

## PECULIARITIES OF DELINQUENTS' PERSONALITY STUDIES IN PENAL ESTABLISHMENTS

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### **Abstract:**

*In this article we will discuss the importance of personality research in the penal system and in particular about studies conducted among inmates of juvenile detention centers.*

*Personality research in juvenile detentions is still an important issue, which will allow a better understanding of their psychological problems and implementation of prisoners' care program, with the purpose of reintegration and rehabilitation.*

*The right to education is the primary principal of the adolescent law, which had an understanding of their psychological peculiarities. Many sources point to the fact that the majority of incarcerated delinquents had a traumatic experience. For the reasons mentioned above, the necessity for research on motivational and attitudinal characteristics of the delinquents is clear.*

*In spite of the fact that a school in penal system is very similar to the ordinary schools and the study process is conducted by the same standards, it still remains within the borders of the penal system. Although the influence of the penal system can be of consequence a school is still the most age relevant in the system and it gives the evaluation of the entire ecosystem of the adolescent's problems and achievements.*

*SAT is a research method, which studies the adolescents' emotional and motivational attitudes towards school. When we choose the research method, we took into consideration that school in the penitentiary system is the most vital resource for development, and it is the school that connects the delinquents with the external world.*

*This method studies two aspects of fear: 1. Fear/anxiety as an activated emotional state with psycho-somatic manifestations; 2. Fear/anxiety direction, the reasons and/or purposes to which the activated emotional state is directed. In the penal system the accurate evaluation of inmates' personality traits is significant, since the studies should help outline more effective interventions.*

**Objectives:** *The description of the basic internal characteristics of the delinquents' mental health, with attention to the age-relevant environment – school. The study of fear manifestation by the projective method, free from the psychological defense, which are not demonstrated by the self-report studies.*

**Method:** *We'll use school dreads and anxieties projection methodology to study the above considered issues. This method was developed by German researcher Eric Husslein, and it consisted of 11 cards. The method divides the learning induced emotional state of fear into five constructs: EB – phenomenological aspect of fear, KZ – somatic aspects of fear, IA – Self-devaluation aspect, SA – aspect of social fear, ZB – the aspect of future threats.*

*In SAT these reasons are put into four categories of stressors, with a teacher, lesson, study group, family.*

**Conclusions:** *Study conducted in juvenile establishment using a conscious protective free method, revealed internalized challenges which is reflected in self-report survey incomplete, and which permits us to declare that while surveying a person in penitential establishments, it is important to use conscious protective free methods along with self-report questionnaires to develop adequate and real needs' oriented interventions.*

**Keywords:** *penal system; mental health; prisoners; juvenile; projective method; student's fear;*

## Introduction

In this article we will discuss the importance of personality research in the penal system and in particular about studies conducted among inmates of juvenile detention centers.

The attention paid to the psychological problems of prisoners has dramatically increased worldwide. According to the existing data, three-fourths of prison inmates suffer from various mental health problems; indeed, there are some countries where the numbers are disturbingly high (Combalbert, Andronikof, Armand, Robin, & Barzex, 2014). A great number of various sources indicated that the number of traumatic experiences in the delinquent detention centers reaches up to 93%. (Abram k. , et al., 2004) (Ford J. , Chapman, Hawke, & Alber, 2007) This is the reason the issue of mental health among prisoners is gaining awareness, and the necessity of research in the area is growing steadily. One of the most pressing issues is the implementation of appropriate psychosocial? Rehabilitation opportunities, which will help juveniles to explore and improve emotional, behavioral, cognitive and social competencies, which will facilitate the societal reintegration process.

The aim of the Georgian legislation on an incarceration is to deprive of freedom to prevent new crime, while at the same time preparing the convict to return to the society. (Georgia, 2015) (Amianov, 2008)

With the goal of maintaining the mental health of the prisoners, the penal system is planning interventions that aim at improving skills in stress coping, prevention of suicide, exploring one's crime, emotion regulation, and so on. The activities should be a psychological study of the prisoners' personalities. (Amianov, 2008)

Since 2010 an individual approach has been implemented as the part of wider criminal and juvenile justice reforms, with the aim of evaluating the individual needs of the juvenile delinquents. The evaluation of the needs leads to the formation of the individual plan of imprisonment. Some special programs have been developed and implemented, and the number of psychologists and social workers has been increased. The reform also implied the linking of the prison school with the civil sector from 2010. The school is to maintain the standard of any public school, which is of tremendous importance for the reintegration of a delinquent. According to the penal code of Georgia a prisoner has the right to be released ahead of the time. (Georgia, 2015). The prisoners cases are reviews by the local councils, which take many factors into consideration, including: the prisoner's behavior during an incarceration, previous convictions; the severity of the crime; and whether the purpose of the imprisonment achieved (Georgia, 2015). Accordingly, the importance of work of psychologists and social workers has increased, since they are the professionals who play a significant role in the reintegration and rehabilitation of the delinquents.

