

A seagoing sailing yacht as a development environment for sailing people

Pełnomorski jacht żaglowy jako przestrzeń rozwoju osób żeglujących

doi:10.25951/4384

Introduction

A seagoing sailing yacht, regardless of its size, has very limited space. Nevertheless, many crew members return to ship decks, emphasizing the importance of yacht environment as a place differing from reality, uncommon and at the same time captivating and giving freedom. Referring to Erving Goffman's theory (Goffman 1958), a sailing yacht can be compared to a total institution, because it is a place "of residence and work where a large number of like-situated individuals, cut off from the wider society for an appropriate period, together lead an enclosed, formally administered round of life" (Goffman 1961, p. XIII). A sailing yacht may belong to the category of the total institution, referred to by Goffman as establishment designed as retreats from the world, which a person joins voluntarily. The author includes ships, but also boarding schools, in the category of total institutions, whose goal is to perform work resembling tasks better. Listing the features of total institutions, Goffman recognizes that the most important of them is breaking the barriers that separate three life spheres of man (sleep, play and work). All activities are performed in the same place, with the same superiors and surrounded by the same people. The action plan is formulated and followed by the rules in force in the institution. It is carried out by the schedule and leads to the implementation of the institution's assumptions. There is a division into superiors (who are a small group and who can leave the institution after completing their work) and subordinates (managed persons, boarders), who are many and who stay in a given place separated from the rest of

society, unable to leave the place where they stay. On the yacht, all aspects of life happen between the bow and the stern, from bilge to the top of the mast. The authority and responsibility of the captain are indisputable, and his jurisdiction extends to all crew activities. The crew performs clearly defined, daily and routine duties together, isolated from the world and society. Privacy is limited. In view of the above, it becomes obvious that the ship is a total institution (see: Zurcher 1965; Perry, Wilkie 1974; Aubert 1982; Tracy 2000; Simons 2013; Theotokas, Lagoudis, Kotsiopoulos 2014).

The environment of a sailing yacht is also a place of transgression, self-development and experiencing freedom (Romaniuk 2015a). One is capable and willing to cross his own borders and overcome weaknesses, wants to develop, experience new things and acquire new competences needed to achieve new goals (Koziński 1986). The decision of the person who wants to take part in the cruise is transgressive, which means that its outcomes reach beyond the boundaries of past achievements and which may cause significant personal and social change (Koziński 1989). This is a way to assert and enhance people's self-worth, self-importance, and self-esteem (Koziński 1987). It can be also connected with experiencing flow, which is a subjective state that people report when they are completely involved in something to the point of forgetting time, fatigue, and everything else but the activity itself (Csikszentmihályi, Abuhamdeh i Nakamura 2005). Because the activity itself "forces us to concentrate on a limited field of stimuli, there is great inner clarity, awareness is logically coherent and purposeful" (Csikszentmihályi, Csikszentmihályi 1992, p. 34). For example, the helmsman during steering a vessel under sails is completely focused and leaves no space for distracting thoughts or irrelevant feelings. A sailor putting up the sails or while pulling a heavy rope together with other watch members is also absorbed with this activity itself. "When a person's entire being is stretched in the full functioning of body and mind, whatever one does become worth doing for its own sake; living becomes its justification" (Csikszentmihályi 1997, p. 30–32; see: Matthews 2012). The feeling of flow can last even a week after finishing the cruise (Wright, Sadlo 2007).

Sailing can also motivate individuals to improve themselves through connection with nature, self-exploration, experiencing interconnection with a sailor's community which is trustworthy and like-minded. Sailors also start acting responsibly, develop their human potential, are fully present in the moment of sailing od experiencing the sea, and feeling the oneness with other crew members found in unitive experiences (Kuhn 2002). Sailor's flow can be missed by people, who gave up sailing (Renzulli 2007).

This paper focuses on showing the subjective perception of the environment of a sailing yacht from the perspective of active sailors. A seagoing sailing yacht is specific due to the need for crew cooperation that moves the ship and makes it able to sail efficiently (Romaniuk 2018). The specificity of a motor yacht is so different that one can assume a different perception of it and a different impact on the crew. Regardless of what other authors write (Leather, Nicholls 2014), our findings show that a sense of place is rather connected with the yacht itself, than to a place of sailor's origin.

Environment and its meaning for man

Space is considered a place of interaction, as a background for events, as well as an element building the identity of an individual, referring to the properties of places and landscapes. The presence and influence of the physical environment on a human being are non-negligible, and the interplay between human beings and the environment can lead to interesting findings (Bechtel 2010). Places influence, or even condition, the behavior of individuals, imposing norms to be followed. The impact of environmental stimuli cannot be overlooked. The environment is associated with people who function in it. It affects the manner and extent of these interactions, social contacts and a sense of security. People also develop an attachment to favorite places and begin to identify themselves with them (Gifford 2014). A sailing yacht can be a place, space and an environment at the same time. Space is created in such a way as to meet the needs of people, it is adapted to the climate, threats and culture. It can be designed in a way to create a friendly environment. Space and environment can be motivating and positively affect people (Mosharraf, Tabaeian 2014). The perception of environmental stimuli is important in the interaction of an individual with space, which allows communication with the outside world, receives and analyzes information, and can move in space. Perception is influenced by personal experiences, cultural and social context, as well as individual human characteristics.

