

FEAR-BASED OBSERVATIONS OF JUVENILE OFFENDERS TOWARDS ACHIEVEMENT DEMANDS IN SCHOOL SITUATIONS

Tea Panchulidze, Ketevan Makashvili

Ilia State University, Georgia

E-mail: panchulidzetea@yahoo.com, Ketevan_Makashvili@iliauni.edu.ge

Abstract

Little research has been done on the issue of fear and anxiety as critical motivators in an individual's behavior as a juvenile in detention. This research studies adolescents who are serving sentences in juvenile detention centers and study at penitentiary schools, based on E. Husslein's projective method "School Fear Test" (School Angs Test or SAT). The data, through studied school situations, is obtained in a method free from conscious protection and organized according to the form and intensity of the subjects' fears and their fear-inducing stimuli. The case study involves a comparison of 50 male juveniles aged 14-18, half of whom were incarcerated, with the other half randomly chosen from a pool of boys who have never been incarnated.

The research studies specific emotional-motivational characteristics emanating from the subjects' school perceptions to assess the behavioral risks related to mental health and the internal psychological problems of juvenile offenders. The obtained data revealed that while there is a higher rate of physical manifestation of fear, there is a lower rate of future-oriented fear. This combination of affective and emotional traits makes adolescents more likely to engage in careless behaviors, which increases their risk of delinquency. Also, for imprisoned juveniles, a teacher's personality is the most potent catalyst for inducing fear through demanding achievement in school situations. This data is important for educational settings and schools in penitentiary institutions to understand better the role of a teacher and their use of resources to prevent antisocial behavior and recidivism in adolescents.

Keywords: *emotional functioning, juvenile offenders, penal system, projective techniques, school fears*

Introduction

Child and adolescent mental health issues are a global problem worldwide. According to the World Health Organization data, about 20% of adolescents have mental health problems (Ford, et al., 2008; WFMH, 2018; WHO, 2012). Comparing the data mentioned above to the situation in juvenile detention centers, it is alarming. 93% of adolescents have issues with mental health and psychological trauma (Dierkhising, et al., 2013; Ford et al., 2007; Underwood & Washington, 2016) Accordingly, surveys conducted with juvenile detainees in Georgia revealed that 71% of them have mental health problems (Makhashvili & Kvavilashvili, 2010).

As school, where young people's leading behavioral learning is expressed, the community's public resources and public forces consolidate to educate and bring up the younger generation. However, educational institutions have to take the responsibility to protect the mental health of children and adolescents, in addition to their education, and equip them with the social skills that will enable the students in their personal and psycho-social development (Boltivets et al., 2019; Kimmel & Weiner, 2017; Patalay et al., 2017). Under challenging circumstances, such as while in detention, educational institutions have played a vital role and the social experiences gained at school and are a significant factor in the positive formation of juvenile offenders' personalities (Kimmel & Weiner, 2017; Sharpe, et al., 2016). In Georgia, the existing school system was integrated with the country's governmental framework in 2010 and implemented common teaching standards that can be found in other public school systems. Data retrieved from that integration has determined that school is essential for the re-socialization and rehabilitation of juvenile offenders (Christopher, 2016).

Generally, emotions have proven to be essential motivators in an individual's behavior (Husslein, 1978). In this research, central importance is given to basic emotions of fear and anxiety. The primary function of fear is to motivate specific cognitive and behavioral acts, to enhance security to restore a sense of safety and confidence (Sarason, 1960; Heckhausen, J. & Heckhausen H., 2018). Despite the well-known fact, fear affects consciousness and causes the so-called "tunnel effect", which substantially reduces the choice of behavioral strategies. If it is not overwhelming, fear can perform an adaptive function. In moderate fear, the same 'tunnel' effect forces a person to focus on searching for strategies to avoid possible threats. In these cases, with the prospective engagement of their fear or anxiety, they contemplate the future as an impetus for them to become stronger and to lead the individual to self-fulfillment in order to reduce their sense of helplessness (Heckhausen, 1977; Heckhausen, J. & Heckhausen, H., 2018).

As mentioned above, the affective-emotional characteristics of juveniles are studied as one of the possibilities in predicting mental health risks (Ford & Finning, 2020; Martskvishvili et al., 2017). Among various emotional-motivational states, the leading importance is given to basic emotion, such as fear and anxiety, which is responsible for producing a direct response or signal to a real or perceived threat.

