

# Psychological and Pedagogical Investigation of the Imprisoned Persons

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**Abstract:** *The paper highlights the effective psychological and pedagogical directions of persons who are in places of imprisonment. The problem of returning to a normal lifestyle today is very topical, the social maladjustment of former convicts, unwillingness to leave the former antisocial environment, insufficient or no education in general, irrational motivational sphere, low level of self-esteem and concentration on the main criteria of psychological and social health, become obstacles to re-socialization for those who are in the imprisonment places.*

*In order to develop psychological and pedagogical support of social adjustment for people who are or are going to leave the prison, the diagnosis of psychological characteristics is relevant, which will be the key elements to the effectiveness of the applied directions that are as follows: focus on changing the social environment; socio-psychological therapy; professional orientation during the educational process.*

*The following methods were used for scientific research as analysis of scientific literature, theoretical research methods, which study scientific and methodological literature on the problem of individual social adjustment for those who leave the prison; empirical research methods based on psychological and pedagogical observation of cognitive, labor-intensive activities and the use of professionals working at the same time, psychologists and teachers during the re-socialization of imprisoned. The research shows two stages of a pilot study, during which there was implied the diagnosis of intellectual, educational motivation, nonverbal creativity, equal self-esteem and changes in concentration of imprisoned.*

**Keywords:** *psychological and pedagogical research; re-socialization; social adjustment; social and psychological therapy; imprisoned.*

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## **1. Introduction**

### ***1.1. The chapter of introduction***

Psychological and pedagogical research and effective re-socialization of persons before releasing from the prisons is currently relevant, as the return to normal social and domestic life requires certain stages of rehabilitation, some work on themselves, on their habits. Effective social adjustment cannot take place without the support of specialists in socio-pedagogical, psychological and legal spheres.

Nowadays, when the curve of crime, including recidivism, is steadily moving up, and the effectiveness of reformed penitentiaries is crossed by the constant bureaucracy of the issue on psychological and pedagogical work with persons in penitentiaries and released after serving the sentence is very acute. If a person does not recover and does not adapt to a normal life, it will lead to new deviant consequences and, most often, to the re-commission of crimes. Therefore, this problem requires a special place in the practice of socio-pedagogical, socio-psychological and socio-legal work. This is due to the fact that it is focused on the correction of imprisoned, stimulating their further law-abiding behavior in freedom.

The level of socialization is determined by the role played in it by social and psychological and pedagogical work, and the status of a social worker. In modern European countries, politicians and administrative figures turn to psychological and pedagogical workers every time they face the problem that cannot be effectively solved by political or administrative methods, but can be the subject of socio-pedagogical research. Based on this criterion, we can say that the socio-pedagogical work with prisoners in Ukraine today is still only at an early stage of development.

### ***1.2. The research gap***

The problem of re-socialization of an imprisoned requires hard and long-term work. Psychological and pedagogical work on the social adjustment of the individual should begin immediately after proving the fact of the crime and at the beginning of the sentence. The behavior of criminals, legal bureaucracy and the lack of social practitioners in pedagogy, psychologists, subject teachers who are able to work with different categories of convicted, as well as use innovative methods of psychological and pedagogical work, virtually nullifies the effectiveness of social adjustment of persons in prisons. It is also necessary to develop and regularly use research on psychological and pedagogical indicators, the analysis of the results of which will help to orient in the selection,

development, modification of correct and effective psychological and pedagogical and socio-pedagogical innovative technologies of re-socialization of imprisoned.

## **2. Research questions/Aims of the research**

Psychological and pedagogical work with convicted is in itself a multifaceted type of activity, which has become the subject of research by M. Denysova (2010), V. Druzhynin (2007), A. Kapska (2017), A. Makarenko (1997), V. Nalyvaiko (2000), A. Stepaniuk (2015). Employees of correctional colonies (prisons) interact with specialists in the psychological and pedagogical sphere in resolving issues of labor and domestic assistance to prisoners. Only in comfortable and fruitful cooperation the effective work can be built in the areas of patronage, guardianship, health care, education, social protection, work with the commission for minors and protection of their rights. Areas of re-socialization in the process of psychological and pedagogical research of individuals in prisons need modern improvement, innovative methods introduction, and constant experimental study of the social adjustment characteristics and are prerequisites for our further study.