Space is a universal dimension of human life. It is valued by the community living in the area-certain places have a special value that may be incomprehensible to immigrants who are not related to the area. Places significant for a given community form its cultural canon. Space is given meaning through people's own experiences and culture, which in turn gives context to specific places. Both, the nature of space determines people's behavior as well as social characteristics

of people determine spatial forms. Space is managed by man, but also created by him, taking into account the conditions of the natural environment, including its limitations, possibilities of technology and technology, value systems and power.

A personal space can be distinguished, in which there are such concepts as density, i.e. a large accumulation of people on a certain surface and crowding, which means a subjective perception of density. A place can generate environmental stress, which may result from space parameters (lighting, size, volume, temperature) or the presence of other people. Small space, the need to be in it with others or the lack of free space around you can be stressful. This is a subjective feeling because, for example, a person growing up in a small apartment can endure a small space better (Altman 1975).

In the context of space, travel space is also taken into account. Travel allows you to tame the world's space and evokes a sense of security. This space can be earlier analyzed through photos, maps, symbols, mass media or stories. Travel is discovering the world, which, however, is associated with a change in social, cultural and environmental space. Travel is also a visual experience. Travelers are in a spatial movement that exceeds their own mobility. The journey goes beyond life in the immediate, familiar, everyday environment. It's really about leaving the "here" and moving "there", much further than ever before. Travel can be conditioned by searching for values, opportunities or experiences, which is unachievable when you stay in one place – even among loved people and valued objects. It can also be an escape from the lower values, even when there is uncertainty about what the traveler is waiting en route. It allows you to get to know yourself, know your character, physical possibilities, and moral beliefs. One can also meet other people and their behavior in the face of unusual or unconventional difficulties or tasks.

Space of a sailing yacht is limited to several dozen square meters, where all crew members sleep, eat, live and work together. Bunks are small, personal space is limited to a minimum, there is no place to hide or to sit alone. Despite that, people claim that living on a sailing yacht is a developing experience (see: (Romaniuk 2020a; Romaniuk 2020b). Moreover, sailors are willing to transfer their passion to their relatives (Romaniuk and Łukasiewicz-Wieleba 2020).

The method

The study aimed to learn how people who are actively engaged in sea sailing assess the space of a sailing yacht during a high seas cruise in the development management process.

Five research questions were formulated:

- How do people participating in sailing yacht cruises describe the space of a sailing yacht?
- To what extent does the space of a sailing yacht stimulate cruise participants to overcome their limitations and self-development?
- How do sailors evaluate a seagoing sailing yacht in the context of building social relations?
- What self-development opportunities do the cruise participants see? To what extent does the yacht's space allow them to experience "flow" or transgression?
- What problems does the cruise participants spend together in the limited space of the sailing yacht for a long time? How are these problems solved?
- What is the role of the sailing yacht captain in stimulating the development of cruise participants and helping them overcome their physical and psychological limitations in the yacht's space?

The research used the free interview method, which was later subjected to qualitative analysis. A guide was developed that made it possible to find out the answers to the research questions posed.

Place and organization of research

The research was carried out during four, two week long, seagoing cruises on a sailing yacht. The cruises took place on a sailing yacht *GibSea 444*, 13.9 m long, which took 11 crew and captain on board. The cruise began in Poland, and its route led through southern Sweden (Blekinge Archipelago) and south-west (skerries), Denmark (Bornholm Island, Copenhagen), Kattegat and Norway (from the southern part in the Skagerrak, through the south-west, fjords, the western part, Lofoten, up to North Cape). Interviews were conducted on the last day of each cruise, individually with each crew member, in a place that provides privacy and comfort of conversation. The crews willingly devoted their time to giving interviews and equally willingly answered questions, often going into details about their personal experiences and thoughts. They often asked the researcher when they would give an interview. The average interview length was 20 minutes. The shortest interview lasted 10 minutes, and the longest 44 minutes ($SD = 9,5$ minutes, $Me = 17$ minutes).

The average weather conditions on the cruises were mild. The weakest recorded wind was calm (no wind), and the strongest was 35 knots ($SD = 1.84$

degrees on the Beaufort scale which is not linear, $Me = 4^{\circ}B$, about 13 knots or about 25 km/h).

The interviews were transcribed and the respondents' statements were analyzed for research problems.

Characteristics of the studied group

The study involved 42 crew members of the cruises described above, including 34 men and 8 women, aged 17–76. The average age of the respondents was 48 ($Me = 48$, $SD = 16.30$). For 10 people this cruise was the first sea voyage, however, only for one person was the first sailing cruise in general. All other persons had at least an inland sailing experience. The respondents present a diverse educational and professional environment – the study group included both pupils, students, professionally active people and retirees.

The results

Perception of the space and environment of a sailing yacht

Respondents when referring to the space of a sailing yacht took into account its attributes such as:

- functionality, which is compared to what is available in the home, including cooking, sleeping, toilet and shower availability, level of comfort. In this category, respondents note that the use of space means that minimal human needs are ensured, which affects the sense of security;
- security, related to trust in the captain and his competences, regarding the yacht as a place protecting against bad weather. The sense of security is built over time, through positive experiences on subsequent cruises, as one of the respondents says, “A good captain plus crew is safety. If we know what we are doing on the yacht, we are safe, the weather is not terrible. This is a shelter, a safe place”;
- friendliness, built by people who are “friendly or forced to be friendly”; but also by well-being, which is ensured through direct, very close contact with the sea, a good atmosphere, the opportunity to meet people and places, sightseeing, and the sailing environment: habits and customs;

- lack of predictability, with a simultaneous sense of perpetration (e.g. related to yacht control) that gives satisfaction;
- family atmosphere, bonds, no conflicts, support, mutual assistance;
- mobility, enabling traveling, moving, visiting interesting places (ports, desert islands), admiring landscapes, sailing to selected places. In this approach, the yacht is primarily a means of transport.

