymi*, Toruń 2017; J. Barcik, T. Srogosz, *Prawo międzynarodowe publiczne*, Warszawa 2019; M. Piechowiak, *Filozofia praw człowieka. Prawa człowieka w świecie ich międzynarodowej ochrony*, Lublin 1999; D. Dajnowicz, *Prawna ochrona kobiet w świetle wybranych orzeczeń Europejskiego Trybunału Praw Człowieka*, „Studia Podlaskie” 2014, v. XXII, pp. 77-89.

² Arystoteles, *Polityka*, translation and introduction: K. Grzybowski, ks. I, Warszawa 1964, 1253a/9.

³ T. Tomaszewski, *Człowiek i otoczenie*, [in:] *Psychologia*, ed. by T. Tomaszewski, Warszawa 1977, p. 13.

⁴ A. Manterys, *Klasyczna idea definicji sytuacji*, Warszawa 2000, p. 51.

⁵ R. Maris, *Social problems*, „The Dorsey Press” 1988, pp. 20-21.

⁶ F. Znaniecki, *Spoleczne role uczonych*, Warszawa 1984, pp. 530-531.

⁷ W. Wener, I. Wener, *Od duszy do świadomości, od jednostki do społeczeństwa. Szkice z historii intelektualnej*, Poznań 2008, pp. 151-166.

⁸ A. Manterys, *Klasyczna idea definicji...*, op. cit., p. 215.

$$R = f(S,A,W)$$

In the above formula:

R – is the traditional symbol of behaviour

S – is the symbol of external situation

A - is repercussion after the previous situations

W – internal stimuli, f is a symbol of relation

R is dependent on the factors mentioned on the right side of the formula ⁹.

In this context he defined *social situation* as an external situation, the stimuli which are not isolated but the particular objects and people who stay in particular relations with each other and that have a particular value to a person or present danger to them¹⁰. This reasoning has become the base of description of the social situation of women who are serving the sentence of imprisonment with children in the Home for Mother and Child.

We also have to notice that getting to know this component will make it possible to fill in a gap. Filling it in is necessary, because serving the sentence of imprisonment limit highly performing social roles by an individual. Rearing children is a difficult but also important element of adult's life. It especially concerns women. We must also notice the „pedagogy of heart” by Maria Łopatkowa who advocated to bring up children by mothers even at the stage of serving the sentence of imprisonment by them¹¹. It must also be remembered that residing in penitentiary contributes to accepting the systems of values, hierarchies and ways of behaviour which had been adopted by the society. What is more, we should not forget about characteristics and features of total institutions introduced by Goffman. Goffman's definition characterizes a total institution as a place to which a group of people is referred to in a formal way. What is more, this situation leads to deprivation of needs and unhealthy behaviour, negative emotions, as well as behaviour which is defensive and destructive for others and the person oneself. These people are physically isolated from the daily routine which they experienced when they were free. They are required to obey the statute, restrictions and daily plan which is formally administered, so these people execute them only without the possibility of making decisions. A total institution is, according to Goffman's theory, „a restrictive institution”¹². Goffman distinguished three features of these institutions:

- institutional perspective, formal rules, e.g. statutes;
- life in a group of a constant character, with no possibility to exchange its members, uniformization, etc.

⁹ A. Lewicki, *Sytuacja jako warunek zachowania*, [in:] *Psychologia kliniczna*, ed. by A. Lewicki, Warszawa 1978, p. 36.

¹⁰ Ibidem, s. 35.

¹¹ M. Łopatkowa, *Pedagogika serca*, Warszawa 1992, passim.

¹² E. G o f f m a n, Charakterystyka instytucji totalnych, [in:] *Współczesne teorie socjologiczne*, ed. by A. Jasińska-Kania, L.M. Nijakowski, J. Szacki, M. Ziółkowski, Warszawa: Wydawnictwo Naukowe Scholar 2006, p. 316.

- dual management, i.e. appointing the ruling people and the subjects whose task is to obey¹³.

Prisonization is another process which accompanies closure of people in isolation, and it somehow leads to deprivation of needs¹⁴. Prisonization is accepting the norms of a particular penitentiary institution and it contributes to arising the so called second life, adapting to its norms of values which are not necessarily accepted by our axionormative system¹⁵. As a result, the created social norms are different from those in freedom. The research that we present in this dissertation shows what the social situation of women raising up children in the Home for Mother and Child in Krzywaniac is.

