

STYLES OF PROBLEM MANAGEMENT BY LECTURERS OF A MILITARY UNIVERSITY AND THE LOCUS OF CONTROL

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Summary. Coping with stress and the sense of control over the work done are vital issues in the specific profession of a lecturer of a military university. The quality of educational activity might be significantly lowered when dealing with various problems and coping with the accompanying stress as a result of adopting incorrect solutions, which additionally causes the loss or significant decrease in the sense of control over the situation. Thus, it is worth taking a closer look at the problem through an in-depth analysis of its particular dimensions, especially in terms of observed dependencies against the background of the socio-occupational conditions. The empirical research carried out among lecturers of a military university will allow to diagnose the situation and to formulate relevant conclusions. The results of analyses have been presented on the basis of research results obtained at the War Studies University in Warsaw with the use of standardised measurement tools as well as the elements of descriptive and correlation statistics.

STYLE RADZENIA SOBIE Z PROBLEMAMI PRZEZ
WYKŁADOWCÓW WOJSKOWEJ UCZELNI WYŻSZEJ
A UMIEJSCOWIENIE U NICH POCZUCIA KONTROLI

Słowa kluczowe: radzenie sobie ze stresem, umiejscowienie poczucia kontroli, uczelnia wojskowa

Streszczenie. Radzenie sobie ze stresem oraz poczucie kontroli nad wykonywaną pracą stanowią niezwykle istotne kwestie w specyficznym zawodzie nauczyciela akademickiego uczelni wojskowej. Jakość działalności edukacyjnej podczas rozwiązywania różnego rodzaju problemów i pojawiającego się

wówczas stresu może zostać znacznie obniżona z uwagi na przyjmowanie niewłaściwych rozwiązań skutkując ponadto utratą lub wyraźnym zmniejszeniem poczucia kontroli nad sytuacją. Warto zatem przyjrzeć się bliżej niniejszej problematyce poprzez dogłębną analizę jej poszczególnych wymiarów, zwłaszcza pod względem występujących tam zależności na tle uwarunkowań społeczno-zawodowych. Przeprowadzone w tym celu badania empiryczne wśród wykładowców uczelni wojskowej pozwolą zdiagnozować sytuację w tym zakresie oraz sformułować stosowne wnioski. Rezultaty podjętych analiz przedstawione zostały na podstawie wyników badań zrealizowanych w Akademii Sztuki Wojennej w Warszawie z zastosowaniem wystandaryzowanych narzędzi pomiarowych oraz elementów statystyki opisowej i korelacyjnej.

Introduction

The phenomenon of stress as a consequence of the appearing problems has always been present in human activity. It is of special character in professions where direct inter-personal relations and the transfer of information or emotions are involved. One of such professions is the occupation of an academic teacher of a military university. Lecturers in their everyday work constantly experience various difficulties inherent in the role of a teacher in the academic environment. Thus, determining the way of dealing with problems and the accompanying stress by lecturers at a military university seems to be an interesting research issue especially in the context of the sense of control in situations pertaining to the followed profession.

Dealing with problems as a specific form of conduct in a stressful situation has been broadly described in source literature. As it has been noticed by Jan Strelau¹, constructive dealing with problems reduces stress, while fecklessness may contribute to its increase and difficulties in social functioning. Thus, he defines resourcefulness as a regulator keeping balance between the capabilities of a person and the requirements of the environment, which has been confirmed by observation proving that it is connected with the reduction of the above discrepancy.

According to the concept of Richard Lazarus and Susan Folkman², coping with stress is, above all, any type of effort undertaken by an individual influenced by a stress-inducing situation, which constitutes a burden and often exceeds

¹ J. Strelau, *Temperament a stress. Temperament jako czynnik moderujący stresory, stan i skutki stresu oraz radzenie sobie ze stresem*, [w:] I. Heszen-Niejodek, Z. Ratajczak (red.), *Człowiek w sytuacji stresu. Problemy teoretyczne i metodologiczne*, UŚ, Katowice 1996.