In addition, according to the respondents, the yacht is a place:

- where dreams from childhood or youth, about travel and sailing, about adventures at sea come true;
- where one can calm down, become silence, rest (active rest), relax, have a good time, switch off, slow down one's life pace, detach from everyday life and problems, live positive emotions; there is no need to adapt to society;
- of close contact with nature, the sea and the wide horizon;
- of freedom related to free movement, sightseeing, getting to know places and people, making choices where to go, but also feeling the wind, having contact with the sea;
- of building humility towards nature ("you are a small boat on the great ocean");
- of learning new skills (including sailing);
- of acquiring social competences, including building a team of random people; building a sense of responsibility towards others; practicing joint activities: eating, conversations, cooking, watch keeping and reciprocity ("we work for each other: today I prepare food for you, tomorrow you prepare it for me, we try to go punctually on watch because we know that you are tired and cold after four hours, we do it for you so as not to prolong your duties and expect the same"); the feeling that you are needed; changing habits to suit the community. At the same time, the way of adapting and experiencing space is different on yachts of different sizes, it depends on how the crew is living on the yacht (whether they have separate cabins, how many tasks they perform together) and the number of people who take part in the cruise;
- of crossing one's own borders, overcoming weaknesses, testing oneself, struggling with oneself, developing oneself, but also fulfillment, internal experiences, impressions and experiences;
- of the sense of control over nature, over the yacht, when you are at the helm, "where human thought overcomes two elements: water and air" and you can use the achievements of humanity to sail on the sea.

Negative terms also appear, pointing out the lack of proportions on the yacht between the number of people and the place, which means that there is too little space for individual people. The use of toilets is also discomfort.

Sailing itself is associated with openness to the wide world, which gives a sense of freedom. As respondents say: “we do not have to look into each other’s eyes all the time, we can look at the horizon and take care of thoughts with our consideration of our feelings, observe, admire, think” and “despite the fact that the hull itself is small, I experience freedom, especially when I steer a yacht, that I can go here or there”. The sense of freedom is deepened by the time of sailing, i.e. the period of holidays, vacation and lack of daily duties. The yacht is even seen as a person with whom you feel connected, despite the fact that she is not alive.

In addition to the description taking into account the above aspects, the respondents pointed to the paradox, which is limiting the individual to a small space: “because on the one hand, it is a space of freedom, on the other hand, a space of very specific restrictions, it gives freedom of movement, but requires the restriction of self-movement within it, is a floating house, but it is within very strictly defined spatial and temporal boundaries”. The yacht “is not a prison, it is a necessity”. In the open sea space, “not a yacht is a limitation, but the space around a yacht is an extension of the whole”. Freedom is thus exercised somewhat outside the yacht, because within it, in its space, is limited by the will of the captain and the rules applicable to the crew (including e.g. watch duty). Another paradox is that “a yacht is and is not a friendly place. Looking from the danger, the inability to escape is not pleasant for me. If it is a matter of the fact that the vessel is large, there are many people, there is someone who has experience (captain) that balances this feeling of danger”. In addition, the yacht symbolizes at the same time freedom (play) and discipline – this aspect also manifests itself in the fact that although the crew can agree on some things together, the decisive voice belongs to the captain. The yacht is also a place of activity (everyone has their tasks to do, including a watch) and rest. The yacht is also a place “requiring a reorganization of privacy, but on the other hand, ensuring this privacy” – everyone has their own small piece of space, which for the duration of the voyage (but only for this time) includes ownership while allowing the use of shared parts of the yacht, which belongs to the entire crew during the voyage. A paradox is therefore also a sense of ownership and belonging, which ends with the cruise. This feeling “is very strictly spatially and temporally defined”.

Importantly, none of the respondents associated the space restrictions of the yacht with the prison. As one respondent commented, the prison is: “work

in a factory where you must bounce the card; on the yacht you have a set rhythm, you function in an environment, the fact that there is a small space and on the water, it does not matter, because it is all open. If I have the possibility of choosing it is freedom for me". Another respondent expressed his doubt as follows: "no one seems to sign up for the cruise to feel like being in prison". In the statements of the respondents, the feeling of freedom is affected by the open space of the sea, its proximity, mobility of the yacht and close contact with nature.

The environment of a sailing yacht as a place of self-development and building relationships

In the yacht environment every crew member struggles with oneself, which leads to testing their limits: "everyone can touch their limits, see what is possible for him and what is not".

Among the respondents, two groups of people can be distinguished, presenting a different approach to the barriers that are part of sea voyages: those who do not see any restrictions in connection with sea voyages, and those who perceive psychological barriers within themselves, which are their attitudes and beliefs, as well as concerns about the misperception of the cruise and the sailing community.