Accordingly, the school sector for the study at school is considered to be the most relevant place to assess the problems within a teenager's ecosystem, focusing on measuring their anxiety and comparing the data gained from different subgroups (Makashvili & Cxvedadze, 2010).

Research Aim

The purpose of the research study:

- a) To study juvenile offenders' socio-emotional states through affective dispositions. In particular, explore their anxieties and fears through typical school situations free from psychological perceptual defense.
- b) To reveal imprisoned juveniles' typical school fear profile and analyze it in correspondence with their maladaptive behavior.

Research Methodology

General Background

Dispositions related to emotions are essential indicators of social adjustment. They are evaluated explicitly with the use of self-reported questionnaires, where significant signs of psychological defense emerge. Thus, it would be important to study these constructs in imprisoned juveniles in a more precise way. To explore the psychological processes underlying their explicit dispositions, this study focused on indirectly measured perceptions of the subjects in typical school situations based on the German scientist Erik E. Husslein's Projective Method Test on school fear among children and adolescents (Husslein, 1978). SAT is a thematic apperception technique that enables researchers to study an object of research (fear) using cards depicting ten different episodes of school life.

This method allows the researchers to explore issues in adolescents' emotional functions towards their school environment as well as their motives that cause them fear and anxiety. Through natural discourse between a narrator and a listener, SAT reveals students' fears as one of the fundamental "motivating intermediary processes" delineated into the following aspects:

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

This method sets the conditions for validity as it deals with the leading former of adolescent behavior (learning), and their age-appropriate environment (school). This research method is beneficial for the development of our research methodology itself because, with the systematic approach of the SAT towards specific emotional states of fear, it is possible to study their manifestation in both qualitative and quantitative aspects. This makes the SAT method different from traditional TAT methods and other quantitative techniques for studying fear. It frees the researcher from methodological limitations while altering or generalizing SAT results (Husslein, 1978). The SAT's quantitative aspects as the most valid method for the stated research objectives.

The study was conducted in 2012-2013 under Georgia's Zero Tolerance Policy for juvenile delinquency in Georgia, where juveniles were sentenced with harsh prison sentences for both minor and severe crimes.

Ethical Procedures

As there is no functional research ethics committee established in Georgia, the ethics of research projects, conducted by Ilia State University faculty, are regulated by the Research Projects Commission. This commission reviews the ethics of each project's informed consent procedures, the right to terminate research, and the protection of participant confidentiality

Sample Selection

Along with the abovementioned studies, the research was conducted in the Avchala N11 Juvenile Detention Center located in Tbilisi, Georgia. The study allowed the comparison of the study group with the control group, paying particular attention to the peculiarities of their adjustment skills in situations demanding achievement.

Due to the detention center being male-only, the study involved 100 male adolescents in the age range of 14-18.

- Fifty participants were juvenile offenders from a juvenile penitentiary institution in Georgia, serving sentences for both nonviolent and violent offenses.
- Fifty of them were male adolescents from ordinary five different public schools, also located in Tbilisi, referred to as Control from now on.

Procedures and Informed Consent

A psychologist who had been previously working with the offenders administered the test individually, in a quiet setting, in strict confidentiality. The participants were informed that the information obtained would only be used for research purposes. Participation was voluntary and with signed informed consent forms. Each trial lasted approximately 60-90 minutes.

The students were asked to look at each card and make a story based on the scene they saw. The experimenter made a written record of the narrative. The subjects were informed about the

procedure beforehand. Several steps were taken to improve the quality of data collection, such as setting up specialized training for co-researchers for consensus in coding assessment data and enforcing the Code of Ethics for researchers (Tskhvedadze & Makashvili, 2009).

Instrument

In the case of SAT, the complex stressors an adolescent contends with in their environment is confined to their student-school environment.

The SAT structure is based on the functional usage and revision of statistics. The particular difficulties in terms of projective tests in psychology are that the results of satisfactory statistical research are poorly known. McClellands et al. (Jacobs & McClelland, 1994) recognized the diagnostic advantages of the SAT. Numerous studies conducted by the SAT have yielded significant outcomes that can be used in practical cases (Heckhausen H., 1977).

To adapt it to the Georgian context, two types of preparatory research were carried out:

- a) Expert research to check the validity of stimulating material in which 75 teachers and 147 students of a public school took part.
- b) Basic research in 9 public and private schools in cities and villages throughout the country. 291 experimental Participants took part in the research.

