

ŁUKASZ KWIATKOWSKI

ORCID: 0000-0002-9582-9430, lukasz.kwiatkowski@poczta.umcs.lublin.pl

### *The Sense of Self-efficacy in People Sentenced to Imprisonment*

---

Poczucie własnej skuteczności u osób skazanych na karę pozbawienia wolności

HOW TO QUOTE THIS PAPER: Kwiatkowski, Ł. (2020). The Sense of Self-efficacy in People Sentenced to Imprisonment. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 33(1), 133–147. DOI: <https://doi.org/10.17951/j.2020.33.4.133-147>.

#### ABSTRACT

Self-efficacy is a concept widely described as one of the main factors in dealing with a difficult situation. Self-efficacy is a reflection of self-confidence and competence, additionally, it allows you to take action to take control of behaviour and the environment. The article will be devoted to presenting the definition of self-efficacy as the main term of Bandura's socio-cognitive theory, sources of self-efficacy, showing its development in the life of an individual, and will present ways to strengthen the sense of personal effectiveness used in the process of resocialisation.

**Key words:** self-efficacy; resocialisation

#### INTRODUCTION

Rehabilitation is a set of activities carried out in order to reduce the adverse effects of a violation as effectively as possible. Due to the fact that rehabilitation activities take different forms, many definitions of rehabilitation can be found in the literature. One of the best known is the definition proposed by Kalinowski, according to which rehabilitation is “a variant of the educational process, which makes an individual maladjusted to the requirements of social life, i.e. socialised, independent and creative” (Kalinowski, 2008). In this definition, there is a statement referring to the goal of socialising influences, namely the creation of socialised, independent and creative individuals. From a general social point of view, these are objectives of the utmost importance, and the recognition of resocialisation as a creative activity is, it seems, obvious, as confirmed by the literature on

the subject (Konopczyński, 2014). Another known definition of resocialisation, which includes the purposefulness of the impact, is the one presented by Pytko. It concerns the modification of behaviours, change of social affiliation, growing into a culture of satisfying needs according to social norms, shaping correct social attitudes and self-resocialisation understood as managing one's own upbringing and development (Pytko, 2008).

The literature on the subject makes it possible to put forward the thesis that maladjustment hinders or even blocks "personal and social resources (talents, abilities, interests, predispositions) of individuals" (Konopczyński, 2014, p. 17). This approach shows the creative nature of rehabilitation activities, whose aim is, among other things, to release the potential that each individual has, including the socially unsuitable one. One of the most important objectives of working with socially maladjusted individuals is, therefore, to prepare them to be able to manage themselves rationally and in accordance with social norms using their own potential. The understanding of the conditions of success or failure of a person leaving prison to adapt to life at large has been and continues to be of interest to representatives of many fields of science and practitioners who provide institutional support to former prisoners. There are indications in the literature that the success of the readmission of a former detainee is influenced by various groups of factors, such as: personal and situational characteristics; family system; community influences and national policies (Travis, et al., 2010). A comprehensive diagnosis of the readaptation potential of an ex-convict should take into account all the abovementioned adaptation factors, which will allow for the development of an effective rehabilitation programme. So far, studies on the conditions of the effectiveness of rehabilitation have focused to a greater extent on factors conducive to the phenomenon of recidivism and the permanence of involvement in a "criminal career" (Visher, Travis, 2003). However, there have also been works on the subject of positive social reintegration, which were aimed at identifying the factors that constitute the positive potential of former prisoners (Niewiadomska, 2007; Niewiadomska, Chwaszcz, 2010; Niewiadomska, 2010; Niewiadomska, Chwaszcz, Augustynowicz, 2010).

The success of rehabilitation is the result of a process that includes an individual decision, the accumulation of negative consequences of the crimes committed, an event that motivates the decision, lifestyle changes, the creation of new social networks, the adoption of new social roles (including taking up employment) and social support for the ongoing changes in the identity and lifestyle of the former prisoner (Laub, Simpson, 2001). In Niewiadomska's research (2010), former inmates with a high level of adaptation were characterised by a positive relationship with each other, a high sense of self-efficacy, the ability to achieve their aspirations and goals, a low intensity of the problems they experience, preference for pro-social values, constructive family relationships and positive relationships

with other people. MacKenzie (2006) drew attention to the important role of psychological factors, especially self-confidence, in the process of effective readaptation of prisoners by making a meta-analysis of the effectiveness of prison resocialisation programs. Effective programs are characterised by readaptation influences at the individual level (directed at changes in thinking, reasoning, empathy or problem-solving processes). According to the authors of the abovementioned research, in order for changes on the social level to be an effective factor of readaptation, they should be preceded by changes on the individual level, first of all the prisoner's departure from the criminal way of thinking and strengthening his psychosocial potential.