II Justification for the research topic

The subject of this PhD dissertation is: *The social situation of women serving the sentence of imprisonment with children in the Home for Mother and Child in the Prison in Krzywaniac*. The goal of this research is to describe the social situation of women bringing up children in the conditions of imprisonment. The prison in Krzywaniac is one of the two institutions in Poland which give the possibility to take care of children¹⁶. The penitentiary institution of this kind was established after intervention of Maria Łopatkowa in 1979. Until 1994 the women could work in an enterprise producing clothes. There are two nurseries by the Home for Mother and Child: one is for children under two years old, the other is for the the older children¹⁷. Conditions created in this institution enable raising up children as if they were at a family home. There is a playground, a common room, and women live in double rooms that are adapted to children's residence. The women can get help from the staff members: a dietetician, a psychologist and a paediatrician¹⁸. As we can see, the conditions in which the children can be raised are remarkably good. However, a question arises, how they are used. Does the process of prisonization exist? Do the women from the Home for Mother and Child follow the rules of the so called second life? More questions should be posed, like for example a question about influence of family life in the young age on how the

¹³ B. Kmieciak, *Czy szpital psychiatryczny jest (nadal) instytucją totalną?*, „Psychiatria i Psychologia Kliniczna”. 17, pp. 142–151, 2017. Medical Communications.

¹⁴ B. Toroń-Fórmanek, *Proces resocjalizacji osób pozbawionych wolności w aspekcie nieharmonijnego rozwoju tożsamości*, „Lubelski Rocznik Pedagogiczny” 2016, vol. XXXV, z. 2, pp. 85-97; J. Klimczak, *Prizonizacja a skazani na karę dożywotniego pozbawienia wolności*, „Archiwum Kryminologii” 2017, vol. XXIX, pp. 231-247.

¹⁵ P. Moczydłowski, *Drugie życie w instytucji totalnej*, Warszawa 1988; W. Tomasz, A. Hejmej, *Charakterystyka nieformalnych struktur podkultury przestępczej*, „Państwo i Społeczeństwo” 2015, nr XV, nr 2, pp. 79-88.

¹⁶ Information according to the official website by the Polish Prison Service. <https://www.sw.gov.pl/galeria/domy-dla-matki-i-dziecka-w-zakladzie-karnym-grudziadz-nr-1-i-w-zakladzie-karnym-w-krzywancu> (date of access: 1.12.2020).

¹⁷ Information according to the official website of the Penitentiary in Krzywaniac Krzywańcu: <https://www.sw.gov.pl/strona/opis-zaklad-karny-w-krzywancu> (date of access: 1.12.2020).

¹⁸ E. Adamska, M. Wawrzyk, *Dom Matki i Dziecka przy Zakładzie Karnym w Krzywańcu. Rys historyczny i specyfika działalności. Opracowanie wewnętrzne*, Krzywaniac No date given.

children are raised. Naturally, there are more questions like this. And this is the reason why the research should be carried out so that it will define the social situation of women bringing up children in the Home of Mother and Child in Krzywaniac. Posing questions like these, while observing the situation in this penitentiary institution is the reason why we have carried out the research. Its results allow us to find answers to the above questions. What is interesting, these questions are justified. In the Polish penitentiary institutions there is a norm that due to the necessity of serving the sentence of imprisonment the process of prisonization appears which is completely different from the system acquired by the majority of the society.

To sum up, the main reason why this dissertation has been written are the conditions created in the Home for Mother and Child in Krzywaniac and the issue of functioning in different conditions connected to norms and axiology that appear in literature.

III Structure of the dissertation

The contents of the thesis is comprehensive and it includes many issues, this is why at the beginning we need to describe the structure of the thesis. It is as follows:

Introduction

Chapter I: A social situation

- 1.1 The concept of a social situation
- 1.2 Interdisciplinary conceptualization of the social situation of a human
- 1.3 Standard, optimal and difficult situation
- 1.4 Social situation of women in the time perspective
- 1.5 Social situation of women serving the sentence of imprisonment in the penitentiary institutions
- 1.6 Social situation of mothers with children

Chapter II: Resocialization interactions among the convicts and the imprisoned in the penitentiary institutions

- 2.1 Resocialization in the penitentiary institutions
- 2.2. Outline of the theory of crime
- 2.3 Anthropological theories of crime
- 2.4 Sociological theories of crime

Chapter III: Methodological framework of the author's research

- 3.1 Research subjects and research objectives
- 3.2 Research methods, research techniques and research tools
- 3.3 Type of the designed research
- 3.4 Dialogue in the designed qualitative research
- 3.5 Characteristics of the researched population, selection of research methods and research techniques

Chapter IV: The social situation in the Home for Mother and Child in Krzywaniac

- 4.1 Origin of the process of resocialization in the Homes for Mother and Child
 - 4.2.1 Defining a detailed profile of women participating in the research
 - 4.2.2 Defining a detailed profile of the interviewees participating in the research
 - 4.2.3 The social situation of women serving the sentence of imprisonment in the Home for Mother and Child in Krzywaniac – individual case studies
 - 4.2.4 Course of the processes in the trajectory of suffering

4.2.5 Summing up of the analysis of the trajectory of suffering

4.3 The programme of resocialization in the penitentiary institution in Krzywaniec

4.4 The issue of motherhood in penitentiary isolation

4.5 Results of the process of resocialization of mothers serving the imprisonment sentence with children in the penitentiary institution in Krzywaniec

Conclusions

Annexes

The first three chapters are a kind of introduction to the research carried out in December 2018. It can be divided into two subdivisions. The first subdivision is a theoretical background about the issues concerning the social situation or the way of life in the penitentiary institutions. The second subdivision is the description of methodology which defined the way of carrying out the research. We present the results of the research in the second part of the dissertation. What is important, it is a mathematical part of our dissertation.