The analysis of the data is intended to establish the following:

- Thematic validity of each card of the test.
- Normative data for indicators for the dimensions of school fear.
- Validity of the reasons (subject-matter) of fear.

As a result of the expert and basic research, normative data indicators for the frequency and intensity of the display states of fear, and the subject-matter of fear, were used.

Based on those results, the standardized test was deemed appropriate for seven cards as they originally were. To adjust to local contexts, three cards underwent changes to their images without changing their theme. One extra card was added for thematic completion of the material. In particular, a card was added that was relevant for Georgian school life. The exercise is presented to the students without any achievement-related marks (Makashvili & Cxvedadze, 2010). All these changes were tested again based on a randomized sample. The research lays down the developmental basis of the quantitative interpretation schemes of school-based fear constructs within Georgian students (Makashvili & Tskhvedadze, 2009 & 2010). The SAT-based research conducted in Georgia consists of 11 cards representing various scenes from school life.

This was the order and titles of the cards used:

- a) In front of the school building.
- b) Conversation during the lesson in the classroom.
- c) The Latecomer
- d) Conversation with the teacher.
- e) Playing during recess.
- f) "It is your turn to show your homework now."
- g) Having to stay after school.
- h) Parents talking.
- i) Someone looking through a peephole.
- j) Announcement of the class marks.
- k) Hide and seek.

The method organizes the participants' fear-induced learning state into five dimensions: **EB** – Emotional Sensitivity: the scale is related to the perception of fear and unites emotional states like worry, nervousness, or unease about something with an uncertain outcome (anxiety), long-lasting agitation, dissatisfaction (irritation), tension, and acute perception of emotions in others.

IA – Self-Identification Fear: feelings of inferiority, tendency towards self-recrimination, feelings of weakness and helplessness, conscious or unconscious feelings of guilt, self-doubt, confusion, irritability, distrust, inability to make decisions and feelings of inadequacy.

SA – Social Fears: disruption or interruption of social interactions, isolation, marginalization, feeling of abandonment from loved ones, perceived loss of security and trust, fear of exposure.

KZ – Somatic Fear: an accelerated heartbeat, trembling, high blood pressure, noticeably increasing external tension, muscle tightening and relaxation, pale skin, reddening, chills, gastrointestinal disorders, vomiting, sickness, loss of appetite, stomach and body aches, defecation and urination dysfunctions.

ZB – Fears about the Future: real or imaginary threats about future achievement, expectations of pain or danger.

These fear categories are identified by a particular code in the content analysis, while the degree intensity of the identified components is quantified on a 7-point scale: 0 (not manifested) to 6 (strongly manifested) (Husslein, 1978).

Besides identifying the abovementioned aspects of fear, SAT reveals the reasons related to the emotional states of activated fear (or the reasons which aim to neutralize the fear responses). In SAT, these stressors are put into the following four categories:

- Stimuli caused by a teacher's personality, including the fear of losing the goodwill of the teacher, verbal abuse either from a teacher or from their classmates, punitive measures, physical punishment and reprimands.
- Stimuli caused by the study process, including refusal to take the initiative or to achieve success through new assignments, grades, or transferring to another class.
- Stimuli caused by their study group like the loss of status amongst peers, exposure and ridicule by peers, rejection, loss of a friend, and verbal or physical insults.
- Stimuli caused by their family through the loss of the parents' favor and trust, verbal and physical abuse, and prohibited activities or behavior.

This method examines school fear indicators and subjective perceptions of fear related to school environments, studying 9-13-year-old adolescents at risk of becoming marginalized and adolescents who have been forced to experience a family shift or displacement and the adolescents with no risk (Husslein, 1978). This method has never been used by researchers before to study adolescents in prison. This research was the first attempt to study the social-emotional perspectives of juvenile offenders. These perspectives can be considered moderators of the dominant trends in adults in changing school achievement-oriented situations.

Data Analysis

The students' narration, as stated above, is graded according to the expressions of emotion used during the narration. The intensity of these expressions is measured by a seven-point system that divides the data continuum into three intervals: 0 to 3 as emotional sub-responses, between 3 and 4 as optimal emotional responses, and above 4 as hyper-responses. Accordingly, the sub-responsive interval for the total score of 11 cards is 0-32. The optimal, or adaptable, interval ranges between 33 to 44. The hyper-responses above 45 is non-adaptable. These divisions of emotional responses are based on well-known motivational models of emotion, where fear and anxiety are considered important motivators of achievement (Heckhausen, 1977).