Prisoner's psychosocial potential is a set of personality traits which determine his or her ability to adapt to society after leaving prison. It is a subjective resource which is either valued in itself or needed to obtain other goods needed for survival and quality of life. Skills include social, professional and leadership skills. A person's qualities include self-esteem, optimism, self-efficiency and hope. In the context of readaptation activities, the resources (competences, skills, characteristics) of a person are of particular importance for positive adaptation. The success of the process of rehabilitation is particularly linked to personal resources, since their level and mobilisation depend on the way in which the goods available to man are distributed (Hobfoll, 2006, p. 74). It is thanks to the system of subjective management that the individual is effectively adapted to the requirements of the environment, as well as the consistent management of one's own life (Hobfoll, 2006, p. 112). Ratajczak believes that what allows man to survive and pursue his goal despite the stressors ubiquitous in society lies in man himself. He calls these properties "remedial capabilities", "adaptive potential", "energy resources" or "sense of competence" (Ratajczak, 2000, p. 66). The sense of competence is strongly connected with the sense of effectiveness and the sense of internal control (Nowak, 2007). Judgements about self-efficacy influence decisions about whether a task is worth undertaking at all, how much effort is put into it and how persistent it is when faced with difficulties in a variety of social situations. The development of self-efficacy depends on an individual's experience and how he explains his successes and failures. Non-adaptive forms of individual functioning are most often associated with the attribution of internal, permanent, and global causes to their failures, and their successes to external, variable, and specific causes, which predisposes the individual to depressive disorders and learned helplessness (Opora, 2010).

Therefore, the effectiveness of rehabilitation work can be improved through the use of factors protecting and modifying negative influences resulting from unfavourable life circumstances, through building and strengthening internal mechanisms of coping with difficulties and the use of external resources inherent in the environment, supporting the development of maladjusted people. The prem-

ises indicated above allow us to put forward a thesis about the necessity of working on the sense of own effectiveness in the process of effective rehabilitation. In the further part of this work, the issue of self-efficacy as a factor influencing human functioning will be presented in detail.

Self-efficacy is a concept widely described and mentioned as one of the main factors of coping with a difficult situation. Self-efficacy reflects self-confidence and competence, enables taking actions to take control over behaviour and environment (Jachimowicz, Kostka, 2009). The conviction of one's own effectiveness decides about taking action, the effort put into it, accompanying feelings, perseverance in achieving a goal, coping with obstacles and failures, and the level of stress a person is able to withstand (Oleś, 2008).

In the Polish literature there are several translations of the term, which are used as substitutes, such as: conviction about one's own competence, sense of personal effectiveness, perception of one's own effectiveness, judgments about one's own effectiveness (Pervin, 2002). The basic definition of self-efficacy, but not included in specific theoretical assumptions, seems to be that given by psychological dictionaries. It is defined as an individual's experience of self-efficacy, the ability to cope with situations that life puts us up against (Reber, 2000). This definition is very close to the colloquial understanding of self-efficacy, which is perceived as self-confidence or the statement "I can manage", concerning new and stressful situations.

Self-efficacy is a central construct in Albert Bandura's social-cognitive theory. According to him, the conviction of self-efficacy is "the conviction of being able to act effectively in new, ambiguous, unpredictable, or even stressful situations" (Oleś 2008, p. 213). In this theory, a positive image of oneself is also important, which evokes the conviction of the effectiveness of achieving the goals and allows to gather the energy needed to actually achieve them (Bandura, 1977). It is a kind of conviction about the possibility of dealing with a difficult situation, but it is not a conviction about a guarantee of success, but thanks to this conviction a person is able to decide to take concrete action (Oleś, 2008).

According to Bandura (2007, p. 86), the belief in one's own effectiveness affects:

- a) reducing the fears that are associated with the expected impact of the action,
- b) perseverance of the individual,
- c) the amount of effort put into the operation,
- d) coping with obstacles,
- e) the level of stress experienced by the individual,
- f) feelings.

To characterise more closely the sense of self-efficacy, three parameters can be referred to that have a significant impact on the way a person behaves in a difficult situation: level (or size), generality and strength. The level (size) repre-

sents the relationship between self-efficacy and the degree of difficulty of the task, the person's expectations may be directed to tasks with higher or lower difficulty. The generality is: relative stability of the sense of effectiveness (Zakrzewski, 1987, p. 662), personal effectiveness may refer to a specific task or an unspecified class of tasks. On the other hand, strength refers to the resilience of the sense of effectiveness to possible failures, it indicates a certain perseverance in overcoming obstacles on the way to the assumed goal (Zakrzewski, 1987).