It is worth noticing in which chapters the particular issues are discussed. Chapter I entitled *A social situation* is aimed at determining how we should understand this term. It has been divided into several components. At the beginning we introduced how this issue is discussed in the subject literature. This has given way to considering this issue in the interdisciplinary aspect. Next, definitions of a standard, optimal and difficult situation were introduced. Introducing these elements into our discourse was essential, as this triad is always present when discussing social situation. This triad has been introduced to literature by T. Tomaszewski. A normal situation is a situation when people adapt themselves to conditions occurring at a particular moment. An optimal situation is a situation where the way of carrying out activities and its result is the best of what can be achieved. Of course, this is an ideal state which in fact occurs rarely in real life. A difficult situation is a situation when the inner balance has been disturbed and therefore it is impossible to fulfill a task¹⁹. This issue has been explained better in the theoretical aspect, for example by showing examples of several possible difficult situations²⁰. It is important that this theoretical background has given way to describing how the social situation of women has been shaped in history based on information found in literature. The next step was reconstructing how the social situation of women serving the sentence of imprisonment has been shaped in penitentiary institutions. In the last part of Chapter I we discuss how the situation of women raising children in penitentiary institutions looks.

In Chapter II *Resocialization interactions among the convicts and the imprisoned in the penitentiary institutions* we discuss the way of resocialization of people in penitentiary institutions. This is an important issue, because the research checks how the resocialization measures influence the life situation of women raising children in the Home for Mother and Child in Krzywaniec. The

¹⁹ T. Tomaszewski, *Człowiek i otoczenie...*, op. cit., p. 27.

²⁰ Ibidem.

starting point is, naturally, introducing the definition of resocialization. Just like in the case of a social situation there is no defined way of understanding this issue. Because of this we had to introduce the concepts of several authors. Furthermore, we showed in what way the term: crime should be understood. Again, we had to find information from the other branches of science, this is why we have introduced, among others, the anthropological or psychological theories of crime.

Chapter III is focused on methodology issues. This is a tradition in social science to define the theoretical background of the research carried out. The discourse about methodology begins, like in many similar cases, with defining:

- research problems and research objectives
- research methods, research techniques and research tools

It has allowed us to determine the strategy of our research. At this point a major change when describing methodology takes place. First of all, we have chosen the qualitative research approach, and not the quantitative research approach. Secondly, we described using a dialogue in the qualitative research. Then we have defined the researched population and the research methods and research tools that we have used.

The most important part of the dissertation is entitled: *The social situation in the Home for Mother and Child in Krzywaniec*, where the results of the research are included. Analyzing this issue begins with defining the origin of the process of resocialization in the penitentiary institution mentioned above. Furthermore, the profile of women who participated in the research was defined. Next, we described their social situation based on information that we gained in the research. The results have been substantiated by using the method of trajectory of suffering, which has provided additional elements in the qualitative research that we carried out. Based on the results of the research we described the programme of resocialization in the Home for Mother and Child and the effect of its application among the interviewees.

IV Methodological framework

Exact sciences and natural (biological) sciences usually do not have any problems with presenting the results of the research. In these cases it is enough to point out which conditions were kept while the research took place and what research samples were used. Furthermore, applying the mathematical theorems and methods of calculations guarantee their correctness. In contrast to them, the widely understood social science is said not to be plausible. In many cases it is believed that the achieved results can be faked easily, as there are no rigorous conditions of carrying out the research²¹. It is worth to point out that objectivity is one of the basic values of the carried out

²¹ W. W. Skarbek, *Wybrane zagadnienia metodologii nauk społecznych*, Piotrków Trybunalski 2013, pp. 7-8.

research. Because of the possibility of questioning the correctness of the carried out research the methodological framework should be introduced. Getting to know it, it will be possible to define its correctness, but also to find out in what way the research will contribute to the described reality²².

1 Qualitative and quantitative methods

One can have a justified impression that the quantitative research methods are significantly overused. It is enough to browse any monography about sociology, pedagogy, security or economy. Almost all dissertations written by students are based on the statistical methods of research²³. During the time of COVID-19 pandemic a theory of *Black Swan* was created which says that there are some social, political or sociological phenomena that cannot be predicted. It turns out that this is the result of overusing the quantitative research methods, especially statistics²⁴. This approach is different from what has been dominant in social science for many years. The dynamic development of qualitative research methods took place after the year 1989, when new trends and ideas arrived from the Western countries. It is significant that they have still been developing.