² R. Lazarus, S. Folkman, *Stress Appraisal and Coping*, Springer, New York 1984.

the capabilities and resources of the individual. The authors distinguished four ways of coping with stress which strive to deal with a problem and to achieve emotional stability. The first way is *looking for information*. It is based on acquiring knowledge on the cause of stress. The next method is *direct action*, which is manifested by activities performed to deal with the existing problem. The third one is *refraining from action*, which means that a person ceases to take any action pertaining to the prospective coping with a stressful situation. The last method concerns *internal mental processes* and it is strictly connected with the regulation of emotions.

In the process of elaborating on the above concept, Norman Endler and James Parker³ distinguished the following styles of stress management: task-, emotion-, and avoidance-oriented coping. In their opinion, the styles characterise individual behaviour patterns in various stressful situations as a fully conscious feedback response. The *task-oriented coping* style is based on a broadly understood activity aimed to solve the stress-inducing problem with the use of cognitive processes. The *emotion-oriented coping* style is characterised by wishful thinking and a focus on one's own emotional states. Moreover, it is typical for this style to refrain from activities that intend to handle a stressful situation, it only strives to decrease the emotional tension. The *avoidance-oriented coping* style, on the other hand, is based on engagement in substitute activities or on a search for social contacts in order to get rid of the awareness of the existing source of stress. However, according to researchers it is not an effective method⁴.

When analysing source literature, it should be emphasised that the style of coping with stress is mostly understood as a relatively stable remedial disposition which is usually treated as a trait of character. Every person has certain resources entailing their own ways (styles) of coping with stress, however, the choice of a method mostly depends on circumstances and experiences to date in this field⁵.

The next field of the undertaken research is the locus of control in the profession of a lecturer at a military university. The issue is strictly connected with confidence in one's own capabilities and the extent to which one is able to decide about their own fate. A theoretical basis for the definition concerning the locus

³ N. Endler, J. Parker, *Assessment of multidimensional coping: Task, emotion and avoidance strategies*, "Psychological Assessment" 1994, no. 6.

⁴ J.F. Terelak, *Stres organizacyjny. Koncepcje, przyczyny, symptomy i sposoby radzenia sobie*, WSM, Warszawa 2005.

⁵ I. Heszen-Niejodek, *Człowiek w sytuacji stresu. Problemy teoretyczne i metodologiczne*, US, Katowice 2000.

of control was the social learning theory presented by Julian Rotter⁶. According to the theory, experiencing the effectiveness of action is a reinforcement for the believe in the relationship between one's own behaviour and its expected result, which, in turn, provides for the sense of control over the reinforcement in question.

It should be emphasised that in each situation, the sense of control or direct agency does not result from its objective dimension but from the way a particular person perceives it and attributes meaning to it. Thus, the manner of noticing the relationship between an action and its effects is linked with the sense of control described by Rotter, which is manifested by the belief in its external or internal source, as two opposite attitudes⁷.

External sense of control is characterised by the perception of one's own actions' results as dependent on other people, fate, or chance. Then, as a consequence of the discrepancy between the expectations and the actual result, the conviction about the relationship between the action and its result is lacked. In such a case, one starts to believe that there is some external control and a total dependence on the environment which is usually typical for passive people as well as those unable to either make decisions independently or manage one's own behaviour. An other-directed person is unable to take responsibility for one's own doing and accepts subordination, while performed activities do not require creative thinking but are usually imitative in nature and consistent with obtained guidelines⁸.

Internal sense of control, on the other hand, is manifested by a conviction about the full dependency between the undertaken activity and its effects, leading at the same time to a belief in one's subjectivity and priority in deciding about one's own fate. Thus, there is an agreement between expectations and the outcomes of actions leading to the feeling of being self – or inner-directed, which is characteristic of active people who appreciate independence and are able to make independent decisions, but at the same time responsible ones. They are

⁶ J. Rotter, *Social learning and clinical psychology*, Martino Fine Books, New York 1954.

⁷ E. Łodygowska, *Poczucie kontroli – zewnątrz – i wewnątrzsterowność*, <https://psychologiaity.com/2017/12/06/poczucie-kontroli-zewnatrz-i-wewnatrzsterownosc> (2017).

⁸ W. Poznaniak (1991), *Teorie uczenia się społecznego jako model normalnego i zaburzonego funkcjonowania jednostki oraz grupy*, [w:] H. Sęk (red.) *Społeczna psychologia kliniczna*, PWN, Warszawa 1991.

characterised by a belief that ‘every person is an architect of one’s own fortune’ and it is worth the effort to achieve the set goal⁹.