The author differentiates between general and specific self-efficacy. The general characterises a person's influence on the physical and social environment and the conviction that it is possible to mobilise the person's capital of resources, which increases the effectiveness of behaviour. In short, it is a subjective feeling of influencing the situation and exercising control over events. Specific self-efficacy, on the other hand, refers to the awareness of one's competence in a given area of life, e.g. running a business or interpersonal relations (Zientek 2006, p. 67).

In addressing the issue of self-efficacy and its perception by the individual, the mechanism of self-regulation should be mentioned, which plays a very important role in this construction. Self-regulation consists of (Bandura 1991, after: Oleś 2008, p. 223):

- a) predictable effort control – determining the approximate amount of effort required to achieve the desired result, as well as assessing whether a person is able to put such effort into the task,
- b) effective reactions of self-assessment – assessing personal commitment to the task, with reference to the value system, resulting in satisfaction or frustration,
- c) self-assessment of personal effectiveness – anticipation of the degree of effectiveness of an individual in achieving a goal,
- d) self-reflective meta-cognitive activity – adequacy of assessment of personal effectiveness, standards and goals.

Bandura has already stressed the importance of self-regulation processes in one of its first publications. He pointed to the role of this mechanism in the therapy of people with anti-social personality traits. According to him, there are three factors that strengthen the generalisation and persistence of behavioural changes, these are (Bandura, 1980, p. 259):

- a) transfer of training,
- b) changing the type of enhancement of the social environment,
- c) the development of self-regulatory functions.

In a situation where newly created patterns of behaviour alleviate subjectively perceived anxiety or are considered beneficial by the environment, no additional procedures are needed to maintain the changed behaviour. At the same time, occasional negative experiences, with a large number of neutral and positive

experiences, do not affect the newly developed behavioural patterns. On the other hand, in the case of low support in shaping alternative behaviour from the environment, self-regulatory processes play a very important role (Bandura, 1986).

Bandura's theory distinguishes two components of self-efficacy: effectiveness expectations – means the conviction of an individual about the ability to create a behaviour that will lead to a desired result, they influence the length and depth of engagement in a given behaviour; outcome expectations – means the conviction that a given behaviour will lead to a certain result, they are in the form of knowledge about social and physical results of that behaviour (Hall, et al. 2006).

### THE FORMATION OF A SENSE OF SELF-EFFICACY

According to Bandura, the sources of information which are the basis for the belief in self-efficiency are divided into 4 types (Dolińska-Zygmunt, 2001, p.97):

- a) Performing tasks and activities – positive experiences of one's abilities in difficult and new situations influence one's self-efficiency. A person having in his/her memory the experience of a successfully completed task creates at the same time the conviction of his/her own efficiency and what is more, he/she has positive connotations for the future. On the other hand, if a person has failed in action, it causes him/her to lose confidence in his/her own abilities and to take a withdrawn and passive attitude in the future (Oleś, 2008).
- b) Alternative experiences from observing others – in the case of these experiences, it is a phenomenon of modelling behaviour. it can influence the level of self-esteem, as well as the development of interpersonal relationships and cognitive skills (Kozicka, 2004).
- c) Verbal persuasion together with related types of social influences – verbal persuasion is supposed to convince a person to trust his/her own ability to cope with difficult situations. it is a kind of instruction for coping, showing effective behaviour and justifying the costs that an individual bears in a given action (Oleś, 2008). In short, it is about integrating the judgments and opinions of other people with the person's own beliefs (Aronson, et al., 1997).
- d) State of physiological arousal – these are both emotional states and physiological symptoms. In a stressful situation physiological arousal occurs, which causes a low sense of effectiveness. The person analyses information about self-efficacy and when it is dangerous for self-efficiency, the defensive mechanisms are unblocked, which at the same time reduce even further the sense of self-efficacy and lead to the appearance of such scripts in thinking as: "fulfilling prophecy", "learned helplessness", or "failure syndrome" (Kozicka, 2004).

Regardless of the strategy and the information coming from each of the sources, self-efficacy is formed and incorporated into the structure of beliefs about personal effectiveness, based on the cognitive evaluation of this information (Hall,

et al., 2006). According to Bandura, among the four sources of self-efficacy, it is the performance of tasks and activities and the state of physiological arousal of the organism that is most important, because the sense of self-efficacy based on the premises coming from these two sources is characterised by the most favourable parameters – size, generality and strength (Zakrzewski, 1987). However, the assessment of self-efficiency also requires a person to reflect on the circumstances that occurred in a given situation and in the process of performing an action: whether the conditions were favourable, whether he received help and support, whether his psychophysical state was optimal at a given time, what is his conviction of his own successes and failures (Oleś, 2008).