People who do not see any barriers related to sea voyage and being on a yacht have sailing experience, associate a cruise with rest and detachment from everyday life, satisfying the need for contact with the sea and experiencing adventure, satisfying curiosity and the desire to explore new places and meet people. In many cases, their attitude towards sailing was shaped by reading adventure books or stories and encouragement from others. The cruise brings them joy and pleasure. For this group of respondents, the sea is a passion that they want to pursue or feel internal imperative in this regard. These people prefer active leisure, want to participate in sailing at night, require long cruises without frequent visiting the marinas. A significant part of this group has sailing experiences since childhood or early youth.

Within the group that recognizes the psychological barriers that accompany their decisions about taking part in the cruise, concerns and limitations are pointed. The most important fears are:

- fear of seasickness, which can severely deprive physical fitness, "limit control of one's own body"; the fear of rolling that causes seasickness;

- fear of weather (strong wind, big waves, storms), severe conditions, possible dangers (including e.g. fear of falling into cold water);
- concerns about specific cruise routes that are potentially dangerous;
- the inner conviction that one is not able to cope with a stay at sea, fear of the sea, lack of self-efficacy (“thinking that this is something great and that such cool things are done by other people; that you have to be pushing, entrepreneurial, bold, i.e. in short, you have to be everything that I am not”);
- fear of losing control, unwillingness to give control over yourself to others;
- fear of possible claustrophobia;
- fear of boredom;
- concerns about the comfort of meeting basic needs; fear of “tearing the facade” – showing one’s weaknesses and emotions to other people (“in a small space a person feels more exposed, emotions are more intensively experienced”), concern about own behavior towards other people;
- the need to perform work (of a previously unknown scope), to have duties, a sense of responsibility to others;
- lack of sailing competences which may put the crew in danger; lack of specific sailing skills, e.g. related to maneuvering in port;
- worries about the equipment, especially when the person is captain, is responsible for other people, their safety and well-being;
- concerns about limited space and poor quality of the yacht (“I had a picture of a boat where everything falls apart, it is cramped, wet, humid, but here it is spacious”), related to e.g. referring to experience on very small yachts;
- in the case of a cruise made jointly with a family member (child, wife, husband, partner), fear of his readiness to face the challenges at sea and fear of his safety;
- concerns about the attitude of the family towards the voyage that accompanies the respondent’s departure to the sea;
- concerns about relationships between people, possible conflicts, people’s behavior during the voyage, reconciling different personalities in a small space;
- concerns about the captain’s sailing and communication skills.

At the same time, among those who mention their fears, some statements that indicate that they are ready to overcome these barriers, and even that these fears make them want to participate in cruises even more. One respondent says:

“this is a barrier that also turns me on to sail and try, those moments when I say it was hard but I managed”.

Sailing people have different motivations that help them to alleviate disclosed concerns. The most important are cognitive curiosity, detachment from everyday life, rest, sightseeing and exploring the world; experiencing something new, wanting to move from inland sailing to sea sailing – developing sailing skills in more difficult conditions, acquire further skills and licenses, to learn more about geography and navigation.

Analyzing the factors that cause the fears and limitations to be overcome by respondents, it can be seen that the first cruise is treated as a test of oneself, body, endurance, as a test of how familiar this form of activity is. The favorable passage of this test, related to experiences and emotions, pays off with the desire to repeat this experience, also in other, often more demanding waters. The first cruise allows you to see “if you have talent”, you can assess how long you can stand in a small space among strangers, how you manage in the face of seasickness and your weakness, in difficult and stressful situations or during a watch.

It is also getting to how to overcome our weaknesses, communicate with people, build relationships. An opportunity to learn your predispositions: the ability to submit, duty, courage, humility, a sense of aesthetics, perseverance, patience and self-discipline. As one of the respondents says: “during cruises you get to know people, you get to know each other from the better and the worse side”. Each cruise is also used to identify shortcomings in your sailing competences. During the voyage, self-esteem and memories are built. The cruise gives you energy for work, effort, activity, a sense of belonging (I’m a sailor). It also changes the attitude to restrictions, trains the limits of tolerance, empathy, letting go, and helpfulness – as one of the respondents comments with the words: “it relaxed my boundaries and the sense of what is acceptable and what is not, a social corset that can hurt on land”. Cruise skills are transferred to private life (e.g. passion for order) and professional life (e.g. management skills, team building).

The sense of security increases if the first voyage is in the company of familiar people. Besides, there is quite a lot of confidence in modern technology, giving the possibility of calling for help quickly. The captain’s attitude, trust in his competence and experience are also significant. Awareness about yacht equipment and confidence that other crew members will help in difficult or dangerous situations are helpful. It is also advisable to feel that one has an adequate physical condition for the cruise.

It is also important to be aware of what may happen and what rules apply on the yacht. It can be based on the stories of other people, information taken from travel articles and books, on own experience and on information obtained about the institution organizing the cruise and about the captain conducting the cruise.

The taming of seasickness also reduces fear. Depending on sailing experience, crew members are able to deal with seasickness within one or two days. However, these first hours of sickness can exclude even a larger part of the crew from duty. Testimonials revealed that in the face of such situations, the captain decides to change the route or stay at the port for a longer time. In such a space, especially in the face of seasickness, it is necessary to look after each other. It builds a sense of responsibility for others and mutual trust.

Concerns about interpersonal relationships are mitigated by the conviction of having useful features in difficult situations (compliance, ability to compromise, sense of humor, courage, diligence, openness, readiness to overcome problems and limitations, a curiosity of the world and people). Coping well in difficult (uncomfortable) conditions and a high level of tolerance of uncertain situations also helps.