The reform precedes a number of studies, which were meant to identify the needs and problems, as well as the psychological health of the delinquents. Based on the results of these studies, new approaches to delinquents' detention have been implemented in Georgia (Tsiramua, 2009) (Makhashvili & Kvavilashbili, 2010) (Gelashvili & Makashvili, 2012).

## Studies Conducted in Juvenile Detention Centers in Georgia (2009-2012)

As mentioned before a number of studies have been conducted in juvenile detention centers in Georgia, with the aim of identifying the mental health needs of the delinquents. The research has shown that 71% of survey takers have some kind of psychological problems. The most common ones are. (Makhashvili & Kvavilashbili, 2010)

- Symptoms of post-traumatic stress disorder - 70-%
- Conduct disorder - 61%
- Antisocial personality disorder - 61%
- Depression and anxiety disorder - 36%

It should be noted that the above-mentioned studies had the sole purpose of determining the most problematic areas. (Makhashvili & Kvavilashbili, 2010) To get a more in-depth view of the problem, further research is necessary, as it will give a more precise picture of the ways of intervention and the methodology. For example, the information gathered upon the study of post-

traumatic stress disorder cannot give an insight on when the delinquent are exposed to the traumatic event and when he became a victim of traumatic experiences. The natures of traumatic events that lead to the various disorders are debatable: was it family violence, traumatic experiences at school, in the streets, or as a consequence of imprisonment. (Makhashvili & Kvavilashbili, 2010). The study of these issues in penal establishments is fraught with difficulties. In the state of isolation, prisoners can mask the true motivation of their behavior, as well as lie and stay distanced from the researchers due to psychological defenses, suspicion, and anxiety. (Mokrestova, Golubeva, & Shamis, 1998). This problem is even more obvious in case of underage prisoners, because admitting to feeling depressed or being the victim of traumatic experiences is perceived as shameful and a sign of weakness, which in their opinion might disrupt their relationship with the peers, and their attempts to assert themselves. All of these are typical characteristics of adolescence and not just the prison inmates. (Amianov, 2008)

In 2010-2011, quantitative studies were conducted with the use of Achenbach's adolescent conducted evaluation form. The researchers studied internalized (anxiety/depression, insularity, somatic problems) and externalized (antisocial and aggressive behavior) problems. (Gelashvili & Makashvili, 2012). It turned out that insularity is characteristic of 32% of prison inmates; somatic problems – 11%; antisocial behavior – 57%; and aggressive behavior – 28%.

Among the third group of problems, the “ego functions” problems (social, reasoning, and attention problems), attention deficit disorder is the most common (15%). Social problems come in second (14%). Reasoning problems are revealed in 13 % of those surveyed. The data indicates that adolescents in the penal system have important ego-functioning resources. (Gelashvili & Makashvili, 2012).

An important indicator is how long the delinquents scored on somatic problems scale, which might be an indicator of how relevant information might not be revealed through direct questioning.

It can be said that the results of the studies conducted in juvenile detentions in Georgia gave a general idea of externalized and internalized problems of the inmates and their psychological health, but failed to fully reveal them. (Gelashvili & Makashvili, 2012) (Makhashvili & Kvavilashbili, 2010) (Tsiramua, 2009).

Therefore, I am confident it is more effective to study the personality by projective methods, which are free from conscious defenses, since the study of personality and personal relationships in the state of isolation through traditional methods does not provide with relevant information. (Mokrestova, Golubeva, & Shamis, 1998).

### **Why projective methods?**

Based on the above-mentioned, personality research in juvenile detentions is still an important issue, which will allow a better understanding of their psychological problems and implementation of prisoners' care program, with the purpose of reintegration and rehabilitation.

A lot of researchers talk about the importance of personality studies in the penal system and point out the necessity of projective method: Rorschach test, Thematic Apperception Test (TAT) etc. (Amianov, 2008) (Mokrestova, Golubeva, & Shamis, 1998).