An important factor for the development of a sense of personal effectiveness is the “personal temporal operator”. (Niewiadomska, Chwaszcz, 2010, p. 50). The links between past, present and anticipated future events are indicated here. Past experiences become patterns of response and influence the person’s goals. The present experience influences the individual’s perception of the future. If an individual subjectively feels that the result of an action depends on his or her internal resources, his or her control over the achievement of objectives increases. On this basis it can be concluded that the person who:

- a) has experienced few failures and difficult situations in the past and has had a high degree of success,
- b) in the present, it suffers from few failures and difficult situations and has a high rate of success,
- c) it anticipates few failures and difficult situations in the future, with a high degree of success,
- d) will be characterised by a high level of self-efficacy (Niewiadomska, Chwaszcz, 2010, p. 53).

In shaping the sense of personal effectiveness, the family in which the person grew up, as well as gender and race, may be important. Buchanan and Selmon (2008) conducted research that measured the global sense of self-efficacy and liberalisticism about the sexual role, in relation to gender, race and family structure of origin. The results showed that Caucasian women have a lower sense of effectiveness than Caucasian men, while the opposite is true for the black. There is a strong correlation between liberalism about gender roles and self-efficacy in women. In black men, who strive for equality between men and women, self-efficacy is stronger. As it turned out, for white people, it is important whether the mother works professionally – if she works full-time, it plays a positive role in developing a child’s sense of self-efficiency (Buchanan, Selmon, 2008).

Because a person needs different skills at different stages of life and the development of self-efficacy is influenced by the experience gained from previous stages of development, Bandura made an attempt to show the development of self-efficacy throughout a person’s life.

In the infancy period the child's behaviour is based on reflexes and inborn patterns such as sucking, grasping. The child, during this period, develops a number of skills, which are the basis for the development of the sense of self-efficacy. Initially, he or she is not able to combine his or her behaviour with its effects, by provoking events through trial and error, ending up with intentional behaviour to cause specific effects (Bee, 2004). It is precisely thanks to the connection between his own actions and their results that the child acquires convictions of his own effectiveness, e.g. he starts to cry and thanks to this, his mother appears, which makes him feel efficient.

In the pre-school period there is an intensive development of the social sphere, the child acquires knowledge about group activities and the principles that prevail in social life. During this period intensive modelling of behaviour in children takes place (Bee, 2004). Observation of the models' activities is another basis for acquiring a sense of self-efficiency.

A child in the school period acquires convictions about his or her competence and effectiveness in action. This is done by learning, playing and training social skills in new peer groups, but also by continuing to imitate adults. The child treats himself/herself as an actor and takes into account the possible consequences (Stefańska-Klar, 2005). Thanks to the new knowledge gained and by taking various actions, the child acquires further information about his or her own activity.

The stage of adolescence brings a number of changes to the young person, both in the physical and mental sphere. New demands and responsibilities are placed on him, his perception of himself and others changes. The boundaries within the family are gradually loosened and the teenager begins to identify more with his peer group, which has a fundamental impact on his self-esteem. A young person is faced with a number of new tasks to fulfil, such as: building mature ties with peers, entering into a gender-related role, achieving emotional independence from parents, preparing for family life, preparing for economic independence, developing an ethical and ideological system, developing socially acceptable activities (Obuchowska, 1996). The ability to cope with the changes taking place, undertaking new developmental tasks and the ability to manage one's own person are indicators of one's self-efficacy in this period.

The next developmental period, which is adulthood, brings with it new, more and more difficult tasks. These are first of all: starting a family, bringing up children, running a household, professional career, becoming involved in social life as an adult citizen. Some discrepancies and dilemmas appear in this period, as aspirations and aspirations clash with reality and should be verified (Gurba, 2005). Bandura claims that the sense of self-efficiency in this period is determined by bringing up children, achieving professional success and leading a satisfying social life (Bandura, 1997).



Old age is a period that is associated with the reduction of physical and mental capacity, a new developmental task appears, which is adaptation to new conditions. An attempt to look at one's own life through the prism of knowledge and experience gained and to see the value of one's own life wisdom is an indicator of one's own effectiveness (Gasiul, 2006).

After analysing each of the developmental periods, it is clear that the sense of one's own effectiveness is directly related to the developmental tasks that are put to man. Positive fulfilment of these tasks causes the person to acquire a sense of causality, self-efficiency and effectiveness.