Data analysis is performed with the SPSS statistics data editor, using an intergroup comparison method between the two different student populations: school and prison.

Research Results

All measured intensities of fear for each of the five dimensions of fear, and their indicators of causes in School-related fear for both target groups, are presented in the first and second tables.

Table 1

The Total Measured Intensities of Fear (According To 11 Cards) For the Five Dimensions of Fear in Both the Control and the Target Groups

Category		N	M	Min	Max	SD	t	p
Emotional Sensitivity –EB	Control	50	39.3	24	50	5.6	0.118	.651
	Prison	50	41	25	59	8.2		
Self-Identification Fears - IA	Control	50	34.4	18	46	6.5	0.044	.826
	Prison	50	30.2	2	55	13.2		
Social Fears - SA	Control	50	19.6	9	35	5.6	0.286	.126
	Prison	50	18	3	45	9.7		
Fears about the Future -ZB	Control	50	34	19	49	6.6	6.732	.0001
	Prison	50	6.7	2	20	4.75		
Somatic Fears - KZ	Control	50	12.7	8	20	2.2	1.459	.01
	Prison	50	32.6	12	55	11.1		

Table 1 shows the following results:

EB – Emotional Sensitivity. The average figures in both groups are nearly the same and do not go beyond adaptability (Public school EB=39.3, Prison EB=41). According to the data, there is a higher distraction rate in the Prisoner group ($SD = 8.2$).

IA - Self-Identification Fears. According to the research, Prison (IA = 30.2) and Control (IA = 34.4) data are approximately within the adaptive interval, and the data difference between groups is not statistically reliable ($\Sigma = 0.826$). However, there is a high diversion between the SD data inside the study groups (SD Control = 6.5, Prison = 13.2).

SA - Social Fear. The difference between Control (SA = 19.6) and Prison (SA = 18) groups shows that the data is not statistically reliable ($\Sigma = 0.126$). There is high distraction rate data among adolescents who are in prison ($SD = 9.7$).

ZB - Fears about the Future. Includes real or imaginary threats in future achievements and expectations which are painful or dangerous. Control results (ZB = 34) show significantly higher than those of the adolescents in prison (ZB = 6.7). Moreover, the score obtained from the prison group is dramatically low of themselves. Statistically, the difference indicates a high level of reliability ($\Sigma = .000$).

KZ - Somatic Fears. The data on the adolescents in prison (KZ = 32.6) is almost three times higher than that displayed in the Control group (KZ = 12.7).

It is essential to mention that difference between these data is statistically reliable ($\Sigma = 0.01$).

As given in the method description, SAT provides information not only about the specific features of the student’s emotional profile but also gives information about the reasons that caused the identified conditions and about the stressors that the student’s emotional responses are directed towards.

Table 2

Lists the Indicators of Causes of School Fear (According To All 11 Cards) For Both Target Groups. The Indicators are Given Separately and Together in All Four Blocks

General Card Subject		N	M	Min	Max	SD	t	p
Teacher’s Personality	Control	50	9.1	2	18	3.39	3.026	.01
	Prison	50	13.4	6	22	3.84		

Correlation analysis of data on adolescents in prison reveals that - Somatic Fear (KZ) has the highest association with the sum of causal factors ($r = 0.62$).

Social Fear (SA) has the highest association with the Prison ($r = 0.64$) while the subscales of Fear of the Future (ZB) and Emotional Sensitivity (EB) are not correlated with others in magnitude and show complete independence from the rest of the subscales. As for the correlation of the total score of all five dimensions of fear with the indicators of each subscale of fear, this shows that the highest correlations were found with Somatic Fears (KZ) ($r = 0.79$), followed by Self-Identification Fears (IA) ($r = 0.63$) and then the Sum of Reasons ($r = 0.60$).

Table 4

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

We have relatively different data on the emotional profile of the control group. As can be seen from the table (Table 4), fear subscales are correlated with each other and, unlike the target group, some subscales show a relatively high affinity with each other. In this regard, particular attention is paid to Fear of the Future (ZB) which does not show a correlation with others (see Table 3) while in the Prison group data it is highly correlated with:

- a) (IA) Self-Identification Fears ($r = 0.79$)
- b) (EB) Emotional Sensitivity ($r = 0.79$)
- c) (SA) Social Fear ($r = 0.57$)
- d) The Sum of Reasons ($r = 0.60$)

As can be seen from the data, the difference in fear constructs for both groups of adolescents is also confirmed by subscale correlations.