Projective tests can provide important directions for planning further psychological assistance, as they give an opportunity to predict the behavior, as well as letting an individual express his true impulses by talking about somebody or something else. (Tomkins, 1947) The projective Tests have the potential to give us directions for therapeutic assistance. (Burlakova & Oleshkevich, 2001).

Based on the referenced studies and recommendations, it has been decided to conduct research on juvenile detention inmates and study their affective emotional peculiarities in connection with educational activity. Traditionally, school is the place of consolidation of social resources with the purpose of educating the new generation. The purpose implies (Amianov, 2008) taking care of a student's personal development and formation of a positive identity. The focus of education purposes is rather complex and taking responsibility for it is; therefore, a serious challenge from both an educational influence point of view and school culture in general.

(Makashvili, 2010) (Sayvarelidze, Magradze, & Baliashvili, 2011).

Although a school in penal system is very scared similar to the ordinary schools, and the study process is conducted by the same standards, it remains within the borders of the penal system. The influence of the penal system can be of consequence a school is still the most age relevant in the system, and it gives the evaluation of the entire ecosystem of the adolescents' problems and achievements.

### **Objectives:**

- The description of the basic internal characteristics of the delinquents' mental health, which are not demonstrated by the self-report states.
- The study of fear manifestation by the projective method, free from the psychological defense, with attention to the age-relevant environment – school.

### **Research task:**

- Evaluation of the motivational factors of the emotional functioning to the rehabilitation of the delinquents: devaluation of the self, attitude towards the future, and sensitivity in interpersonal relationships.
- Exposure of the activators of emotional functioning in the age-relevant environment – school.

### **Methodology**

Along with the above-mentioned studies another research was conducted in juvenile centers. The study was based on German scientist Erik E. Hussliein's projective method on school fear among children and adolescents. (Hussliein, 1978) (Tskhvedadze & Makashvili, 2009).

SAT is a kind of thematic apperception technique. Through the natural discourse between a narrator and a listener, it reveals the student's fear as one of the fundamental "motivating intermediary processes." (Hussliein, 1978) delineated into the following aspects:

- a) Phenomenology of the student's fear – Subjective experience of the fear
- b) Somatic and physiological components of fear and anxiety
- c) Natural and subjective activators of the students fear
- d) Causal relations of the fear and anxiety to cognitive and behavioral inclinations.
- e) Dominating tendencies and behavioral strategies in situations demanding achievement.

In case of SAT the diverse relationship of an adolescent and the environment is confined to a student - school relationship. Therefore, the student's fears, as its fundamental motivational state, is studied in the process of these relations, which set the conditions for comparing the basic groups with the control group, paying special attention to the peculiarities of adaptation skills. Moreover, the method sets the conditions for validity as it deals with the leading form of behavior in adolescent's life (learning), and the age relevant environment (school). School is the environment for the realization of the major adolescent behavior – learning. This research method is beneficial for the development of research methodology itself, because SAT is a method, which systematizes and integrates major psychological views on fear and various techniques for studying it. With the systematic approach of SAT towards specific emotional state of fear, it is possible to study its manifestations in both qualitative and quantitative aspects. This makes the method different from traditional TAT methods, as well as from qualitative techniques of studying fear for comparison sees. (Spilberger, Gorsuch, & Hansen, STAI Manual for the State-Trait Anxiety Inventory, 1970) It frees the researcher from theoretical dogmas while generalizing the SAT results.

The method divides the learning induced emotional state of fear into five constructs:

EB – phenomenological aspect of fear: the scale is related to the ability of fear and unites emotional states like unfounded fear (anxiety), deep seated agitation, dissatisfaction (irritation), tension, and acute perception of emotions in others.

KZ – somatic aspects of fear: an accelerated heartbeat, trembling, high blood pressure, noticeably increasing external tension, muscle seizure and relaxation, pale skin, reddening, chills, digestive system disorders, vomiting, sickness, loss of appetite, stomach and body ache, defecation and urination dysfunctions.

IA – Self-devaluation aspect. In this aspect fear manifests itself as: feelings of inferiority, tendency towards self-recrimination, feelings of weakness and helplessness, conscious or unconscious feelings of guilt, self-doubt, confusion, irritability, mistrust, inability to make a decision and the feeling of inadequacy.

SA – aspect of social fear: disruption or interruption of social interactions, isolation, marginalization, feeling that one will part with loved ones, feeling of a loss of security and/or trust, fear of exposure.