On the basis of Bandura's research, one can see that the author of the theory puts forward a thesis that it is an individual's conviction about the possibility of coping with a given situation that is the main reason for failure in situations causing anxiety. This attitude should be changed in order to create a high sense of self-efficiency, then the person will be able to cope in a difficult situation. The sense of effectiveness is also increased by experiencing success and satisfaction, but it is also influenced by the environment. Strengthening effective and efficient performance through the environment, makes the person acquire a deeper belief in his/her personal effectiveness, he/she becomes more confident in his/her behaviour. A person with a high sense of effectiveness in case of low reactivity of the environment will manifest increased social activity in the form of protests. On the other hand, the failure experienced has a negative impact on the feeling of self-efficacy. When a person shows a low sense of self-efficacy, the lack of reinforcement from the environment causes withdrawal and apathy of the individual. A combination of low self-efficacy and a highly reactive environment can lead to depression (Hall, Lindzey, Campbell, 2004).

Self-efficacy is weakened by the following circumstances (Niewiadomska, 2007):

- a) failures that are repeated despite the effort to achieve the goal – unfavourable circumstances can lead to a weakening of self-efficacy, especially when an individual experiences a combination of failures that he or she experiences despite the effort to achieve success;
- b) lack of confidence in the ability to achieve the intentions – people who lack confidence in their own abilities will feel more stress and anxiety-induced arousal; they focus on the negative consequences, highlighting their deficits in coping with difficult situations;
- c) insufficient external confirmation of personal effectiveness – a person who does not receive feedback on his or her actions, experiences a lack of interest in his or her efforts, will acquire the belief that his or her work is ineffective because nobody notices him or her;
- d) goals that are unrealistic and difficult to achieve – young people often set themselves goals that are unrealistic and beyond their capabilities, exposing

them to failure, in which case the individual becomes convinced of his or her inefficiency and blames himself or herself for the failures.

A reduced sense of self-effectiveness may result from an over-orientation of the future, a person sets goals that are detached from real possibilities of achieving them, which is also connected with low involvement in activities connected with achieving such a goal. The person also has difficulties in determining the effects of the undertaken actions and their gratification is too distant (Niewiadomska, Chwaszcz, 2010).

### STRENGTHENING SELF-EFFICACY

In order to select appropriate methods to shape and strengthen self-efficacy, this variable should be measured in a person or at the level of the whole group. According to Bandura (1986), the most appropriate method to measure self-efficacy is microanalytical research. Before taking a specific action, a person is asked to indicate the tasks they can perform in a specific situation and to determine the degree of personal effectiveness during performance. This study is based on an analysis of the degree of consistency between the assessment of self-efficacy and the action taken in a specific task (Bandura, 1980).

Another method for testing self-efficacy was proposed by Niewiadomska (2007), who developed a method to measure this feeling using three criteria, each of which is tested in three-time perspectives. The method is tested:

- a) the severity of difficult situations experienced in the past,
- b) the intensification of past successes,
- c) the intensity of past failures,
- d) the intensity of the difficult situations experienced in the present,
- e) the intensification of successes in the present,
- f) the severity of the failures in the present,
- g) the intensity of the difficult situations experienced in the future,
- h) the intensification of future successes,
- i) the intensity of future failures.

The Generalized Self-Efficacy Scale (GSES) by Schwarzer and Jerusalem from 1992 can also be used to assess self-efficacy. It has been adopted for the needs of several dozen different cultures, including Polish. The method refers directly to the concept of Bandura's self-efficacy. The Polish adaptation of the scale – GSES-PL – was made by Schwarzer, Jerusalem and Juczyński and is intended for the study of adults, both healthy and ill. The scale consists of 10 general statements about coping with life, attitude towards problems, own knowledge about the effectiveness of their actions. The result allows to determine the general indicator of self-efficacy (Gromulska, Piotrowicz, Cianciara, 2009).

While remaining in the social learning stream, the assumptions of the theory can be used to describe ways of strengthening the sense of self-efficacy. The theory assumes that there are two basic ways for an individual to acquire new competences: social modelling and personal effectiveness (Oleś, 2008). The basic rules for introducing and sustaining change in self-efficacy experience are as follows (Niewiadomska 2007, p. 312–318):

- a) ordering the tasks that a person is to assimilate in a sequence;
- b) explaining the general principles of the interactions;
- c) providing situations in which the person will be able to improve and manage the newly learned behaviour himself;
- d) testing the acquired competences:
  - a. in the environment,
  - b. in situations of increasing difficulty;
- e) giving the person feedback on the quality of new skills.