Discussion

While discussing the entire data, full attention should be given to the decrease of Fear of the Future in juvenile offenders. The data collected from imprisoned juveniles show not only a statistically reliable difference between imprisoned juveniles and their peers' corresponding data but also

registers at the low edge of the sub-response interval. Understanding the magnitude of future-oriented fears in the context of motivational theories may reveal risk factors for personal development and social adjustment. When Fear of the Future is below normal, it becomes an indicator of lack of planning for the future (Heckhausen H. & Heckhausen J., 2018; Husslein, 1978; Sarason, 1960) and may indicate demotivation within the subject of them having no future orientation. If we consider the decreased future fears not as socially consequential, but as related to personal features, we may then relate it to psychopathic disorder tendencies (however, at this age it is difficult to differentiate whether their antisocial behaviors are an age norm or a case of psychopathology (Dobbs, 2011; Sercombe, 2014).

On the other hand, we may also think that adolescents in prison find it difficult to plan future endeavors, including real or imaginary threats, painful expectations, and fears. These feelings are easily understandable, taking into account the amount of punishment they receive and the negative social stigma towards former convicts. Consequently, a juvenile's blocking of this issue may serve as a defense mechanism as delinquents find the future to be a very bleak prospect (Foy et al., 2012).

The second significant data that should be analyzed is the increased Somatic Fear in juvenile offenders compared with the control group. In this case, it is noteworthy to say that the indicators of the Control and Prison groups are lower in comparison with the indicators of the normative group in our pre-study research. While analyzing the data, the study groups' specifics should be taken into account that only boys were included in the selected groups. Here, gender is a research moderator variable and reflects the specifics of the country and culture. The rate of the apprehension of bodily fear expressed in the control group of our research is significantly lower than the normative indicators obtained in the representative studies. As for bodily fear as a moderator variable, it was reflected in a significant difference between the data obtained in the Prison and Control groups. The data clearly showed that the indicators of bodily fears of juvenile offenders are almost three times higher than those of non-offenders. This is probably natural, as juvenile offenders in jail are forced to keep their behavior under control as any form of aggression, abusive behavior, or use of force in self-defense are punishable in the penitentiary system and may further aggravate their situation (e.g., aggravated punishment, administrative punishment, etc.). All this causes stress and tension in adolescents, which are always accompanied by corresponding physiological correlates and appear not only in nervous processes but also in several somatic manifestations.

The opinion of the prison community is critical as there are high risks of peer exclusion and marginalization. This reality is somehow contradicted by the fact that there is a minor difference between the comparable groups in the rates of Social Fear and Self-Identification Fear (the fear that others will regard them as worthless). In this aspect, the scattering measurements of the comparison groups are considered to be significant. The scattering ratios of social anxiety is high in prison populations and is even higher in terms of Self-Identification Fears. Imprisoned juveniles are divided into different subgroups according to their level of Social Fears. High Standard Deviation data; in other words, the diversity of data indicates that the condition of juveniles in prison is not the same. Some of them have high indications of fear, whereas others are quite low. Specifically, for adolescents in prison, this fear is probably provoked by a prison subculture.

Besides the data obtained for this study and can be discussed in abovementioned risk-factors of the imprisoned juveniles' mental health, we gathered data that can be used towards their habilitation. In particular, the possibility of verbalizing emotional states, i.e., their EB rate, is not significantly different in the data to adolescents either in or out of prison. The ability to mentalize their internal processes, including verbalizing emotions, is a vital prerequisite for receiving beneficial professional advice on their social or personal problems and participating in successful rehabilitation campaigns (Gergely et al., 2002).

In an ideal case, school teachers would be the most important people helping juvenile offenders rehabilitate. They can support adolescents who are in conflict with the law and help them re-assess critical values in their lives. The prerequisite for such an intervention is to create trusting emotional relationships (Patalay et al., 2017; Sharpe, et al., 2016). Unfortunately, according to our research, one of the most substantial stressors for juvenile offenders, is a teacher's personality. It should also be noted that a teacher's persona is a stand-in for prison administration as well.