An important element of the yacht environment is limited space for the crew. This place, depending on the size of the yacht, as well as the number and characters of people, affects the building of social relations in the crew. A yacht is a place where it is necessary to build compromises by people with different views, needs and characters. It is a meeting place completely different from those known on land. The yacht creates a “space where some people live for some time and must do it in symbiosis”, in this environment people get to know each other very quickly, even if they were chosen completely randomly on the cruise. People are still visible, and watching each other. They look at what they do and how others behave. The space of a sailing yacht brings people closer, speeds up getting to know each other, doesn't allow to pretend. A yacht is a place where “different things come out of people: good and bad, where you can build a team out of random people or not build it”.

In such a place, people integrate more, relationships are more intimate, there is a lot of interaction. People who don't match others have a negative impact on relationships. “In real life, if someone does not suit you, you try to avoid him, do not enter into relationships; and here you can't avoid it”. In a small space “there is nowhere to hide, no way to avoid, you bump into others”; “It is a small space, you can't escape, can't argue or take offense, have to live in harmony”. People in this environment experience different situations together, but they

also learn from each other, get to know other people's stories, and look for different patterns for themselves. It is the people that make the yacht a friendly place where you can find yourself despite the pros and cons of individuals. The world of values is shaped on the yacht by reference to universal values such as truth, honesty, kindness, human life, humility towards nature.

The environment of the yacht means that everything is experienced differently than on land. "On the one hand you have this limited space, but on the other hand you have all the space around you and you have the opportunity to experience this space differently; I think being close to water, sky, and air, that all this space around me and in contrast with this social can, reveals emotions more". Therefore, "in such a small space, some people begin to be tense, as they are tense, it causes emotions that are not adequate to what is happening on the yacht. It can be a flashpoint to some stress, fight, aggression". Such difficulties are prevented by the psychological competence of the captain, but also by the characteristics of other crew members: intelligence, sense of humor, helpfulness. This makes people who take part in cruises enjoy a good reputation, like those who "do not play trickery, snitching; everyone knows that seamen help other seamen". At the same time, it is people who are perceived as those who can negatively affect the reception of the cruise. "The space on the yacht does not limit me, it can only be limited by some people with whom you cannot communicate or cooperate – in a way, they limit the space". Among them there are people who are not active, do not have sailing experience and competences, do not want to learn, do not want to fulfill their duties, do not control their emotions, are still dissatisfied, impose their views and beliefs, criticize.

Assessing from the perspective of cruises what is most difficult during such an expedition, the respondents mention:

- weather situations: strong wind, big waves, high sailing dynamics;
- technical skills related to sailing, including maneuvering, tying knots, navigation, the need to master new technologies (GPS, electronic charts, VHF radio, radar);
- overcoming the sea, the yacht, the rudder; failures, lack of competence, lack of experience; watches kept with less-liked people;
- interpersonal situations: inability to communicate with a part of the crew (and even only with one person), accumulation of negative emotions among crew members, inability to leave the role performed on the land (e.g. director's role), too high expectations of crew members inadequate to the opportunities available on the yacht; the need to get onto first-

-name terms with the elderly; unpleasant and conflict situations related to the lack of competence of the captain;

- exaggerated, restrictive care for your own space and the associated “restrictive defense of territory”;
- attitudes of the crew towards hygiene and work: lack of care for cleanliness or a problem with its maintenance, leaving disorder in common areas; a fragrance associated with seasickness of cruise participants, moist clothes; lack of respect for other people’s work;
- discomfort associated with cold, seasickness;
- cooking for a large number of people (e.g. 12) in limited yacht conditions;
- packing for two weeks in a way that the excess of things does not disturb the limited space of the yacht, and at the same time to have everything needed;
- lack of language competence (English).

People who are not able to cope with the difficulties on the cruise, most often do not return to the yacht, because: “they gave up at some stage, did not cope, they stated that they would not sail, it is not their story”. Difficulties can also cause that after a cruise it is necessary to rest from people, move away from the yacht, be only with yourself and your thoughts.

Coping with the space of a sailing yacht

As ways of dealing with the small space of the yacht, respondents mention:

- “Limiting yourself and everyday life to the smallest possible space” – limiting one’s physicality, not spreading things too widely, not pushing at the table, the right way of packing things – “packing what is needed and giving up what is unnecessary”; keeping order, not expecting luxury;
- limiting one’s needs in building relationships with other crew members, “not getting in the way of others”; not responding with aggression to aggression, avoiding conflicts, discharging difficult situations with humor, avoiding conflict people, being undemanding, increasing communication skills allowing communication with people; quick resolution of potential problem situations; ignoring annoying statements and behaviors of other crew members; appreciating the diversity of people who are interesting and have a lot to say, listening to their stories;
- not thinking about the lack of space, focusing on other aspects of the cruise, on contacting with nature, meeting people and building

relationships, enjoying the pleasure of sailing, having a passion; focusing on the lack of a “land” schedule, appreciating adventures, everyday diversity of experiences and lack of patterns;

- experience of being on a yacht, getting used to a small space, knowledge of what to expect on a cruise;
- maintaining awareness of the limited time spent on the yacht, the opportunity to enter the port and rest from the narrow spaces of the yacht;
- having your own small space (bunk) and accepting a limited personal space, arranging own space, cultivating the absence of fear of small spaces, escaping into sleep or simulating sleep;
- conscious selection of larger yachts or cruises with fewer crew members;
- possessing desirable character traits, including the ability to quickly assimilate to situations and requirements;
- voluntary stay on the yacht, knowledge of own expectations and the possibilities and limitations of the yacht.