The anticipated locus of control is thus conditioned by the personality of a person, their individual traits of character and predispositions, as well as the features of a situation in which the actions are examined. Those might be cases of exercising full control over reinforcements called *efficiency situations* or the cases when total or partial control is taken over by the environment also called *random events*. Hence, there is a visible relationship between efficiency situations and the internal sense of control as well as random events and its external counterpart¹⁰.

A Polish adaptation¹¹ of a questionnaire for diagnosing the styles of coping with stress by Endler and Parker¹² as well as a questionnaire measuring the sense of control by Radosław Drwal¹³ were used to research the problem concerning the ways of dealing with problems and the accompanying stress by lecturers at a military university in the context of their sense of control.

Methodological assumptions of own research

The subject of the research concerns coping with stress considered in the context of the sense of control in professional situations encountered by lecturers of military universities. Examining the relationship between those variables has been the research goal. The War Studies University in Warsaw has been chosen as the place of research. Empirical material has been collected with the use of standardised measurement tools intended for diagnostic research among the youth and adults: Coping Inventory for Stressful Situations (CISS) and a ‘Delta’ Locus of Control Questionnaire in a Polish language version.

Moreover, an analysis has been carried out concerning the relationship between the above variables and socio-occupational factors: type of the post held, character of employment, period of employment at an academic institution,

⁹ G. Bartkowiak, *Umiejętności kierownicze*, AE, Poznań 1997; R. Kościelak, *Poczucie umiejscowienia kontroli i przekonania o własnej skuteczności w zdrowiu i chorobie*, Impuls, Kraków 2010.

¹⁰ R. Drwal, *Poczucie kontroli jako wymiar osobowości – podstawy teoretyczne, techniki badawcze i wyniki badań*, [w]: L. Wołoszynowa (red.) *Materiały do nauczania psychologii*, seria III, t. 3, PWN, Warszawa 1978.

¹¹ J. Strelau, A. Jaworowska, K. Wrześniewski, P. Szczepaniak, *Kwestionariusz Radzenia Sobie w Sytuacjach Stresowych CISS. Podręcznik*, Prac. Testów Psych. PTP, Warszawa 2005.

¹² Ibidem.

¹³ R. Drwal, *Adaptacja Kwestionariuszy Osobowości*, IP PAN, Warszawa 1995.

social background, as well as the place of living, indicating in the process a full spectrum of the issue against the socio-occupational background.

The research was done at the beginning of year 2019 by a diagnostic poll method, with the use of a survey technique among 81 lecturers. Their selection was dictated by the different nature of studies run by faculties, which translates into the distribution of military and civilian teaching staff at the university. The researchers applied the elements of descriptive and correlation statistics for the purpose of verification and an in-depth analysis of the collected empirical material.

In terms of the character of employment, the research sample was divided into two almost equal parts: the civilian (51%) and the military one (49%). The respondents mostly included research and teaching staff (77%), the rest being academic teaching staff (23%). Little more than 1/3 of the surveyed (35.8%) were lecturers with the greatest experience in the profession. The rest of the respondents included in equal parts lecturers with an average and the shortest period of employment (job seniority) in an academic institution (32.1% respectively).

More than 3/4 of respondents (75.3%) live in province (Pl. *województwo*) or district (Pl. *powiat*) towns. Less than one in five of the surveyed (17,3%) is a citizen of a locality where the commune district (Pl. *powiat gminny*) or commune (Pl. *gmina*) authorities are seated, and only 7.4% of respondents live in a rural area.