In the literature of subject it is assumed that the qualitative research makes it possible to understand deeply the problem as a whole, whereas the quantitative research is restricted to pointing out the scale of the phenomenon researched into²⁵. It is also worth to add that a large group of researchers find it difficult to define what can be understood under the concept of qualitative research. They notice that the methods used in this research are highly heterogeneous, they do not have an integrated methodological framework and, what is worse, there are varied ways of interpretation of the collected empirical evidence. It leads to questioning their epistemological status, which in fact rules them out as the way of collecting and processing the data²⁶. As we can see, criticism about this approach to research is connected to the fact that there is no unified methodology, which in fact should not be surprising when we consider qualitative research can develop for merely less than twenty years. Researchers who have got positive attitude towards the qualitative research assume that the statement by Descartes that the research method must remain autonomous should be ruled out. They assume that any qualitative research carried out must apply

²² M. Kuszyk-Bytniewska, *Problematyka obiektywizacji w naukach społecznych*, „Zagadnienia Naukoznawstwa” 2015, nr 2(204), pp. 191-195.

²³ K. Zając, *Statystyka życia społecznego w systemie nauk. Studium metodologiczne*, „Acta Universitatis Lodziensis” 2007, nr 205, pp. 17-25.

²⁴ N. N. Taleb, *Czarny Łabędź. Jak nieprzewidywalne zdarzenia rządzą naszym życiem*, translated by O. Siara, Poznań 2020, pp. 217-230.

²⁵ T. Piecuch, A. Molter, *Metody jakościowe w badaniu przedsiębiorczości*, „Problemy Zarządzania” 2014, nr 12(3), p. 249.

²⁶ M. Malewski, *Badania jakościowe w naukach społecznych. O potrzebie metodologicznej wyobraźni*, „Terazniejszość – Człowiek – Edukacja” 2017, vol. 20, nr 4(80), p. 110.

many research methods and research tools and therefore, they must be multidisciplinary²⁷. It can be added that applying various methods which are characteristic to another scientific branch is a trend which has been more and more common²⁸. However, it must be pointed out that there is always the possibility to use the scientific workshop and methodology which belongs only to social science.

What is actually the difference between the quantitative research and qualitative research? This is a question about the differentiating factor of the two approaches to the research. First of all, the difference is about carrying out the analysis. In the case of quantitative research carrying out a research is to define how many objects should undergo the research and how many of them can have particular features. Based on the quantitative or, in other words, statistical features, we can determine the described feature²⁹. In the literature concerning methodological issues it is stated that „qualitative description is equivalent to the description on the level of features, while the quantitative description is equivalent to the description on the level of realization of the objects. In practice this means a possibility of introducing the juxtaposition of quality and quantity of all associations which are connected to the idea of feature and its realization”³⁰. This quotation points out the fact that both methods often exclude each other. Describing the amount of the elements often makes it difficult to determine their qualitative aspect. Despite this, both strategies of research carried out, when used correctly, they can be complementary to each other. Qualitative research can be applied for example to check the quantitative research and vice versa.

2 The research subject and the research objectives

Defining the research subject and the research objectives is a basic theoretical factor allowing selecting the research methods, the way of carrying out the research and interpretation of the results gained. According to Mieczysław Łobocki „research problems are questions to which we search the answers in the way of scientific research”³¹. Whereas Wincenty Okoń considers that the subject of research is a task requiring to overcome a difficulty of a practical and theoretical character which needs to turn up during the research carried out³². But according to Heliodor Muszyński setting the subject of research is no other thing than setting the subject of scientific quest. He thinks that the research subject is the question which describes precisely the aim of research and which at the same time shows gaps in the existing knowledge on the subject of the

²⁷ Ibidem, s. 111.

²⁸ E. Kowalczyk, *O korzyściach płynących z interdyscyplinarnych metod badań mediewistycznych*, „Kwartalnik Historyczny” 2001, nr 1(108), pp. 73-78; J. Herbut, *Elementy metodologii nauk. Skrypt do wykładu*, Lublin 2004.

²⁹ P. Tarka, *Specyfika i kompletność badań ilościowych i jakościowych*, „Wiadomości Statystyczne” 2017, r. LXII, nr 3(670), pp. 18.

³⁰ Ibidem, s. 18.

³¹ M. Łobocki, *Metody badań pedagogicznych*, Warszawa 1984, p. 56.

³² W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 2001, p. 315.

analysis carried out³³. Józef Pieter introduces the research problems in a similar way and he calls them questions describing quality and extent of the existing ignorance in the subject of the research carried out³⁴. Tadeusz Pilch and Teresa Bauman write most precisely about this subject. In their opinion research problems refer to the feature of the subject, phenomena and their nature. They can have a form of questions describing the connection between the features of a phenomenon and a type of connection between them³⁵. The process of forming the research problem may seem to be easy but this is only an illusion. It requires operationalization of a particular subject into numerous and detailed questions³⁶. It should be added that there are two kinds of questions mentioned before, which makes the situation more complex:

- questions as a conclusions (directional) – their task is to define the right tract of the research carried out;
- complementary questions – they give a creative character of the research carried out, they introduce the new information determining that a new phenomenon or a rule has been discovered,

However, the complementary questions during the research carried out must fulfill three basic conditions:

- they must exhaust the range of the subject;
- they must show the direction in what way the research is being carried out;
- they must explain the subject³⁷.