The respondents recognize the yacht as a friendly place and its space and environment for what they expect and look for.

Conclusion

The sailing yacht is perceived by the crew primarily as a friendly place to spend time in a desirable, interesting, active, satisfying and developing way. It allows us to experience the adventure, make dreams come true, interact with nature. It is a place of intensive activity when you have to keep watch, operate sails or help with maneuvers in the port, as well as a place of rest, quietness, free time. The limited space of the cabins, mess room, cockpit, and deck does not adversely affect the reception of the yacht as a place. It makes it possible to experience a sense of freedom, detachment from land matters, touch the vastness of the sea, and free navigation wherever one wants. The yacht becomes a floating house for the crew, a safe place to broaden their horizons. The yacht gives the crew mobility, which is accessible for almost everyone, opens new planes for constructing identity (Romaniuk 2015b).

For many people, the decision to take part in the cruise is tantamount to leaving the comfort zone and having to face their fears, to crossing out the possibility and desire to stay in the current place. Respondents indicate that they learn many things during cruises, i.e. learn specialist skills related to sailing, acquire social competences and develop many positive qualities.

Due to the necessity of cooperation on the yacht, the crew members support themselves and learn from each other. Respondents recognize the environment of a sailing yacht and the situation of a high seas cruise as stimulating to develop and overcome their own limitations. In their statements, they spoke of their fears but emphasized their willingness to overcome them and, in fact, did so during the voyage. Living in a small space forces them to be tolerant towards other crew members, to develop empathy and understanding.

On the other hand, in the vast majority of cases, no one wants to disturb others, but rather tries to be helpful, useful and supportive. Many crew members, especially young ones, learn how to cook for more people or acquire the skills of cleaning and maintaining order around them. Getting to know your limits, touching them, crossing own borders, formulating fears, struggling with them and overcoming them is a battle that everyone fights with himself during a sea voyage. Limited space, navigation at night, strong wind and high waves in the middle of the sea can be the enemy. Each fight is developing for the crew. With the cordial support of the crew, it's easier to get out of your comfort zone and overcome difficulties. This has a positive effect on self-esteem and self-confidence. Some people plan a further sailing career, reappear on yachts, participate in courses and training, and even conduct their cruises on their own. Our essence is constituted by a specific, primary drive towards something else, location dynamics, striving to change the position in the world. We set out because of weariness with the values we already know and because of the insufficiency of those we have not yet known. In a word, we go when we want and nothing can stop us.

A yacht is a place of intensive social contacts and building. Everyone works together during port maneuvers or when working on sails. The entire crew is then onboard and works together to achieve a common goal. During a navigational watch, only part of the crew is involved in operating the yacht, steering, observation. The galley watch is responsible for preparing meals for the crew and cleaning up after them. The rest of the crew has free time, and usually rests, sleeps, reads, sunbathes or talks in the cockpit or mess. This division of work means that the performance of work, the fulfillment of their duties is perceived as necessary to move the yacht forward. The crew learns to cooperate efficiently. Trust in each other is built when watch-free people go to sleep knowing that their colleagues are watching over their safety during navigation. Night watches full of conversations and stories, adventures together like passing by with ships or changing course, struggling against the wind, waves and seasickness are things that bring people together and enrich them.

The sea forces man to reveal what is true, the best and the worst in him. An example of mutual support is the situation of preparing tea by two crew members suffering from seasickness. The first one went under the deck and took out tea, then returned to the cockpit and replaced at the helm the second one who came down and prepared the cups. They changed during each activity, i.e. pouring water into the kettle, placing it on the stove, pouring boiling water over the tea and carrying it to the cockpit, so they could sail further with pride and satisfaction and a much better feeling. Crewmen who have not managed to overcome seasickness usually want to work their weaknesses in the port. Everyone demonstrates understanding and this type of experience further strengthens the bonds within the crew. The bonds resulting from teamwork jointly experienced adventures and overcame obstacles are very strong and specific to the crew of a sailing yacht. Despite the fact that part of the social order on the yacht is imposed procedural, the formation of bonds on the ship must be done independently.

Sometimes it happens that among people who met on board accidentally there are people who cannot reach an agreement. Insignificant things, which on land could go unnoticed or ignored, in the small space of the yacht can grow to the rank of serious problems. However, there is a tendency to tone down conflicts, avoid them or resolve them immediately in an amicable way through dialogue. In the case of more heated disputes, conflicted people spend time on a yacht in separate watches, and on land they sightsee separately. Still, when it comes to the performance of duties towards the yacht, they try to work diligently. Crew members emphasize the awareness of the need to limit their needs in such a way as not to disturb others. They willingly decide to do it because they know that others will behave similarly. They accept the realities of life on the yacht, and this makes them more forgiving towards other crew members. The fact of being on vacation means that many situations, even those potentially conflicting, are approached with a much greater distance and the appropriate dose of patience. It is common for tension to be relieved by humor, and the conflict is forgotten.