ZB – the aspect of future threats: real or imaginary threats in the future, painful expectations, which hold pain and /or danger.

The fear aspects are measured by a particular code of the content analysis, while the manifestation of the degree of the identified components is quantified on a 7 point scale: 0 (not manifested) to 6 (strongly manifested).

Besides, identifying the above-mentioned aspects of the fear, SAT reveals the aims and reasons, which are related to the emotional state of the activated fear (or the reasons, which aim to neutralize the fear responses). In SAT these reasons are put into four categories of stressors, according to the individual environment, school, and the family of a student.

Stressors caused by the teacher's personality: loss of the teacher's goodwill, verbal abuse, punitive works, physical punishment, reprimand.

Stressors caused by the study process: refusal to take initiative, to achieve success; new assignments; grades; transfer to another class.

Stressors caused by the study group: loss of status amongst peers, exposure and ridicule, rejection, loss of a friend, verbal or physical insult.

Stressors caused by the family: loss of the parents' favor and trust; verbal and physical abuse, prohibited activities and/or behavior.

SAT used in panel settings somewhere? Is there any data on this? If no, was it used on general population? Is there any data? You need to demonstrate that the tool is practical and provides valid data...

The SAT Georgian testing instruments consists of 11 cards, representing various scenes from school life. The order and titles of the cards:

1. In front of the school building
2. Conversation at the lesson (about the lesson)
3. The latecomer
4. Conversation with the teacher
5. Playing during the break
6. "It's your turn to show the homework now" situation
7. Having to stay longer hours at school
8. Parents' talk
9. Someone peeps into the peephole
10. Announcement of the grades
11. Hide and seek

The research was conducted with 104 respondents aged 14-18 in penal establishments along with people of the same age outside the establishments. Only male respondents took part in the research. A psychologist who had been previously working with the convict administered the test individually, in a calm, isolated setting and in strict confidentiality. The subjects were informed that

the obtained information would only be used for researched purposes. It was voluntary based on an informed consent.

After the students are asked to look at each card and make a story on each scene. The experimenter makes a written record of the narrative. The procedure is agreed with the test taker beforehand. (Tskhvedadze & Makashvili, 2009)

### The Result soft he Research and Data Analysis

The narrative of the students is evaluated by the emotionally expressive statements, the main characteristic being the type and intensity of responses to school-pertinent natural emotional activators. The intensity scale is divided into three intervals: 0-3 emotional sub-reaction, 3-4 – adaptive emotional reaction, more than 4 - hyper-reaction. Accordingly, the sub reaction interval in the total of 11 cards is 11-29, adaptive reaction 30-48, more than 49 – high, maladaptive reaction. The division of the emotional reactions is based on well-known motivational models, which consider fear and anxiety to be important components of the motivation to achieve. (Spilberger, Anxiety as an Emotional State, 1972).

Table 1 shows the sum total intensity of fear and anxiety for all five dimensions of fear in both control and experimental groups based on the 11 cards.

Table N1

Norm/Prison		N	Mean	Min	Max	Std. Deviation	t	df	Sig. (2-tailed)
Emotional Sensitivity - EB	Norm	53	39.3	24	50	5.6	0.118	102	.651
	Prison	51	41	25	59	8.2			
Self-Identification Fears- IA	Norm	53	34.4	18	46	6.5	0.044	102	.826
	Prison	51	30.2	2	55	13.2			
Social Fears-SA	Norm	53	19.6	9	35	5.6	0.286	102	.126
	Prison	51	18	3	45	9.7			
Fears about future-ZB	Norm	53	34	19	49	6.6	6.732	102	.000
	Prison	51	6.7	2	20	4.75			
Somatic features of fear-KZ	Norm	53	12.7	8	20	2.2	1.459	102	.01
	Prison	51	32.6	12	55	11.1			
Total	Norm	53	139.2	80	180	23.8	1.614	102	.01
	Prison	51	167.5	36	149	23.7			

The table shows that EB – emotional intensity scores are equally high in both groups (Norm EB=39.3), (Prison EB=41), hyperactivity, inner worseness (irritability), tension, etc. Albeit the dispersion is very high. (See table 1).

IA scores are similar in both control and experimental groups. Absent-mindedness is high in prisoners, which indicates that delinquents react to stressful situations in a quite different way, and that they might have different strategies for solving problems.