The aim of the article is to determine effective psychological and pedagogical areas of re-socialization and analysis of psychological and pedagogical diagnosis of imprisoned.

## **3. Research methods**

### ***3.1. Participants***

Since the beginning of 2015, Ukraine has been one of the first countries in the world if to compare the number of prisoners per capita: there are 450 people per 100,000 Ukrainian citizens are in prisons.

The specific of socio-pedagogical work in the institutions of the correctional system allows us to outline the following areas:

- the isolation and closeness of a certain social system inside the social organisms;

- the objects of psychological and pedagogical work are characterized by a high level of anxiety, discomfort and stress;

- social, psychological and pedagogical work is carried out in antagonism of two irreconcilable ethical and legal concepts (mentality of "prison staff" and mentality of "prison world", while their representatives do not consider psychological and pedagogical work as an integral and necessary element of prison life, often do not understand its meaning and role);

- Execution of criminal punishment is a mandatory parallel component of the social and legal institution and psychological and pedagogical work;

- psychological and pedagogical work should not stop at the end of the sentence, as the former prisoner needs constant re-socialization and adaptation to the outside world, its rules and regulations; unlike other employees of the penitentiary staff, the psychological and/or socio-pedagogical worker is objectively forced to occupy a special place; he /she is a mediator not only between the government and the citizen, but also between the philosophy of punishment, rehabilitation and the hostile philosophy of the criminal world, forcing supporters of these philosophies to seek socially acceptable points of contact (Yanchuk, 2019).

According to juvenile probation, which was formed in the process of reforming criminal justice for minors in Ukraine in 2016, the recidivism rate among adolescents is 1, 13%. Today in 14 cities of Ukraine (Dnipro, Kryvyi Rih, Zaporizhya, Melitopol, Mariupol, Kyiv, Zhytomyr, Lviv, Rivne, Odessa, Mykolaiv, Kharkiv, Kropyvnytskyi, Poltava) there are juvenile probation centers, the activities of which are provided by specially trained staff (Commentary on the Constitution of Ukraine, 1998).

### ***3.2. Materials and instruments***

Thanks to the work of the juvenile center, 181 teenagers are registered at the centers. In the first half of 2019, 266 juveniles were registered in the juvenile probation sectors. Probation programs are being implemented for 14 minors. Based on the socio-demographic characteristics of adolescents registered with the probation authorities of Ukraine, the Probation Center staff compiled their generalized social portrait: boys aged 16-17, from single-parent families, convicted for serious crimes against property, often committed by a group of persons (Yanchuk, 2019).

Unlike offenders who are in prisons, juvenile social adjustment is carried out in the community, without isolation from society, separation from the family, which prevents the traumatic effects of imprisonment.

In work with minors both traditional and innovative methods of psychological and pedagogical work are used: reduction of the risk factors influence on their behavior for prevention of repeated offenses commission; discussion and elaboration of problematic issues (education, family, leisure, friends, relatives, personality qualities of the teenager, attitude to bad habits, desire and psychological readiness to change their lives for the better); individual social and educational work. In the context of reforming the penitentiary service of Ukraine, innovative areas of socio-pedagogical and

psychological and pedagogical work should be actively used for the re-socialization of imprisoned (Tarabuhin & Zvigun, 2005).

Such methods of psychological and pedagogical work allow fulfilling effective work on establishment of relations in a family, at school, in other educational institution, develops communicative competences of the teenager which correspond to moral and ethical and social and legal requirements, attracts to effective and interesting leisure. The ultimate result of such work is that the subjects of probation receive a complete general secondary education, a chance and opportunity at the level of other graduates to successfully pass the external examination and enter a higher education institution, to study English for free. According to Oleg Yanchuk, director of the Probation Center, such work allows to improve the efficiency of social adjustment of juvenile delinquents, to prevent the commission of repeated crimes and to ensure the society safety (Yanchuk, 2019).