Analysis of own research results

In order to carry out a relevant analysis of the research problem the following questionnaires were applied: Coping Inventory for Stressful Situations (CISS) intended for examining behaviour of a person in stressful situations as well as 'Delta' Locus of Control Questionnaire verifying a general sense of control as a feature of one's personality. In case of the CISS questionnaire, an examined person uses a five-level scale to determine the frequency of taking a particular action in difficult situations: 1 – never, 2 – very rarely, 3 – sometimes, 4 – often, 5 – very often. The results are presented in three categories, as: *task-oriented coping* (TOC), *emotion-oriented coping* (EOC), and *avoidance-oriented coping* (AOC). The latter can adopt two alternative forms: *engagement in substitute activities* (ESA) or a *search for social contacts* (SSC). On the other hand, the 'Delta' questionnaire involves two scales: LOC – determining the locus of control as well as L – the scale of lying which analyses the tendency to present oneself in

an excessively favourable light. The point values correspond with the assessment of particular statements as true (1) or false (2), having regard to the reversed scale values depending on a question in accordance with the key. A high score on the LOC scale means an *internal* locus of control, thus, depending on one's own decision, while a low score – an *external* locus of control, thus, dependent most of all on other people or the situation. Statistical analyses of the LOC scale proved that it is sufficiently reliable and apt to apply in collective research and inter-group comparisons.

Styles of coping with stress

The results of empirical research indicated that task-oriented coping style gains a clear advantage ($M=3.90$) over the remaining styles. Thus, it can be assumed that the examined lecturers, as people connected with science, prefer rational approach to the arising problems focusing on efforts to find a solution through analysis and logical conclusions which lead to specific tasks. Avoidance-oriented coping style was chosen much less often ($M=2.62$) similarly to emotion-oriented coping style ($M=2.61$). The surveyed rarely or only sometimes pointed to those ways of coping with stress. In the case of the avoidance-oriented coping style, the surveyed much often looked for social contacts to find support among close friends ($M=2.93$) rather than substitute activities ($M=2.32$) which would allow them to 'escape' from problems, e.g. by watching TV, doing shopping (fig. 1).

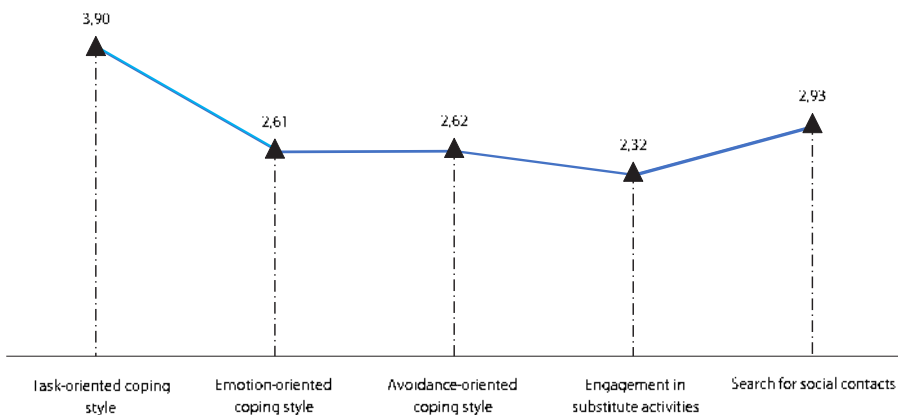


Figure 1. Styles of coping with stress in general terms (mean value)

Source: own work.

In accordance with the adopted research concept, general levels of trait intensification have been assigned for particular styles of coping with stress. For this reason, a method of standard deviation was applied to calculate the values: *average* – a mean (M) plus/minus one standard deviation (SD); *high* – a mean plus more than one standard deviation; *low* – a mean minus more than one standard deviation. The resulting levels of trait intensification which are characteristic of particular styles of coping with stress have been presented as percentage values in the table below (tab. 1).

Table 1. Levels of trait intensification for particular styles of coping with stress

Coping Inventory for Stressful Situations (CISS)	M	SD	General level [%]		
			Low	Average	High
Task-oriented coping (TOC)	62.46	8.36	16	62	22
Emotion-oriented coping (EOC)	41.83	10.71	14	70	16
Avoidance-oriented coping (AOC): engagement in substitute activities (ESA)	42.01	10.05	14	70	16
search for social contacts (SSC)	18.56	6.04	18	64	18
	23.46	5.08	12	71	17

Source: own work.