The feeling of self-efficacy is formed as a result of safe, harmonious and close relations with significant people and, above all, in situations of success in achieving important goals for the individual (Borucka, Ostaszewski, 2008). It is also important to make a person aware of the positive feedback between behaviours and beliefs, which causes him/her to acquire the belief of self-efficacy (Niewiadomska, 2007). “Effective coping in a difficult situation has a positive effect on the conviction of self-efficacy, which in turn leads to increased effort and effective behaviour” (Oleś, 2008, p. 226).

In order to effectively strengthen the sense of personal effectiveness, it is necessary to undertake actions mainly in the scope of four sources of information that influence the conviction of self-efficacy of a person (Niewiadomska, Chwaszcz, 2010):

- a) achievements in action,
- b) substitute experiments,
- c) verbal persuasion,
- d) physiological states.

Therefore, in order to effectively influence self-efficacy, rehabilitation and/or therapeutic effects should be introduced, as it is important that the change takes place in a social context, then its effects are most beneficial.

A person who repeatedly experiences success and achieves his or her goals is able to develop a strong belief in his or her abilities and competences. This effect is all the stronger, the more effort the person has put into action and the more influence he or she has had on it (Niewiadomska, Chwaszcz, 2010). When an individual has the opportunity to test his or her skills and succeed at the same time, he or she acquires the conviction of his or her own ability and strengthens the feeling of self-efficacy.

The sense of self-efficacy can also be strengthened through the use of so-called substitute experiences. This can be done in two ways:

- a) live modelling – by observing the models in order to learn the behaviour;
- b) symbolic modelling – through the use of metaphors, in order to induce a person to change their beliefs, goals and conflicts.

As far as the effectiveness of these actions is concerned, they are not as effective as actions in which a person has the opportunity to experience his/her own abilities (Niewiadomska, Chwaszcz, 2010, p. 60). By observing the model who sets goals and is successful in achieving them, the person can create a positive belief in his/her effectiveness.

Verbal persuasion is one of the most popular methods used to create a sense of personal effectiveness. These activities can take the following forms, among others:

- a) suggestion – persuading a person to take up a certain behaviour;
- b) self-instruction – giving instructions aimed at oneself;
- c) interpretative therapy – the therapist gives his or her interpretations about the meaning of the client's statement, which is secret;
- d) praising the person for positive performance of a specific action (Niewiadomska, Chwaszcz, 2010, p. 60).

Strengthening the sense of self-efficacy through emotional stimulation consists primarily in:

- a) relaxation – teaching the client the techniques of controlling the mental tension and reducing the level of negative emotions by relaxing the whole-body muscles;
- b) symbolic dehydration – reducing the level of anxiety by means of various symbols (Niewiadomska, Chwaszcz, 2010, p. 60).

However, the sense of self-efficacy is not ascribed to a person once and for all and can change depending on the situation and new experiences, which are related, among other things, to important moments in a person's life (Borucka, Ostaszewski, 2008).

In the literature on the subject there is also a concept of setting goals, which refers to “the will to perform an action connected with predicting some result” (Rasmussen, 2006). Goal setting is a self-management technique that consists of self-reinforcement - the reward for achieving a goal (Stroebe, 2000). Target-oriented behaviour is associated with many factors, which include the internalisation of cultural values as well as interpersonal factors. Thus, socialisation in conjunction with human nature determines what future condition can be desired, i.e. what goals to pursue (Ryan, Sheldon, Kasser, Deci, 1996). By establishing a hierarchy of goals and verifying which goals are worth pursuing, a person can also enhance self-efficacy.

Scientific research has proven that self-efficacy plays an important role in the process of social rehabilitation. The level of subjective self-efficacy translates into the effectiveness of social rehabilitation and a reduction in the level of recidivism – prisoners with a higher level of self-efficacy are characterised

by a lower return to crime and are more successful in socio-professional readaptation (Niewiadomska, Chwaszcz, 2010; Niewiadomska, 2007). Prisoners form their self-efficacy by interpreting information from four sources: mastery experiences, vicarious experiences, social/verbal persuasion, and self-interpretation of physical/emotional arousal, of which the most powerful one, for prisoners as well, is the interpreted result of one's previous performance, or mastery experiences (Dinther, Dochy, Segers, 2011; Pajares, 2002; Schunk, Mullen, 2012; Zimmerman, 2000). Modelling is the reason the modelling effect has special importance in a prison context. When another prisoner, who the learner identifies with, performs well in different situations, the learner's efficacy can be enhanced. The more closely the prisoner identifies with the model, the greater the impact on efficacy beliefs (Roth, Asbjornsen, Manger, 2016).