The correlation between fear dimensions and activators' subscales allows us to discuss the

Prison and Control groups' fear profile characteristics. Unlike the Control group, all activators of fear in the Prison group, including the teacher's personality, are predominantly related to one parameter, the somatic aspects of fear, which is the apprehension of physical injury. In other words, the more causes or activators in the environment, the more bodily complaints are expressed.

These findings can assist mental health professionals working in the juvenile penitentiary system to identify problems and effectively focus on their work (Makhashvili & Kvavilashvili, 2010; Underwood & Washington, 2016).

Research Limitations

The study does not give a comprehensive picture and leaves some questions open:

- Is the characteristic profile (revealed by our study) of the emotional response of juveniles in prison more closely related to their delinquent character or the specific environment in which these adults are found?

This open-ended problem led us to continue further studies to conduct comparative research with adolescents displaying delinquency but with no history of detention.

Conclusions

Through the examination of our results, our research revealed the risk factors of emotional functions and social adjustment in juvenile offenders from the perspective of motivational theories of fear. It has been observed that sub-normative indicators in Fears about the Future (ZB) are a risk factor for the personal development and social adaptation of juvenile offenders as a low rate of Fears about the Future an indicator of lack of planning for the future. Adolescents in prison find it difficult to improve their prospects as their future is filled with real or imaginary threats, painful expectations, and fear. Consequently, adolescents will often block this issue as a protective mechanism or become associated with excessive exposure to risky behaviors typical of this age, including antisocial behavior.

The physical manifestation of fear is almost three times higher in juvenile offenders. The reliable reported differences in Somatic Fear (bodily expressions of fear) between the Prison and Control group ($P < 0.01$) confirms the view that evaluation of distressing issues using the tools free from conscious protection is appropriate. It serves as a filler for self-reported data in cases where it may be negatively affected by cultural standards.

The high rate of Standard Deviation in IA - Self-Identification Fears and SA - Social Fear in target group scores ($SD SA - 9.7$, $IA - 13.2$) in comparison with the Control group ($SD SA - 5.6$, $IA - 6.5$) reveals that adolescents in prison respond differently to stressful situations. They have different problem-solving abilities, and juvenile offenders are in unequal conditions in prison.

For the juveniles, who are serving in prison, teacher personality is the most powerful fear activator in demanding achievement school situations. The given data is vital for educational settings, as well as for schools in penitentiary institutions, in order to better understand the role a teacher plays and how to use his/her resources to prevent antisocial behaviors and recidivist crime in adolescents.

This study, conducted in a juvenile detention center, using a psychologically defense-free method, revealed internalized challenges reflected in a self-reported survey, permitting us to declare that while surveying a person in a penitential establishment, it is essential to use methods free from conscious protection along with self-reported questionnaires to develop an evidence-based assessment concerning a specific assessment purpose, case conceptualization, and intervention planning.

References

- Boltivets, S., Uralova, L., Goncher, T., Chelydyn, Y., & Gonchar, O. (2019). Features of age dynamics of deviant behavior of children and teenagers with neurosis-like state of residual-organic genesis. *Problems of Psychology in the 21st Century*, 13(1), 7-17. <https://dx.doi.org/10.33225/ppc/19.13.7>