Calculations indicate that less than 2/3 of researched lecturers (62%) are characterised by an average intensification of traits focused on a task. More than every fifth of them (22%) present a high level, and only one out of six (16%) demonstrates a low level of those traits' intensification. When analysing detailed results for this category, it is worth noticing that the highest percentage of respondents (85.2%) do what they think is best in a stressful situation or concentrate on a problem and try to find a solution (83.9%). Only 13.6% of the surveyed admit that they sometimes choose the first solution and a similar percentage (14.8%) do so in case of the second solution. The opposite opinion in both cases is expressed by only 1.2% of the surveyed.

Whereas, in case of emotion-oriented coping style as well as the avoidance-oriented one, a great majority of the surveyed (70%) present a rather average level of resorting to this manner of conduct. Only every sixth of them (16%) demonstrated high level and one out of seven (14%) a low level of this style. A regret that one cannot change what had already happened was the most common solution chosen for the emotion-oriented coping style. More than a half of respondents (53.1%) assume that they adopt this style sometimes or very rarely,

and over 1/3 of them (38.3%) do it much more often. Only 8.6% of the surveyed declared being against this solution.

In terms of avoidance-oriented coping style, the surveyed lecturers definitely more often choose searching for social contacts ($M=23.46$) than engagement in substitute activities ($M=18.56$). An average level of traits typical for the former style was manifested by 71% of the respondents while a high one by almost every sixth of them (17%). Only 12% of the surveyed admitted to having a low level of attributes characteristic for company searching. The most popular solution within this style was a conversation with a good advisor, which could suggest a likely intent to solve the problem with their help. Over a half of the surveyed (58.0%) would choose this solution at least often, and more than one out of three (34.6%) would do it sometimes. Only less than every twentieth of them (4.9%) declared that such help would be used very rarely, while only 2.5% of respondents would reject it at all. This shows that most of the surveyed, even when choosing an avoidance-oriented coping style by looking for social contact, still try to solve the problem instead of escaping from it.

When verifying the relationship between socio-occupational factors and the level of traits intensification for particular styles of coping with stress, no statistically vital level of correlation was found in any of the cases. The relationship between the held post at an academic institution and the emotion-oriented coping style was the closest to the five-percent margin of error ($\chi^2=48.93$; $df=35$; $p=0.051$; $V=0.78$). Thus, it might be assumed that the surveyed lecturers who occupied research-teaching posts were more likely than others to choose an emotion-oriented style of stress coping.

Locus of control

While analysing the general results of the sense of control of lecturers at a military university, it is necessary to take into consideration results obtained both on the scale of locus of control (LOC) as well as on the scale of lying (L). For this purpose, mean values and standard deviations were calculated indicating their certain intensity for a particular scale. It turned out that the surveyed have a distinct tendency to lean towards an internal locus of control (1.74), linking the agency more often with their own activity than with the interference of external factors. The examination of veracity, on the other hand, indicated a low level of lying (1.25) mostly evidenced as a tendency to show oneself in a too

positive light, which proved that the respondents rarely and remotely evince this type of conduct.

Table 2. General results of the locus of control of the surveyed lecturers (mean values)

Delta	M	SD	Value intensity
LOC (14–28 p.)	24.31	2.84	1.74
L (10–20 p.)	12.47	1.89	1.25

Source: own work.

The results of specific variables of the locus of control among the examined academic teachers have been presented in Figure 2. The lowest value on the LOC scale (14 points) refers to a total external locus of control, while the highest value (28 points) – the external LOC. The obtained results show that the majority of respondents (81.5%) assume their own agency in various life circumstances to a lower or higher degree. Almost every eighth surveyed person (12.3%) inclines to a claim that these are other people, circumstances or sheer accident that decide about most every-day situations, and only 6.2% of respondents have ambivalent feelings.

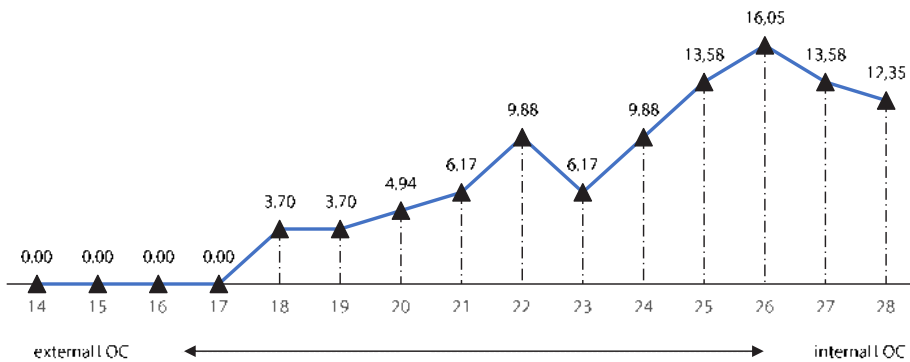


Figure 2. Locus of control among the surveyed lecturers on the LOC scale (values in %)

Source: own work.