To sum up, the sense of personal effectiveness is a construct that strongly influences the quality of an individual's life, it is also strongly linked to other intrapsychic constructs, which further strengthens its importance in the development of behaviour in persons sentenced to imprisonment. Self-efficacy plays a very important role in a person's life, which is why it is so important to make an effort to strengthen this construct, especially in situations where the person is struggling with difficulties and is at a critical point in his/her life.

## REFERENCES

- Aronson, E., Wilson, T., Aker, R. (1997). *Psychologia Społeczna. Serce i Umysł*. Poznań: Zysk i Sk-a.
- Bandura, A. (1980). Gauging the Relationship Between Self-Efficacy Judgment and Action. *Cognitive Therapy and Research*, 4, 263–268.
- Bandura, A. (1986). Self-Efficacy. In: A. Bandura (ed.) *Social Foundations of Thought and Action. A Social Cognitive Theory* (pp. 390–453). Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1991). Self-regulation of motivation through anticipatory and self-reactive mechanisms. In: R. Dienstbier (ed.), *Nebraska Symposium on Motivation, Vol. 38. Perspective and Motivation* (pp. 69–164). London: University of Nebraska Press.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Bandura, A. (2007). *Teoria społecznego uczenia się*. Warszawa: Wydawnictwo Naukowe PWN.
- Bee, H. (2004). *Psychologia rozwoju człowieka*. Poznań: Zysk i S-ka.
- Borucka, A., Ostaszewski, K. (2008). Koncepcja resiliencje. Kluczowe pojęcia i wybrane zagadnienia. *Medycyna Wieku Rozwojowego*, 12(2), 587–597.
- Buchanan, T., Selmon, N. (2008). Race and gender differences in self-efficacy: Assessing the role of gender role attitudes and family background. *Sex Roles: A Journal of Research*, 58(11–12), 822–836.
- Dolińska-Zygmunt, G. (2002). *Podstawy psychologii zdrowia*. Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.
- Gasiul, H. (2006). *Psychologia osobowości. Nurty teorie koncepcje*. Warszawa: Difin.
- Gromulska, L., Piotrowicz, M., Cianciara, D. (2009). Własna skuteczność w modelach zachowań zdrowotnych oraz w edukacji zdrowotnej. *Przegląd Epidemiologiczny*, 63(3), 427–432.
- Gurba, E. (2005). Wczesna dorosłość. In: B. Harwas-Napierała, J. Trempała (eds.), *Psychologia rozwoju człowieka. Tom 2. Charakterystyka okresów życia* (pp. 202–233). Warszawa: Wydawnictwo Naukowe PWN.