As there is no precise definition of the research subject, many authors try to describe this issue thoroughly. The definitions given above is only a fraction of theory which has been quoted in the dissertation. Their base are methodological reflections of Tadeusz Pilch and Teresa Bauman. Treating the issue in this way has made it possible to select the research subject connected with the subject of the thesis. The main research problem is as follows: *How does the social situation of women serving the sentence of imprisonment in the Home for Mother and Child in Krzywaniec look?* It determines posing the operationalized research problems:

- *How does the current family situation of women serving the sentence of imprisonment in the Home for Mother and Child look?*
- *What influence did both of the parents have on the current social situation of women and their children living the Home for Mother and Child in Krzywaniec?*
- *What influence did school and other institutions have on the current social situation of*

³³ H. Muszyński, *Wstęp do metodologii pedagogiki*, Warszawa 1970, p. 181.

³⁴ J. Pieter, *Ogólna metodologia pracy naukowej*, Wrocław 1967, p. 68.

³⁵ T. Pilch, T. Bauman, *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe*, Warszawa 2001, p. 191.

³⁶ Ibidem p. 44.

³⁷ Ibidem, p. 192.

women serving the sentence of imprisonment in the Home for Mother and Child in Krzywaniec?

- *In what way does the social situation present itself in the Home for Mother and Child?*
- *Do the resocialization activities contribute to the change of the life situation of women serving the sentence of imprisonment in the Home for Mother and Child in Krzywaniec?*
- *Can the resocialization activities in the Home for Mother and Child in Krzywaniec be described as successful, in other words, contributing to changes in life situation from the period before serving the imprisonment sentence?*

According to Władysław Zaczyński the aim of research is „a more detailed defining, what a researcher wants to achieve in their research. Justification of the need to forming the aims in the conception seems to be unnecessary if we remember that the research dissertation belongs to the activities which is the most directed at the research objectives”³⁸. From the above definition we can acknowledge that the aim must refer to clarity, reality and concreteness. Reality is about setting up the objectives which, what is important, will be within the range of abilities of the researcher. By contrast, according to Waldemar Dutkiewicz the research objective is defined as „scientific study of really existing social reality, a description of a phenomenon (e.g. repetition at school), an institution (schools, care and educational institution) or an individual (a gifted student)”³⁹. According to T. Pilch the research objective is „gaining knowledge which is precise, certain, general and simple in a maximal way that would contain the maximum of information”⁴⁰. According to Stanisław Juszcyk this is no other than „getting to know the reality that will enable effective actions”⁴¹. This, as well as the issue of subject research subject, has been widely discussed in the dissertation. Here we only quote a fragment of a wide discourse about this issue. In the process of methodological preparations the following objectives have been selected:

- *cognitive objective – describing the social situation of women and children which stay in the Home for Mother and Child in Krzywaniec;*
- *theoretical objective – getting to know the social, psychological and physical situation of mothers and their children in the Home for Mother and Child in Krzywaniec;*
- *practical objective – indicating the possibilities and assessment of the resocialization activities concerning the change of social situation of women serving the sentence of imprisonment in the Home for Mother and Child in Krzywaniec.*

³⁸ W. Zaczyński, *Praca badawcza nauczyciela*, Warszawa 1995, p. 86.

³⁹ W. Dutkiewicz, *Praca magisterska. Przewodnik metodyczny*, Kielce 1996, p. 15.

⁴⁰ T. Pilch, *Zasady badań pedagogicznych*, Warszawa 2001, p. 10.

⁴¹ S. Juszcyk, *Statystyka dla pedagogów. Zarys wykładu*, Toruń 2001, p. 21.

The classification of goals has been based on the theory by J. Sztumski⁴².

3 Applied research methods

The term: research method can be understood as a combination of the justified conceptual and instrumental measures that encompass all the researcher's activities⁴³. Tadeusz Kotarbiński uses a different term, stating that „as a method we understand the systematically applied measure, i.e. applied in a particular case with the intention to apply it also in a possible repetition of an analogous task”⁴⁴. The term: research techniques can be understood as the set of practical activities, regulated by special instructions that lead to gaining the verified information⁴⁵. The research method is, according to W. Okoń „a system of intentional activities and measures enabling fulfilling a particular task”⁴⁶. It is also worth to quote a definition by T. Pilch who thinks that a research method is „a set of theoretically justifiable conceptual and instrumental measures, encompassing in the most general way all the activities of a researcher who is aiming at solving a particular research problem”⁴⁷. Another definition was proposed by J. Sztumski, and according to him this is a „system of assumptions and rules allowing to organize the practical or theoretical activity, so that the pursued goal can be achieved intentionally”⁴⁸. There is more in the dissertation about the theoretical issues connected with defining how to understand what the research methods are.