Interesting conclusions are also provided for by the assessment of respondents' veracity (fig. 3) illustrated with the use of a lie scale where the lowest value (10 points) refers to absolute veracity, and the highest value (20 points) corresponds with a maximum intensity of traits characteristic of people who try to

present themselves in as favourable light as possible. Vast majority of the surveyed (81.5%) has a smaller or greater tendency to stick to the truth about themselves, without exaggerating their achievements, while little less than every tenth (9.88%) adopted balanced attitude in this area. Only 8.6% of the respondents showed a moderate tendency to overplay their merits. It should be emphasised that truthful people not only avoid boasting but also in many cases they are able to admit their weaknesses and mistakes. This can be exemplified by only occasional lying by almost nine out of ten surveyed lecturers (87.6%).

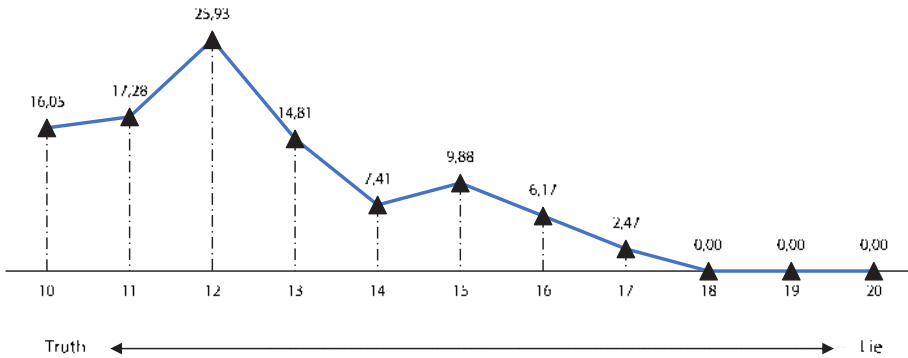


Figure 3. Veracity among the surveyed lecturers on the L scale (values in %)

Source: own work.

While examining the relationship between the locus of control in its particular dimensions and the socio-occupational conditions, it has been found that there is a statistically vital level of correlation between job seniority of a lecturer and the scale of lying ($\chi^2=30.34$; $df=14$; $p<0.01$; $V=0.43$). Thus, the respondents with the longest job seniority at an academic institution were much more prone to tell the truth and avoid exaggeration concerning their merits.

Styles of coping with stress and the locus of control

In order to determine if there is a connection between styles of coping with stress and the locus of control of the surveyed lecturers, an analysis of dependencies was carried out with the use of the Pearson's correlation coefficient.

Research results explicitly indicate that there is a statistically valid dependency between the general level of traits intensity characteristic of particular styles of coping with stress and the general result of the locus of control among the

surveyed lecturers ($r=-0.23$; $p<0.05$). Thus, it can be assumed that the respondents with a low level of traits determining the examined styles of coping with stress were more often characterised by an internal locus of control and low level of lying. Moreover, the researchers noticed a clear relationship between the examined styles of coping with stress and the general result as well as particular dimensions of the sense of control presented by the surveyed lecturers in various life circumstances (tab. 3).

Table 3. Values of Pearson's correlation coefficient determining the relationship between the results obtained with the use of the CISS questionnaire as well 'Delta' questionnaire (level of salience: $p<0.05$; $*p<0.01$; $**p<0.001$)

'Delta' Locus of Control	Coping Inventory for Stressful Situations (CISS)					
	General result	TOC	EOC	AOC	ESA	SSC
General result	-0.23	0.26	-0.51**	-	-	-
LOC	-	0.24	-0.46**	-	-	-
L	-	-	-0.3*	-	-	-

Source: own work.