- Hall, C. S., Lindzey, G., Campbell, J. B. (2004). *Teorie osobowości*. Warszawa: Wydawnictwo Naukowe PWN.
- Hall, C. S., Lindzey, G., Campbell, J. B. (2006). *Teorie osobowości*. Warszawa: Wydawnictwo Naukowe PWN.
- Hobfoll, S. (2006). *Stres, kultura i społeczność: psychologia i filozofia stresu*. Gdańsk: GWP.
- Jachimowicz, V., Kostka, T. (2009). Ocena poczucia własnej skuteczności u pensjonariuszy Domu Pomocy Społecznej. *Gerontologia Polska*, 17(1), 23–31.
- Kalinowski, M. (2008). Struktura procesu resocjalizacji. In: B. Urban, J. M. Stanik (eds.), *Resocjalizacja. Tom 1* (pp. 234–248). Warszawa: Wydawnictwo Naukowe PWN.
- Konopczyński, M. (2014). *Pedagogika resocjalizacyjna. W stronę działań kreujących*. Kraków: Oficyna Wydawnicza "Impuls".
- Kozicka, K. (2004). Poczucie własnej skuteczności – czynnik sprawczy i jego implikacje dla profilaktyki i teorii pedagogicznej. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 17, 27–38.
- Laub, J. H., Sampson, R. J. (2001). Understanding desistance from crime. *Crime and Justice*, 28, 1–58.
- MacKenzie, D. L. (2006). *What works in corrections: Reducing the criminal activities of offenders and delinquents*. Cambridge: Cambridge University Press.
- Niewiadomska, I. (2010). Zasoby adaptacyjne osób opuszczających zakłady karne. In: M. Kalinowski, I. Niewiadomska (eds.), *Skazani na wykluczenie!? Zasoby adaptacyjne osób zagrożonych marginalizacją społeczną* (pp. 357–386). Lublin: Wydawnictwo KUL.
- Niewiadomska, I., (2007). *Osobowościowe uwarunkowania skuteczności kary pozbawienia wolności*. Lublin: Wydawnictwo KUL.
- Niewiadomska, I., Chwaszcz, J. (2010). *Jak skutecznie zapobiegać karierze przestępczej?* Lublin: Drukarnia TEKST.
- Niewiadomska, I., Chwaszcz, J., Augustynowicz, W. (2010). *Więzi społeczne zamiast więzień: wsparcie pozytywnej readaptacji osób zagrożonych wykluczeniem społecznym z powodu konfliktu z prawem. Raport z badań z rekomendacjami*. Lublin: Fundacja Rozwoju KUL.
- Nowak, S. (2007). *Metodologia badań społecznych*. Warszawa: Wydawnictwo Naukowe PWN.
- Nowak, B. M. (2012). *Rodzina w kryzysie. Studium resocjalizacyjne*. Warszawa: Wydawnictwo Naukowe PWN.
- Obuchowska, I. (1996). *Drogi dorastania*. Warszawa: WSiP.
- Oleś, P. (2008). *Wprowadzenie do psychologii osobowości*. Warszawa: Scholar.
- Opora, R. (2010). *Resocjalizacja: wychowanie i psychokorekcja nieletnich niedostosowanych społecznie*. Kraków: Oficyna Wydawnicza "Impuls".
- Pervin, L. A. (2002). *Psychologia osobowości*. Gdańsk: GWP.
- Pervin, L. A., John, O. J. (2002). *Osobowość: Teoria i badania*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Pytka, L. (2008). Różne ujęcia resocjalizacji. In: B. Urban, J. M. Stanik (eds.), *Resocjalizacja* (pp. 74–75). Warszawa: Wydawnictwo Naukowe PWN.
- Ratajczak, Z. (2000). Stres – radzenie sobie – koszty psychologiczne. In: I. Heszen-Niejodek, Z. Ratajczak (eds.), *Człowiek w sytuacji stresu. Problemy teoretyczne i metodologiczne* (pp. 65–87). Katowice: Wydawnictwo Uniwersytetu Śląskiego.
- Reber, A. (2002). *Słownik psychologii*. Warszawa: Scholar.
- Ryan, R. M., Sheldon, K. M., Kasser, T., Deci, E. L. (1996). All goals are not created equal: An organismic perspective on the nature of goals and their regulation. In: P. M. Gollwitzer, J. A. Bargh (eds.), *The psychology of action: Linking cognition and motivation to behavior* (pp. 7–26). New York: Guilford.
- Stefańska-Klar, R. (2005) Czy nadzieja nas różni czy upodabnia, oddala czy zbliża? W poszukiwaniu adekwatnych metod badania zjawiska zwanego ludzką nadzieją. In: Kielar-Turska, M. (ed.),

- żyć wspólnie: odkrywać Innego, przeciwdziałać zniewoleniu, realizować wspólne cele*; XXXII Zjazd Naukowego Polskiego Towarzystwa Psychologicznego. Kraków: Oficyna Wydawnicza "Impuls".
- Stroebe, W. (2000). *Mapping social psychology series. Social psychology and health (2nd ed.)*. London: Open University Press.
- Travis, J., Solomon, A. L., Waul, M. (2010). *From Prison to Home: The Dimensions and Consequences of Prisoner Reentry*. Waszyngton: The Urban Institute.
- Visher, C. A., Travis, J. (2003). Transitions from prison to community: Understanding individual pathways. *Annual Review of Sociology*, 29, 89–113.
- Zakrzewski, J. (1987). Poczucie skuteczności a samoregulacja zachowania. *Przegląd Psychologiczny*, 30(3), 661–676.
- Zientek, I. (2006). Poczucie własnej skuteczności w wymiarze międzykulturowym: Ocena Skali Samoskuteczności w Karierze Międzynarodowej. *Czasopismo Psychologiczne*, 12(1), 61–71.

## STRESZCZENIE

Poczucie własnej skuteczności jest pojęciem szeroko opisywanym jako jeden z głównych czynników radzenia sobie z trudną sytuacją. Własna skuteczność jest odzwierciedleniem wiary w siebie, swoje kompetencje oraz umożliwia podejmowanie działań służących przejęciu kontroli nad zachowaniem i otoczeniem. W artykule omówiono definicję poczucia własnej skuteczności jako głównego terminu teorii społeczno-poznawczej Alberta Bandury oraz opisano źródła poczucia własnej skuteczności, ukazując jej rozwój w życiu jednostki. Ponadto scharakteryzowano sposoby wzmacniania poczucia skuteczności osobistej, stosowane w procesie resocjalizacji.

**Słowa kluczowe:** poczucie własnej skuteczności; resocjalizacja