An important piece of data has been on fears related to the future, where the norm (ZB=34.) significantly accedes in prisons ((ZB=6.7). This data is the most reliable from statistical point of view. The low indicator of future-related fears in delinquents, if regarded in the context of motivational theories, might represent the risk factors for personal development and social adaptation, since the low indicator might be a sign of the absence of plans for the future. Accordingly, the below standard intensity of future-related fears can be regarded as demotivation and absence of goals for the future. (Spilberger, Anxiety as an Emotional State, 1972). Impulsivity can be interpreted as inability to regulate the future. But the delinquents might find it difficult to think about the future because for them it might hold real or imaginary threats, painful expectations and dangers. An individual's tendency to block these questions may serve as a defense mechanism, since for an inmate of a juvenile detention center the issue of the future is most painful. This is understandable if we consider the stigma that society holds against former prisoners or even the punishment measures that might be imposed on an adolescent in the penal system. (Tsiramua, 2009).

An important parameter of the fear construct is the correlation between its sub-scales. The relations between the fear subscales give us a chance to speculate about the contents of the fear in the research and control groups. The correlations between the data received from the control groups and prisoners are presented in tables 2 and 3.

Table 2. Correlation analysis of the sub-scale. Prisoners (Based on 11 cards).

Sum (Teacher)	Sum (Lesson)	Sum (Group)	Sum (Parents)	Sum of reasons	EB	IA	SA	ZB	KZ	Sum
r	0.081	0.149	0.038	0.542	0.099	0.197	0.170	-0.012	0.397	0.319
	r	0.130	0.105	0.536	-0.130	0.365	-0.111	-0.143	0.393	0.351
		r	0.375	0.739	0.121	-0.001	0.643	-0.161	0.315	0.385
			r	0.540	0.149	-0.021	0.421	-0.124	0.448	0.408
				r	0.101	0.231	0.478	-0.156	0.618	0.601
					r	0.144	0.374	0.133	0.341	0.437
						r	-0.042	-0.211	0.343	0.637
							r	0.110	0.375	0.570
								r	-0.036	0.115
									r	0.799

Table 3. Correlational analysis of the sub-scale. Control group. (Based on 11 cards)

Sum (Teacher)	Sum (Lesson)	Sum (Group)	Sum (Parents)	Sum of reasons	EB	IA	SA	ZB	KZ	Sum
r	0.291	0.323	0.047	0.671	0.391	0.459	0.416	0.470	0.322	0.482
	r	0.204	0.125	0.674	0.248	0.264	0.154	0.370	0.237	0.305
		r	0.208	0.658	0.503	0.482	0.785	0.420	0.391	0.618
			r	0.498	0.298	0.178	0.221	0.247	0.053	0.239
				r	0.536	0.530	0.601	0.606	0.416	0.637
					r	0.803	0.656	0.792	0.390	0.886
						r	0.636	0.798	0.404	0.888
							r	0.577	0.454	0.797
								r	0.450	0.899
									0.450	0.899

Based on the correlation analysis of the data received from the prison inmates, it can be inferred that: (KZ) – somatic symptoms correlate most closely with the sum of reasons, ( $r=0.61$ ). The more reasons/activators there are in the environment, the more distinct the somatic symptoms.

(SA) – The social fear sub-scale is in the closest correlation with the study group ( $r=0.64$ ). The fears related to the future (ZB) and emotional sensitivity (EB) subscales are not in the correlation with any other sub-scales and are totally independent from them. It is noteworthy the sum of the five fear sub-scales; which is most strongly correlated with (KZ) – somatic symptoms scale ( $r=0.79$ ), (IA) self-devaluation scale ( $r=0.63$ ), the sum of reasons ( $r=0.60$ ).

The results are terrified different in case of emotional profile of the control group. The table shows that the fear sub-scales are in the correlation with each other and unlike the experimental group most subscales reveal comparatively high correlation with each other. Most noteworthy is the absence of correlation of future related fears with the rest (table 2), while the experimental groups shows rather high correlation with a) self-identification subscale (IA) ( $r=0.79$ ). b) Emotional sensitivity (EB) ( $r=0.79$ ), c) social fear (SA) ( $r=0.57$ ), d) the sum of reasons ( $r=0.60$ ). Other subscales also show high correlation among each other (Table 3).

According to the data, the difference in fear construction between the two groups is confirmed by the correlation.

As was mentioned when describing the method, SAT gave information not just about peculiarities of a student's emotional profile, but also about what causes the situation, and the stressors, which the fear reaction is meant to deal with.