In the case of our dissertation about the social situation of women bringing up children while serving the sentence of imprisonment we are going to apply one of the qualitative method. This is connected to many doubts concerning applying the quantitative methods. The qualitative research will make it possible to get to know the social situation better, to describe it and to recognize the influence on the process of resocialization in the Home of Mother and Child in Krzywaniac. However, it must be stated that there is not one research method applied during the qualitative research, the similar situation is with quantitative research. The PhD dissertation includes their detailed description.

The method of biographical research was used in the dissertation. It was worked out by N. K. Denzin, who is the author of the concept of multiple biographical method of research which is composed of the following elements:

⁴² J. Sztumski, *Wstęp do metodologii i technik badań społecznych*, Katowice 1995.

⁴³ T. Pilch, T. Bauman, *Zasady badań pedagogicznych...*, op. cit., p. 71.

⁴⁴ T. Kotarbiński, *Próba zastosowania pewnych pojęć prakseologii do metodologii pracy umysłowej*, [in:] *Metody badań w naukach społecznych*, ed. by: D. Maszczyk, A. Radziejewicz-Winnicka, Wydawnictwo Naukowe Uniwersytetu Śląskiego, Katowice 1979, p. 16.

⁴⁵ Ibidem.

⁴⁶ W. Okoń, *Nowy słownik pedagogiczny*, Warszawa 2001, p. 232.

⁴⁷ T. Pilch, *Zasady badań pedagogicznych*, Warszawa 1998, p.42.

⁴⁸ J. Sztumski, *Wstęp do metod i technik badań społecznych*, Katowice 2005, p. 46.

- life history – covers the experience of one person, group or organization in the way as the interviewees present the vision of their world
- case history – focuses on the described progress of one life selected among the interviewees
- case study – analysis of an individual case in order to create theory
- biography – the research focuses on the fragment of one life, while taking into account the immersion in the development of a process which the researcher wants to describe
- autonarration – the story of one person about their life and placement of the self-concept in the context of some events⁴⁹.

This method has been applied during our research. Analysis of the interviewees' lives allows us to describe their life situation which means we could define the subject of research and the research objectives that we had set up.

4 Research techniques and research tools

Selecting the research method is not enough. We need to establish more details, i.e. to decide which research techniques and research tools will be selected. There are many definitions of research techniques in the field of social science, especially pedagogy. According to A. Kamiński they are „practical activities, regulated by carefully worked out procedures allowing to gain optimally verifiable information, opinions and facts”⁵⁰. A great part of pedagogical literature focuses on defining what should be understood under the term of research techniques and research tools. However, it is more important to describe the ways of selecting the appropriate techniques. We have applied the following methods and techniques of research in our dissertation:

- data analysis
- autobiographical interview – narrative technique by Fritz Schütze
- trajectory of suffering
- short questionnaire
- in most cases the analysis includes applying the mathematical and/or statistical methods.

Nevertheless, this technique is about description of the particular components of the defined wholeness. Depending on the researched substance, the description of character of particular elements can be enough. On this ground we can define the comprehensive structure of the researched wholeness. In the case of this dissertation we will apply the qualitative method of analysis which will mainly have the character of description.

⁴⁹ N. K. Denzin, *Reinterpretacja metody biograficznej w socjologii. Znaczenie a metoda w analizie biograficznej*, [in:] *Metoda biograficzna w socjologii*, ed. by J. Włodarek, M. Ziółkowski, Warszawa-Poznań 2000, p. 68.

⁵⁰ S. Kamiński, *Metoda, technika, procedura badawcza w pedagogice empirycznej*, [in:] *Metodologia środowiskowych badań pedagogicznych. Studia Pedagogiczne*, vol. XIX, Wrocław 1970, p 31.

Narrative interview is the basic research tool applied here. The technique of narrative interview, worked out by Fritz Schütze and Gerhard Reimann is the most adequate technique that can be applied in the case of research of the fate of women in prison. It is also commonly named as Schütze's technique. In general, this technique is about data collecting which takes place in the form of listening to a wide and detailed report about the lives of the interviewees. From what we have heard, we have to focus on the information necessary to describing the researched reality. When the interviewees get interested in the subject of research and when they give confidence to the researcher, they will be asked to present the sequence of events and experiences. After they begin their narration, the researcher does not interrupt, as they have to somehow „come clean” from their experience. It is not until then when the researcher asks questions. The history must be finished with an appropriate conclusion, like for example: *I think I have gone through my life*. It is required from the researcher to find out the series of inconsequences, especially concerning the logics and theoretical-argumentative statements during the stage of asking questions. Narrative interview is most often applied in reconstructing the immanent form of sedimentation of experience in reconstructing the events that the interviewee had gone through⁵¹. It must be pointed out that the interview belongs to qualitative research. This is why we should not form a research hypothesis⁵². The Fritz Schütze's narrative method consists of several stages:

- Stage I begins from bringing up the narrative stimuli. It is about introducing a trivial situation or points of reference which make it possible to tell the story. Next, the role of the researcher is only to listen. When the interviewee signals the end of the story, the researcher can ask a question: *is this all?* and the interviewee is encouraged to tell more.