Referring the analysis of factors and conditions of the effective re-socialization of juvenile and adult offenders who are imprisoned, the main tasks of psychological and pedagogical work in modern institutions of correctional and rehabilitation system are:

- formation, development and strengthening of socially useful ties between prisoners and the outside world;

- change and reorientation of the social status of a prisoner at the place of pre-trial detention or serving a sentence, to effective existing after release, assistance in establishing socially positive horizontal links with others, establishing effective social ties with family and friends, social prosperous groups of people outside prisons, assistance in changing social status;

- assistance in building such types of horizontal and vertical relations, which, on the one hand, would meet the objectives of pre-trial detention or execution of criminal punishment, and on the other hand would cause the least physiological, psychological, ethical and social losses for the convicted;

- creation of social and living conditions acceptable for imprisonment and serving the entire term of punishment;

- assistance in the social development of the prisoner, including improving his social and ethical culture, developing healthy moral and ethical social needs, reorientation of normative and valuable settings, increasing the level of self-development, self-education, self-control;

- improving the effectiveness of re-socialization by obtaining the help of specialists in psychology, psychiatry, social work, socio-legal sphere.

- organization and provision of social protection for vulnerable categories of prisoners (pensioners, the disabled, adolescents, etc.);

- assistance to prisoners in establishing or restoring a socially effective environment (work, family, religion, art, etc.);
- solution the conflict situations and advising prisoners on resolving them effectively;
- social development, punitive rehabilitation reform and forecast of the development of the institution where the prisoners are held;
- promotion of social, legal and physical protection of staff.

Thus, based on this list, we can indicate that some tasks are specific only to psychological and pedagogical work, while others are close between social work and operational activities, training and educational work, as well as psychology and psychiatry.

### ***3.3. Procedure***

In this chapter the author should present the research methods used in obtaining data/results.

Organizing the process of re-socialization of the individual in prison, it is necessary to understand its essence, the basic patterns inherent in this process, and the principles of its implementation (Sitkovska, 1998).

It is known that the system of education is determined by the social structure of society, its spiritual culture. This is reflected in the definition of goals and objectives, the social ideal of the individual, the model of those features and qualities that should be formed in students over a long historical period of time.

The systems of Pennsylvania punishment in the XVIII century and the punishment defensive form in the XIX century contributed to the complete restriction of convicted from any participation in deciding their own fate or even a slight improvement in their condition. Totalitarian society also had its ideals, idols, icons, which were built on the denial of universal values in favor of mythical class morality, which of course reflected the forms and methods of so-called "re-education" of imprisoned (Soloviev, 1990).

Quite weak implementation of humanistic ideas of psychology and pedagogy, which was based on a combination of respect and demands on the personality of the convict, its protection in the team, which determined the goals and content of the system by A.S. Makarenko significantly were ahead the social relations level (Makarenko, 1997).

The course to integration into the European Union requires the harmonization of national norms and laws with European ones, modification and modernization of the penitentiary system and basic psychological and pedagogical areas of research. Undisputed observance of human rights, humanization of the penitentiary process will contribute to

compliance with international standards and modernization of psychological and pedagogical areas of prisoners' social adjustment.

On the basis of the conducted historical express-analysis on the formation of psychological and pedagogical work directions with imprisoned, it is expedient to allocate the basic innovations in traditional directions of re-socialization i.e. change of social environment, social and psychological therapy, professional orientation.

Changing the social environment is a priority for the re-socialization of persons in prisons. For better re-socialization it is necessary to radically change the circle of communication, the former convict is not able to do it, so his/her relatives should help and if they do not manage to consult a qualified specialist who is competent in this matter. It would be optimal for the former prisoner and his family to move (if they understand that he/she is ready and able to take the right way and the problem is only in the people around) to the other end of the city, or, if possible, to another cities. Many people leave the penitentiary, even if they are ready for a new way of life, "break" when they return to their circle of friends because they are vulnerable and provoked.