- Christopher, A. M. (2016). *The school-to-prison pipeline: A comprehensive assessment*. Springer Publishing.
- Foy, D. W., Ritchie, I. K., & Conway, A. H. (2012). Trauma exposure, posttraumatic stress, and comorbidities in female adolescent offenders: Findings and implications from recent studies. *European Journal of Psychotraumatology*, 3, Article 17247. <https://dx.doi.org/10.3402%2Fejpt.v3i0.17247>
- Dierkhising, C. B., Ko, S. J., Woods-Jaeger, B., Briggs, E. C., Lee, R., & Pynoos, R. S. (2013). Trauma histories among justice-involved youth: Findings from the National Child Traumatic Stress Network. *European Journal of Psychotraumatology*, 4(1), Article 20274. <https://doi.org/10.3402/ejpt.v4i0.20274>
- Dobbs, D. (2011). *Beautiful brains*. National Geographic.
- Ford, J., Chapman, F., Hawke, J., & Albert, D. (2007). *Trauma among youth in the juvenile justice system: Critical issues and new directions*. National Center for Mental Health and Juvenile Justice. <https://www.courts.ca.gov/documents/BTB25-1G-02.pdf>
- Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., Brymer, M. J., & Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice*, 39(4), 396–404. <https://doi.org/10.1037/0735-7028.39.4.396>
- Ford, T., & Finning, K. (2020) Mental health in schools. In: Taylor, E., Verhulst, F., Wong, J., Yoshida, K., & Nikapota, A. (Eds), *Mental health and illness of children and adolescents. Mental health and illness worldwide*. Springer. https://doi.org/10.1007/978-981-10-0753-8_40-1
- Gergely, G., Fonagy, P., Jurist, E., & Target, M. (2002). *Affect regulation, mentalization and the development of the self*. Other Press.
- Heckhausen, H. (1977). *Achievement motivation and its constructs: A cognitive model. Motivation and emotion*. Plenum.
- Heckhausen, J., & Heckhausen, H. (2018). *Motivation and action*. (Vol. Third Edition). (J. Heckhausen, Ed.). Springer. <https://link.springer.com/content/pdf/10.1007/978-3-319-65094-4.pdf>
- Husslein, D. E. (1978). *Der schulangst-Test SAT* (The school anxiety test SAT). Verlag für Psychologie, Hogrefe.
- Jacobs, R. L., & McClelland, D. C. (1994). Moving up the corporate ladder: A longitudinal study of the leadership motive pattern and managerial success in women and men. *Consulting Psychology Journal: Practice and Research*, 46(1), 32–41. <https://doi.org/10.1037/1061-4087.46.1.32>
- Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. The Guilford Press.
- Kimmel, D. C., & Weiner, I. B. (2017). *Edolescence. A Developmental Transition* (Vol. Second Edition). International Psychotherapy Institute.
- Makashvili, K., & Tskhvedadze, N. (2010). Paradoxes of ecosystem in the school related fear of marginalized adolescents. *Dimitri Uznadze Psychology Institute "psychology"*, 22, 50-55.
- Makhashvili, N., & Kvavilashvili, N. (2010). *Mental health needs of juvenile convicts*. GCRT.
- Martskvishvili, K., Abuladze, N., & Sordia, N. (2017). Emotional creativity inventory factor structure, reliability and validity in a Georgian-speaking population. *Problems of Psychology in the 21st Century*, 11(1), 31-41. <http://oaji.net/articles/2017/444-1515690763.pdf>
- Sarason, I. G. (1960). Empirical findings and theoretical problems in the use of anxiety scales. *Psychological Bulletin*, 57(5), 403-415. <https://psycnet.apa.org/doi/10.1037/h0041113>
- Sercombe, H. (2014). Special issue on reward and regulatory processes in adolescence. *Brain and Cognition*, 89, 61-69.
- Sharpe, H., Ford, T., Lereya, S., Owen, C., Viner, R., & Wolpert, M. (2016). Survey of schools' work with child and adolescent mental health across England: A system in need of support. *Child and Adolescent Mental Health*, 21(3), 148–153. <https://acamh.onlinelibrary.wiley.com/doi/10.1111/camh.12166>
- Tskhvedadze, N., & Makashvili, K. (2009). Primary data for adaptation of School Fear Test (SAT). *Psychology Peer-reviewed Collection of Scientific Works, D. Uznadze Institute of Psychology*, 21, 143-162.

Underwood, L. A., & Washington, A. (2016). Mental illness and juvenile offenders. *International Journal of Environmental Research and Public Health*, 13(2), 2-14. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4772248/>

WFMH. (2018). *Young people and mental health in a changing world*. The World Federation for Mental Health (WFMH).

WHO. (2012). Adolescent mental health: Mapping actions of nongovernmental organizations and other international development organizations. World Health Organization. <https://apps.who.int/iris/handle/10665/44875>

Received: July 21, 2020

Accepted: December 01, 2020

Cite as: Panchulidze, T., & Makashvili, K. (2020). Fear-based observations of juvenile offenders towards achievement demands in school situations. *Problems of Psychology in the 21st Century*, 14(2), 123-134. <https://doi.org/10.33225/ppc/20.14.0123>

Tea Panchulidze
(Corresponding author)

PhD Student, Ilia State University, K.Cholokashvili Av. 3/5, Tbilisi 0162
Georgia.
E-mail: panchulidzetea@yahoo.com

Ketevan Makashvili

Professor, Child Development Institute, Ilia State University,
K.Cholokashvili Av. 3/5, Tbilisi 0162, Georgia.
E-mail: Ketevan_Makashvili@iliauni.edu.ge
Website: <https://faculty.iliauni.edu.ge/arts/ketevan-makashvili/?lang=en>