The captain is the person involved in coordinating all activities on the yacht. His role is very important, not only concerning safety on the ship and to the sailing skill that is required of him, but also from a social point of view. Respondents declare high expectations of the captain. They require sailing competences, thanks to which they will be sure they will safely spend time and will be well managed, and the captain will not only train them but will cope with any difficulties or failures. The crew would like to see in the captain not

only the ship's commander but also the leisure time facilitator, a psychologist who manages the group, a mediator solving possible problems, an organizer of additional activities, a supervisor who supports in difficult times, an educator giving the example of youth, an instructor transferring knowledge, etc. The responsibility of the captain is substantial and concerns both the safety of the ship and crew, as well as the mental comfort of the people on board and their satisfaction. The captain is the host on the ship, so he has a huge impact on the atmosphere on the yacht, i.e. also the reception of the yacht's space by the crew.

The captain should be an open person, with high social competence, showing initiative and engaging the crew in various activities at which they can learn something, forgiving and supporting during seasickness or difficult conditions. Teaching and involvement of the crew to conduct navigation or radio communication with other ships makes people feel needed. They become the actual crew, not just passengers. Preparing tea or a warm meal for a sick crew is a gesture that does not require effort from the captain who is immune to seasickness, and it connects him to the crew as an empathic person, caring for the well-being of the crew and setting a good example of caring for people on board. It is largely up to the captain whether the sea voyage will be a one-time trip, not eagerly mentioned, whether it will become the first of many, the beginning of an adventure and own sailing development.

The statements of the respondents allow to conclude that the environment of a seagoing yacht is friendly for them, it is a place of experiencing freedom and is conducive to the development of the individual, and thus can be an appropriate educational environment for young people. This agrees with the results of research conducted on sail training so far (Romaniuk 2016; Romaniuk 2020c). The micro-community of the seagoing sailing yacht crew and the space of the yacht located on the high seas as an environment of life, interaction, work and upbringing need further exploration required to fully use its potential.

REFERENCES

- Altman I. (1975), *The Environment and Social Behavior: Privacy, Personal Space, Territory, and Crowding*, Monterey, California: Brooks/Cole Publishing Company.
- Aubert V. (1982), *A Total Institution: The Ship*, in: V. Aubert, *The Hidden Society*, New Brunswick: Transaction Publishers.

- Bechtel R.B. (2010), *Environmental Psychology*, in: I.B. Weiner, E.W. Craighead, *The Corsini Encyclopedia of Psychology*, New York: John Wiley & Sons.
- Csikszentmihályi M. (1997), *Finding Flow: The Psychology of Engagement with Everyday Life*, New York: Basic Books.
- Csikszentmihályi M., Csikszentmihályi I.S. (1992), *Optimal Experience: Psychological Studies of Flow in Consciousness*, Cambridge: Cambridge University Press.
- Csikszentmihályi M., Abuhamdeh S., Nakamura J. (2005), *Flow*, in: A.J. Elliot, C.S. Dweck, *Handbook of Competence and Motivation*, New York: Guilford Publications.
- Gifford R. (2014), *Annual Review of Psychology*, "Environmental Psychology Matters", 65.
- Goffman E. (1958), *Characteristics of Total Institutions, Symposium on Preventive and Social Psychiatry*, Washington D.C.: US Government Printing Office.
- Goffman E. (1961), *Asylums: Essays on the Condition of the Social Situation of Mental Patients and Other Inmates*, New York: Anchor Books.
- Kozielecki J. (1986), *A Transgressive Model of Man*, "New Ideas in Psychology", 4 (1).
- Kozielecki J. (1987), *The Role of Hubristic Motivation in Transgressive Behavior*, "New Ideas in Psychology", 5 (3).
- Kozielecki J. (1989), *Towards a Theory of Transgressive Decision Making: Reaching Beyond Everyday Life*, "Acta Psychologica", 70 (1).
- Kuhn R.E. (2002), *Sailing as a Transformational Experience*, Palo Alto: Institute of Transpersonal Psychology.
- Leather M., Nicholls F. (2014), *More Than Activities: Using a "Sense of Place" to Enrich Student Experience in Adventure Sport*, "Sport, Education and Society", 21 (3).
- Matthews S. (2012), *Sailing, Flow and Fulfilment*, in: P. Goold, *Sailing – Philosophy for Everyone. Catching the Drift of Why We Sail*, Chichester: Wiley-Blackwell.
- Mosharraf H.M., Tabaeian S.M. (2014), *The Importance of Environmental Psychology in Design of Educational Spaces*, "Advances in Environmental Biology", 8 (22).
- Perry N., Wilkie R. (1974), *Social Theory and Shipboard Structure: II. Models, Metaphors and Ships*, "Maritime Studies and Management", 1 (3).
- Renzulli K. (2007), *Elite Sailors' Experiences of Flow Post-retirement*, doctoral dissertation: Massachusetts School of Professional Psychology.
- Romaniuk M.W. (2015a), *Człowiek w konfrontacji z żywiołem – sytuacje graniczne na morzu*, in: S. Jaronowska, *Człowiek w sytuacji granicznej. Filozoficzne, kulturowe i historyczne wymiary refleksji i jej implikacje pedagogiczne* (pp. 360–368), Warszawa: Wydawnictwo Akademii Pedagogiki Specjalnej.
- Romaniuk M.W. (2015b), *Szkoła pod Żaglami a realizacja celów rozwojowych okresu adolescencji*, in: M.J. Szymański, B. Przybylski, *W kręgu współczesnych problemów edukacyjnych* (pp. 225–254), Warszawa: Wydawnictwo Akademii Pedagogiki Specjalnej.