Based on the natural connection between the nature of public relations and the purpose, objectives, content of the pedagogical process in the practice of penitentiary staff and temporary detention facilities, the basic principles that determine the main areas of work with offenders should be implemented. This is, first of all, the principle of purposefulness of the socio-pedagogical process for the social adjustment of young people.

Socio-psychological therapy is the next innovative direction of re-socialization of prisoners. Such people need social and psychological help, support, stimulation to a normal life, and motivate them with new ideas, opportunities, communicate with them, and help to understand that after leaving prison, life does not end. Creative activity puts the pupil in an active position in relation to the surrounding reality, includes him/her in various social and educational relationships. In pre-trial detention centers, in particular, in conditions of isolation, sensory deficit, the creative activity of the individual acquires the special significance (Galaganov, 2014).

It is advisable to carry out methods of art-therapy and fairy tale therapy. For effective leisure of prisoners it was suggested to use such therapies as: "modeling with plasticine" (therapy aimed at distraction from life's problems); "painting on canvas" (therapy to improve the emotional state of a person); "how I see my future" (the picture of the future allows to understand the basic problems and ways of their decision) etc. For fulfilling the social and psychological therapy presence of highly skilled professional shots capable to implementation and realization of social and therapeutic

programs of education and re-education of convicts is necessary (Tihaya, 2001).

Vocational guidance is one of the main stages necessary for an effective return to normal life, education and professional activity and social realization. One of the important thing is the motivation to receive secondary education, and in the future the preparation of EIT for admission to higher education. Propose activities aimed at acquainting the person with his/her abilities and possibilities in order to direct the personality of the prisoner to choose one of the most suitable professions for him/her. Professional orientation is to help a person choosing his future profession, considering all the abilities, needs and desires. Professional orientation does not end with the choice of profession; it is topical throughout a person's life. Specialists of the social and psychological service, teachers and psychologists are called in to help orient the former convicted.

The complex system of measures provides for the process of re-socialization by: creating and implementing individual programs for psychological and pedagogical work; organization of general education and vocational training of former prisoners; providing them with the opportunity to engage in physical culture and sports; leisure organizations; providing spiritual support and assistance; involvement of representatives of religious organizations for spiritual support and assistance; providing advice and consultations; providing psychological support for the process of serving a sentence; implementation of measures to facilitate social rehabilitation after release (Fetyskyn et al., 2005).

It is known that one of the most important attitudes for the re-education of the individual - is the attitude to himself, his behavior, and hence to his crime, his past and future. If in this area of personality a penitentiary officer is able to identify such positive traits as self-criticism or remorse for a crime committed on the basis of sincere repentance, he/she can count on the reality of achieving the goal of returning a law-abiding person to society.

It is worth emphasizing that all of the above psychological and pedagogical innovations act solely as a single interacting system.

During November 2018 and May 2020, two stages of pilot psychological and pedagogical diagnosis were conducted. The respondents were students of the evening secondary school №38, people who are in prisons in Kropyvnytskyi. Number of respondents who participated in the diagnosis were 30 people aged 16 to 47 years (stage I) and 34 persons aged 16 to 36 years (stage II).

At the first stage, the study was conducted on methods of diagnosing the structure of intelligence (Druzhynin, 2007), self-esteem (Fetyskyn et al.,



2005), creativity (Druzhyenin, 2007) and motivational characteristics of the personality of people (Fetyuskyn et al., 2005) who are preparing to leave the prison.

As the part of the second stage of socio-pedagogical diagnosis, an additional method of studying the concentration ability was conducted Pieron-Ruzer test (Galaganov, 2014). Additional diagnosis was carried out in the parallel with the main stage of implementation of psychological and pedagogical areas in social adjustment of prisoners and aimed at identifying positive dynamics in the personal characteristics of prisoners.

#### **4. Results**

Psychological and pedagogical work with prisoners is in itself a multifaceted activity. One of the most important activities of psychological and pedagogical work with prisoners is their personal preparation for releasing the prisons, which is aimed at re-socialization of the convicts themselves. The main goal of re-socialization is to return to society a “socially healthy” person capable in intellectual self-improvement, creative abilities expression, positive motivation for quality professional and domestic life, with adequate self-esteem and self-concentration; prepared for the various living conditions that exist in society.