Table 4 shows the indicators of the inmates' fear of school in both groups, both separately and for all four blocks together.

Table 4

Norm/Prison for reason blocks in general		N	Mean	Min	Max	Std. Deviation	t	df	Sig. (2-tailed)
Teacher's personality	Norm	53	9.1	2	18	3.39	3.026	102	.01
	Prison	51	13.4	6	22	3.84			
Study process	Norm	53	10.7	4	20	3.79	9.385	102	.05
	Prison	51	7.5	1	15	3.46			
Friends/peers	Norm	53	5.5	1	15	3.2	3.830	102	.05
	Prison	51	8.9	1	19	4.5			
Family	Norm	53	4.1	1	14	3.1	0.0197	102	.000
	Prison	51	5.4	1	12	2.83			
Sum of reasons	Norm	53	28.6	14	51	8.9	0.0004	102	.000
	Prison	51	35.1	22	54	8.81			

The data shows that the dominating stressors for both groups are teacher and class's blocks. These imply the loss of teacher's benevolence, physical or verbal abuse, or punitive assignments.

For the prisoner the significant reason is the peers group, which implies a loss of recognition, exposure, ridicule, denial, loss of a friend, or physical or verbal abuse. This kind of state of affairs is understandable, since the prisoners are in an isolated environment, and the sub-culture is much more important. The opinion of the community is of paramount importance to all of them. Therefore they are afraid of being outcast, compromised or becoming a marginalized group in this space.

Both groups are equally sensitive to the family reasons, which imply the loss of parents' trust or goodwill, physical or verbal abuse, or prohibiting behavior.

To sum up, for the delinquents, the activated fear is caused by dangers in the teacher and peer blocks (table 4), and for the control group adolescents – activators are the teacher's personality and class blocks.

### Summary and Conclusions

The survey revealed:

- The difference between the indicators of somatic manifestation of fear in experimental and control groups ( $P < 0.01$ ), which is three times higher in delinquents is a further proof for our suggestion that when researching and evaluating the distress issues, the researchers need to use a projective instrument, since this prevents any contamination of the data by mental resistance of those being surveyed.

- The lower than normal indicator of fears about the future in delinquents might have a detrimental effect on personal development and social adaptation, since the absence of fear might imply inability to plan for the future. The delinquents might find it difficult to think about the future. The thought about the future is especially painful for a prisoner, which might be connected

with the stigma the former prisoner has to bear in our society, or it might be linked to the gravity of the punishment imposed by the penal system.

- The disparity of the results obtained from prisons and inequality in sub-groups proves the existence of hierarchy in prisons and unequal conditions that delinquents live in.

- The results of this study show that for the incarcerated adolescents, the important activator is the friends/peers block, which is natural, since in the penal sub-culture is characterized by the strict differentiation of statuses, as well as an unwritten behavior code.

- A teacher is the strongest activator of fear for adolescents in prisons (statistical reliability – 0.01). The teacher's persona presumably implies prison administration as well.

To conduct comparative research with adolescents with no history of detention, but displaying delinquent behaviors.

Our study does not give a comprehensive picture and leaves some questions open the characteristics that are important for emotional functioning are related to the problematic experience in schools within or without the prison. Nevertheless, we think the information is insignificant for the juvenile inmates.

### Summary

*The study was conducted in a juvenile hall among adolescents aged 14-18. The study used a projective method; School Fear Test (SAT) by E. Hussliein This method studies two aspects of fear: 1. Fear/anxiety as an activated emotional state with psychosomatic manifestations; 2. Fear/anxiety direction, the reasons and/or purposes to which the activated emotional state is directed. The fear and anxiety data revealed in the research are discussed in the motivational perspective. Study conducted in juvenile establishment using a conscious protective free method, revealed internalized challenges which is reflected in self-report survey incomplete, and which permits us to declare that while surveying a person in penitential establishments, it is important to use conscious protective free methods along with self-report questionnaires to develop adequate and real needs' oriented interventions.*

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### Tables :

Table 1 shows the sum total intensity of fear and anxiety for all five dimensions of fear in both control and experimental groups based on the 11 cards.

Table 2. Correlation analysis of the sub-scale. Prisoners (Based on 11 cards).

Table 3. Correlational analysis of the sub-scale. Control group. (Based on 11 cards)

Table 4 shows the indicators of the inmates' fear of school in both groups, both separately and for all four blocks together.