The research proved a statistically vital level of correlation between a general result of the sense of control and a task-oriented coping style ($r=0.26$; $p<0.05$). Thus, it should be concluded that the surveyed with the internal locus of control with a tendency to veracity, more often than others chose task-oriented coping as the preferred style of dealing with problems. A similar result was obtained for a relationship between the level of locus of control (LOC) and the aforementioned style ($r=0.24$; $p<0.05$). The relationship is confirmed by the earlier formulated conclusion that respondents with an internal locus of control have a dominant tendency to choose task-oriented style of coping with stress in stressful situations.

A vital connection was also observed between the general assessment of the sense of control and emotion-oriented coping style ($r=-0.51$; $p<0.001$). It turned out that such a style of coping with stress was usually chosen by teaching staff with an external locus of control and a low factor of veracity. The relationship is also confirmed by the connection between a relevant field of the locus of control (LOC) and the aforementioned way of coping with stress ($r=-0.46$; $p<0.001$). Thus, an emotion-oriented coping style was typical of the respondents with the lack of faith in one's own agency and a tendency to present facts more favourably

to their own advantage. The same conclusions can be also drawn from the result obtained for a dependency between the style in question in a direct relationship with a lying scale ($r=-0.3$; $p<0.01$). Indeed, the respondents who presented themselves in too positive a light were more likely to indicate that emotional approach was the best method for dealing with problems.

The analyses revealed vital dependencies between general and detailed dimensions characteristic for styles of coping with stress and the locus of control among the surveyed academic teachers. The most common relationships included low and moderated correlations being a proof for distinct and vital dependencies taking place in the same but also in opposite directions. Interpretation of those relations leads to a conclusion that the respondents convinced about their own agency and those having control over most life circumstances are most likely to choose a task-oriented coping style as the preferred way of coping with stress in problematic situations. Whereas respondents who tend to make their image look better and attribute control over their own faith to external factors, such as sheer coincidence, tend to choose an emotion-oriented style of coping with stress as their way to overcome life difficulties.

Conclusions

The profession of an academic teacher is linked with the problem of stress and the sense of control as an intentional, causative influence. The adopted styles of coping with difficult stressful situations and the conviction about being in control over one's own actions constitute vital areas of occupational functioning of the teaching staff at a military university, and their possible dependencies might provide for additional conclusions necessary to optimise teaching processes in higher education. Empirical research carried out among lecturers at the War Studies University allows to conclude that in stressful situations the preferred preventive measure for most respondents will be a style based on an in-depth analysis of a problem and launching immediate preventive measures if the time and possibilities allow. It is also very optimistic that the feeling of subjectivity prevails among the surveyed, which is evinced by the sense of one's agency over its accidental or external alternative. When matched with a low factor of lying, it confirms the domination of an active attitude of the respondents. The analysis of the relationship between the examined variables provide for interesting results indicating vital correlations in the principal categories of the examined

phenomena. What is worth paying attention to is definitely the distribution of dependencies between the sense of control and a task-oriented as well as emotion-oriented coping style. It turned out that the examined lecturers with an internal locus of control usually chose the task-oriented coping style as a way of coping with stress, while the respondents with an external locus of control – the emotion-oriented coping style. It should be mentioned that the latter respondents tended to present themselves in a much more favourable light, having higher scores on the scale of lying in comparison to people focused on a task. Thus, it can be assumed that an internal LOC favours an active attitude and the subjectivity of the surveyed, while an external LOC is characteristic for people with an emotion-based attitude. If they do not believe in their own abilities, they are less active in the search for information necessary to solve a problem and as a result more likely to resort to alternative methods.

Similar dependencies were also observed in other empirical research concerning the relationship between styles of coping with stress and the locus of control, where an external locus of control was usually connected with an emotion-oriented coping style (Wiatrowska 2017). For comparison, it is also worth paying attention to the results obtained by Szulc (2018) examining victims of cyberbullying.

All in all, a subjective attitude to problems and the accompanying stress presented by the respondents, both in professional and in private life, is often concurrent with a sense of control over the undertaken activities. On the other hand, the emotion-oriented style of coping with stress is linked with a lack of the sense of control to the advantage of external agency as well as with tendency to colour one's image to make oneself look better in the eyes of others.

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