- Romaniuk M.W. (2016), *Wybrane projekty wychowania morskiego realizowane w Polsce*, "Szkice Humanistyczne", 1–2, pp. 139–149.
- Romaniuk M.W. (2018), *Mariusz Zaruski jako prekursor wychowania morskiego w Polsce*, "Problemy Opiekuńczo-Wychowawcze", 574 (9), pp. 3–13, DOI: 10.5604/01.3001.0012.8069.
- Romaniuk M.W. (2020a), *Nieprzeciętna młodzież a edukacja nieformalna w praktyce – poczucie własnej skuteczności młodych uczestników pełnomorskich rejsów a różne realizacje Szkoły pod Żaglami*, in: B. Cieśleńska i E. Wiśniewska, *Uczeń ze specjalnymi potrzebami edukacyjnymi w teorii i praktyce szkolnej* (pp. 393–408), Płock: Wydawnictwo Naukowe Mazowiecka Uczelnia Publiczna w Płocku.
- Romaniuk M.W. (2020b), *Samoocena młodych uczestników pełnomorskich rejsów a różne realizacje Szkoły pod Żaglami*, "Kwartalnik Pedagogiczny" 65, pp. 177–189, <https://doi.org/10.31338/2657-6007.kp.2020-2.10> (accessed: 18.12.2020).
- Romaniuk M.W. (2020c), *Wychowanie morskie i jego miejsce wśród koncepcji pedagogicznych*, "Problemy Opiekuńczo-Wychowawcze", 590 (5), pp. 3–16, DOI: 10.5604/01.3001.0014.1161.
- Romaniuk M.W., Łukasiewicz-Wieleba J. (2020), *Pasja żeglarstwa jako element transferu międzypokoleniowego*, "Kultura i Edukacja", 1 (127), pp. 180–194, DOI: 10.15804/kie.2020.01.11.
- Simons S.A. (2013), *Ships as 'Total Institutions'. Acculturating Seafarers for a Global Political Economy*, "Annals of Marine Sociology", 22.
- Theotokas I., Lagoudis I.N., Kotsiopoulos N. (2014), *Leadership Profiling of Ocean Going Ship Masters*, "The Asian Journal of Shipping and Logistics", 30 (3).
- Tracy S.J. (2000), *Becoming a Character for Commerce: Emotion Labor, Self-Subordination, and Discursive Construction of Identity in a Total Institution*, "Management Communication Quarterly", 14 (1).
- Wright J.J., Sadlo G. (2007), *Further Explorations Into The Conundrum of Flow Process*, "Journal of Occupational Science", 14 (3).
- Zurcher L.A. (1965), *The Sailor Aboard Ship: A Study of Role Behavior in a Total Institution*, "Social Forces", 43 (3).

SUMMARY

Authors present a sea-going sailing yacht as a development environment for people taking part in sea cruises as a crew. A sailing yacht perceived as a total institution seen from the perspective of Goffman's theory is opposed to a vision of sailing yacht as space of freedom and development environment, a place of transgression (Kozielecki) and flow (Csíkszentmihályi). Results of interviews with the crew members show that the participants of sea cruises on a sailing yacht perceive it as a friendly environment

and feel its influence on self-development stimulation. The meaning of sailing yacht environment for the crew members and perception of its space and environment is discussed. Respondents claim, that during sea voyage they improved in building social relations, coping with own weaknesses, and dealing with conflicts despite of difficulties and limits they had. Struggling with the sea and experiencing the yacht environment is transgressive and developing for the crew members. The statements of the respondents allow to conclude that the environment of a seagoing yacht is friendly for them, it is a place of experiencing freedom and is conducive to the development of the individual, and thus can be an appropriate educational environment for people regardless of age.

KEYWORDS: development environment, sailing, sail training, total institutions, transgression

STRESZCZENIE

Autorzy przedstawiają przestrzeń morskiego jachtu żaglowego jako środowisko rozwojowe dla osób biorących udział w rejsach morskich w charakterze załogi. Jacht żaglowy, postrzegany jako instytucja totalna widziana z perspektywy teorii Goffmana, przeciwstawia się wizji jachtu żaglowego jako przestrzeni wolności i środowiska rozwoju, miejsca transgresji (Kozielecki) i przepływu (Csikszentmihalyi). Wyniki wywiadów z członkami załogi pokazują, że uczestnicy morskich rejsów jachtem żaglowym postrzegają go jako przyjazne środowisko i odczuwają jego wpływ na stymulację samorozwoju. Omówiono znaczenie środowiska na jachcie żaglowym dla członków załogi oraz percepcji jego przestrzeni i otoczenia. Respondenci twierdzą, że podczas rejsu morskiego podnieśli swoje kompetencje w budowaniu relacji społecznych, radzeniu sobie z własnymi słabościami i radzeniu sobie z konfliktami pomimo trudności

MIŁOSZ WAWRZYNIEC ROMANIUK – Akademia Pedagogiki Specjalnej
im. Marii Grzegorzewskiej w Warszawie

JOANNA ŁUKASIEWICZ-WIELEBA – Akademia Pedagogiki Specjalnej
im. Marii Grzegorzewskiej w Warszawie

Pedagogika / Pedagogy

Przysłano do redakcji / Received: 9.09.2020

Przysłano do redakcji po recenzjach / Received in revised form: 4.01.2021; 16.01.2021

Data akceptacji do publikacji / Accepted: 20.01.2021