After analyzing the methodology for determining the creativity of an experimental group of respondents consisting of 30 people, we determined that the level of nonverbal creativity of our prisoners (according to the originality index) is below average (18%). However, for its assessment, the uniqueness index is more important: the result of the uniqueness index (72%), suggests that the creation of the unique product of activity is possible for all respondents. The uniqueness of this category of people has a high rate, which indicates the presence of some creative abilities in the researched individuals.

The method "Diagnosis of the educational motivation structure" allowed studying the most significant motives of educational activity and their qualitative analysis in people of different ages. Learning motivation is an appropriate indicator for professional self-determination and can be considering when educating people who are leaving the prison.

In our study, we identified several group motives for learning, which are the driving force of career guidance. We present the quantitative characteristics of each motive within the respondents: cognitive motive (46%); communicative motive is expressed in the desire to communicate (39%); emotional satisfaction motive (33%), self-development motive (34%); external stimulation, which is, unfortunately, the main among the studied

motives (45%). A pleasant fact was that 58% of respondents are characterized by the dominance of the achievement motive and this is especially evident in educational activities.

Unfortunately, out of 30 respondents, only 25% at least tried to answer the test questions by the method of structure intelligence diagnosing. Only 1 respondent answered 16 test questions, and gave correct answers.

Analysis of the methods on self-esteem verbal diagnosis shows that the vast majority of the studied 70% (average self-esteem is 44 points) has an average self-esteem (respondents aged 26 to 35). Only 15% of respondents have a high level (respondents aged 14 to 25) and a few was low (two respondents aged 47 and one - 36).

The second stage of the research was conducted with an experimental group, included the respondents that were also students of the evening secondary school №38, the prisoners from in Kropyvnytskyi, but already 34 people aged 16 to 36.

## 5. Discussions

A feature of the introduction of socio-pedagogical areas of re-socialization of persons in prisons was the national quarantine, due to the global pandemic and the global spread of the new influenza virus COVID-19. For students of evening secondary school №38 the main educational work was carried out remotely, using video, television and multimedia software. During educational and upbringing work in the remote mode from the conscious personality self-concentration, self-awareness, high concentration, concentration of attention to all details is required. This aspect became decisive in the choice of the psychological characteristics study of imprisoned during the second stage of socio-pedagogical diagnosis. Respondents were offered a method of studying the ability to concentrate (Pieron-Roser test).

Analysis of the study results showed that respondents of this age group are able to focus, concentrate on any subject, control their attention and master it. The results of the study show that 57% of respondents have a very high level of concentration, with a high level of concentration there are 23% of people, with an average - 9%. 11% of respondents have a low level of attention.

With a very low level of students concentration in the studied groups was not detected.

## 6. Conclusions

The proposed methods allow to identify not only the level of development of respondents characteristics (psychological, intellectual), but also to determine the compliance of their age level with the level of social adaptation, compliance with their psychological readiness to perceive innovative psychological and pedagogical areas of re-socialization.

Social diagnosis conducted in the first and second stages of a pilot study using the described methods is of practical importance, as it can be used by the teaching staff of evening secondary school to correct the forms and methods of work, technologies of educational activities of prisoners, corresponding to a wide age category. The proposed set of diagnostic methods models a real picture of the respondents' re-socialization, which gives the opportunity to adjust the approaches and directions of socio-psychological and educational activities. The latter emphasizes the need for cooperation between specialists in psychology, pedagogy, social work and the socio-legal spectrum with teams interacting with prisoners. Such cooperation, in turn, will help to increase the re-socialization effectiveness, balance approaches to the education and upbringing of all ages prisoners.

Prospects for further scientific research. Preparation of prisoners to release from prisons is based on hard and long-term work in the system of measures for the preliminary solution of psychological and pedagogical areas of social adjustment, labor and living conditions of convicted, which include their social, educational, psychological, ethical, legal training, effective direct assistance in the restoration and development of socially useful ties of socially adjusted personality.

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