- Stage II is about directing the interview at the information included earlier in the interviewee's story.

- In the stage III we ask the interviewee to make an interpretation, for example to find out the general regularities⁵³.

The interesting aspect of this research method is that at the beginning the interviewee can speak. Asking questions is highly limited and if so, it has the „steering” character aimed at making the gained information more precise. Thus, the person responsible for the research not only has to listen to the interviewee but s/he also must have a wide knowledge about the subject of research and must have the ability to apply the theoretical knowledge.

Applying the dialogue method by Fritz Schütze is directly connected with using the tool

⁵¹ B. Fatyga, *Wywiad narracyjny*, [in:] *Słownik Teorii i Metodologii Badań Kultury*, <http://ozkultura.pl/wpisy/1150> (date of access: 1.12.2020 r.).

⁵² H. Rudomska, *Analiza jakościowa zachowań prawidłowych i nieprawidłowych uczniów głuchoniemych na tle edukacji rodzinnej i instytucjonalnej – rozwiązania metodologiczne*, „Metody Zbierania i Analizy Danych w Badaniach Edukacyjnych” 2014, nr 18(1), p. 178.

⁵³ *Ibidem*, p. 180.

allowing to make an interpretation of the gained results of the research. This is trajectory of suffering. This method was introduced in the 1960s and was applied to the research into trauma appearing after death of a loved one. In the case of F. Schütze it was applied to the research into the issue of life, as a tool in the biographical method. According to F. Schütze trajectory of suffering applied in, the biographical method has the following features:

- events being the causes of everyday problems are noticed
- the person affected by an event perceives herself/himself as a victim. Emotions are focused on uncertainty
- an individual is not able to apply any remedial strategies
- an individual's alienation is growing, s/he is staying on his/her own
- cognitive skills are diminished as well as contacting other people. It leads to the danger of social isolation, absence and retreating into oneself⁵⁴.

Applying the dialogue technique by F. Schütze and the trajectory of suffering makes it possible to define the social situation of women raising children during serving the sentence of imprisonment in the Home for Mother and Child in Krzywaniac. The subject of the dissertation has determined the way of carrying out the research.

5 Characteristics of the researched group

The Home for Mother and Child by the Prison in Krzywaniac was established in 1979. The prison itself was established in 1963, when the army left the buildings they did not need anymore. A prison for women serving the sentence for the first time was settled. In the years 1968-1990 there was a vocational school by the prison where the young women could get education and learn the selected profession, which was the preparation to independent life. At first the surface area of the prison was 13 ha, nowadays it is 7.8 ha. In the years 2004-2016 many investments were made to improve the living standard of the imprisoned. A production hall was built where the prisoners could work on producing upholstered furniture. Kitchens, bathrooms and many other buildings were modernized⁵⁵. It is important that in the prison there are jail cells that are adjusted for mothers with children. A child up to the age of three years can stay in the institution, as according to the opinions of psychologists children of this age do not realize they are staying in an isolated place. At this stage staying with the mother is the most important for the child. A child is staying in prison by the mother's written request, but by the father's agreement. Mothers and children live in the separate

⁵⁴ A. Krawczyk-Bocian, *Przebieg procesów trajektorycznych Fritza Schützego i jego zastosowanie w badaniach empirycznych*, „Edukacja Dorosłych” 2012, nr 2, p. 131-132.

⁵⁵ B. Toroń-Fórmanek, *Przestępczość skazanych kobiet i mężczyzn w perspektywie biograficznej*, Kraków 2016, p. 69

annexes with a playground equipped by play equipment. There are members of educational and caregiving staff in the institution. The mother's family, legal and life situation is consulted with the prison officials. In the case when a woman has no chance to leave the prison with the child, e.g. because of the length of the sentence of imprisonment, they try to get to know the longer perspective of childcare. Each mother indicates herself when she can get separated from the child in prison, and she has to grow into this decision⁵⁶.

The environment of women staying in the Home for Mother and Child is not united. There are different women there, among them there are the sentenced and the temporarily arrested. There are people both serving the sentence of imprisonment for the first time as well as recidivists. The imprisoned women represent various intellectual level, so it is difficult to make its general description⁵⁷. In the prison there are female prisoners who had been qualified to all kinds of institutions of the closed or semi-open character for people who serve the sentence of imprisonment not for the first time. There are 26 places in the whole Home for Mother and Child, while there are 846 places in the whole prison⁵⁸.

An inspection report from January 2019 tells a lot about this institution. According to it, 24 correctional officers and 7 psychologists are employed here. In fact, there are only 11 correctional officers in all the departments, which means that there are about 80 prisoners under the care of one correctional officer, whereas one psychologist takes care of even 240 prisoners. This shows that the prison is understaffed. This is why the staff members have to work overtime which contributes to growing frustration and dissatisfaction among them. Unfortunately, the report does not write separately about abundance, character and of conditions of work⁵⁹. Despite of this, it is known that there are correctional officers, psychologists, nurses and qualified childminders. The conditions created here are to be similar to the conditions at home⁶⁰. In 2014, in the Supreme Audit Office (NIK) report it was noticed that all rooms of the Home for Mother and Child were well-maintained, fully equipped in toys and furniture for children. Apart from this, it has been noted that the institution fulfills the statutory right for unlimited fathers' visits at their children. According to the report, the prisoners serve the sentence in the open or semi-open system. The women, as well as their children, are under medical and psychological care. At the same time they are involved in various penitentiary treatment programmes and many activities that ensure social adaptation⁶¹.

⁵⁶ A. Pilarska-Jakubczak, *Cele macierzyństwa*, „Polityka” 2014, nr 5(2943), p. 113.

⁵⁷ B. Toroń-Fórmanek, *Przestępczość skazanych kobiet...*, op. cit., p. 63.

⁵⁸ Ibidem, p. 69.

⁵⁹ *Raport Przedstawicieli Krajowego Mechanizmu Prewencji z wizytacji w Zakładzie Karnym w Krzywańcu*, sygn. KMP.571.9.2014.MKu, Warszawa, 9 stycznia 2014 roku, p. 5.

⁶⁰ A. Matysiak-Błaszczyk, E. Włodarczyk, *Więzienne macierzyństwo. Studium socjopedagogiczne*, Poznań 2016, p. 58.

⁶¹ Najwyższa Izba Kontroli, *Wystąpienie pokontrolne. Readaptacja Społeczna skazanych na wielokrotne kary pozbawienia wolności*, sygn. P/14/044, 2nd October 2014.

V Summarizing and conclusions

The results of the research are presented in the second part of the dissertation. As it was mentioned before, they are included in Chapter IV. The basic information about the interviewees taking part in the research are included in tables and graphs. Processing the data statistically is has the auxiliary character for the reserarch which has got qualitative approach. The results of the research carried out with the dialogue method by F. Schütze and with the trajectory of suffering were presented in the narrative form. In some cases we needed to apply tables with data. Processing of the research material is highly different from what is usually presented in the case of quantitative research, where it is the narrative form which is auxiliary and the collecting of data in tables is a basic tool. Statements collected in the research allow to define the social situation of women in the Home for Mother and Child in Krzywaniac. We can organize them in the following points:

- a great part of women come from families described as good, which means families with both parents, with no history of violence and with the financial situation which is not below the level of poverty
 - some interviewees had to be raised in broken families or pathological families
 - the present family situation of the interviewees has always been a consequence of inappropriate behaviours during school years or soon after this stage
 - most of the interviewees became acquainted with boyfriends that were irresponsible or were in trouble with the law. It is worth to add that almost half of them want to take responsibility for their children which are staying with mothers in the conditions of serving the sentence of imprisonment

These above points are defining the starting point of the situation which is present during serving the sentence of imprisonment. It can be described in the following points:

- the financial situation is in most cases much better than in the interviewees' family homes, especially in the aspect of ways of raising children and childcare
- the emotional and psychological situation is relatively difficult. All women are here involuntarily, they are afraid of violence from the side of other prisoners, especially conflicts that can turn into fighting. The fact that the partner and other children are staying outside the centre does not make the situation better
- there are some elements of prisonization in the Home for Mother and Child in Krzywaniac which manifests itself as specific hierarchy. Unlike the typical women's prison wards hierarchy is based on possessing practical skills, like for example styling/hairdressing, financial means and parcels
- in most cases the womens' behaviour is low-key, aimed at avoiding conflicts

- raising up a child is a priority in the women's everyday existence
- love for a child is the dominant emotion among the female prisoners
- women take advantage of the possibilities which were created in the Home for Mother and Child as far as bringing up children is concerned, this is support of a dietetician, psychologist or correctional officer. This is how they learn how to bring up children
 - the opportunity of working and participating in training is perceived positively
 - we can notice that a great part of female prisoners understand their sentences and they feel regret for what they did which led them to the penitentiary institution
- Resocialization is an empty term for many interviewees. What is interesting, statements about resocialization which is not effective do not have to go together with practice. A great part of the interviewees show willingness to live according to the social norms, so we can recognize them as resocialized.
- Only a small part of the interviewees want to go back to their old life. This is because either of high living standard, or not coping with aggression as well alcohol addiction. Excluding the first case, we can assume that love for a child and willingness to bring it up will make the process of resocialization effective.

It must be stated with regard to the research problems that the conclusions presented above prove that the research problems have been realized.

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