



EFFECTIVENESS OF INSTITUTIONAL FORMS OF HELPING THE YOUTH THREATENED BY SOCIAL EXCLUSION

Zbigniew B. Gaś
(Red.)

**EFFECTIVENESS OF
INSTITUTIONAL FORMS OF HELPING
THE YOUTH THREATENED BY
SOCIAL EXCLUSION**

*Summary of the research project led by
Zbigniew B. Gaś*

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INTRODUCTION

(by Zbigniew B. Gaś)

As the number of dysfunctional youth displaying various kinds of problem and pathological behavior is growing, there is more need to introduce professional activities helping juveniles avoid social exclusion. In Poland there are a number of institutions offering such help, including Ochotnicze Hufce Pracy (Voluntary Labor Corps, OHP), emergency juvenile shelters and youth custody centers. The research conducted so far as well as social experiences prove that their educational, correctional, and resocializing efficiency is hardly satisfactory.

Such poor efficiency of resocializing and educational activities results not only in juveniles' leaving OHP, breaking the rules, committing various transgressions and escaping from the centers, but also in a number of problems with finding their place in society and taking up responsible social roles. This leads to juveniles' having problems with finding and keeping employment, returning to crime and attempting to escape their problems and reality in various destructive ways.

In light of the above, a psychological research project was undertaken among randomly selected juveniles and professional staff from education and resocialization centers for youth.

I. THE RESEARCH PROJECT

(Zbigniew B. Gaś)

1. Theoretical foundations of the project

The project “*Effectiveness of institutional forms of helping the youth threatened by social exclusion*” is based on the concept of education rooted in humanist psychology and modified by Z. B. Gaś, which shows the relevance of the process, conditions for its success, the reasons for failures and the directions and strategies of the corrective actions (see: Z. B. Gaś, 1995, 2001, 2006).

1-1. Correct education as a way to a child’s maturity

According to Z. B. Gaś’s concept (1999, 2001, 2006) *education is a process supporting one in his or her development and helping the individual to mature in four fundamental spheres: physical, psychological, social and spiritual*. Such understood educational contact *involves two persons*: the tutor and the juvenile, remaining in a *personal relationship* and *cooperating* to achieve educational goals

THE TUTOR is characterized by all the features, attitudes, values, knowledge etc. that he demonstrates in everyday life rather than those he might simulate during the educating process (see: C. Rogers, 1983; L. M. Brammer, 1984; R. Porzak, 1994; Z. B. Gaś, 1999, 2001, 2006). These include self-awareness and the awareness of his own system of values, *experiencing emotions and showing them, providing juveniles with model attitudes and behaviors, evoking interest in people and social issues, clear ethical principles and a sense of responsibility*.

THE TUTOR’S SKILLS include his ability to establish and maintain contact with his juveniles to enable the juveniles to undertake development tasks and achieve development goals. They include *the ability to understand the juveniles and show this understanding to them, providing juveniles with a sense of safety in problem situations and the ability to facilitate positive actions and bring about changes in juveniles’ behavior*.

The concurrence of the tutor’s personality features with his skills help to develop **CONDITIONS SUPPORTING THE DEVELOPMENT** of the juveniles. Based on the studies of C. Traux and R. Carkhuff’a (1967), C. Rogers (1983), L. M. Brammer (1984), R. Porzak (1994) or Z. B. Gaś

(1999, 2001, 2006) one can distinguish six fundamental conditions supporting development. They include *the juvenile's experiencing of understanding and acceptance, a sense of emotional ties with the tutor, openness in mutual relations, mutual respect, awareness of various boundaries in life and development and sharing the responsibility for achieving changes in the educational process.*

Only when the above conditions are fulfilled can the juvenile achieve his development tasks and can all the **SPECIFIC RESULTS** be observed both in his functioning and in his life, helping both him and the society he lives in. It is then that the education goals are achieved, including maturity in the four spheres: *physical, psychological, social and spiritual.*

1-2. Determinants of dysfunctional behaviors

Reaching maturity by teenagers is difficult not only due to the child's various personal limitations but also due to the fact that the professional skills of many tutors are not adequate. The process of the distortions in the teenager's behavior is comprehensively discussed in ***Problem-Behavior Theory*** by R. and S. Jessor. According to them, a behavior classified as distorted or dysfunctional depends on a number of variables, particularly on the course of the action, its social context, its importance for the actor and the actor's gender, age and social status. Adolescents displaying "***dysfunctional (problem) behaviors***" are those who are not accepted by the society at large and by institutions based on the authority of the adults. Such behaviors depart from commonly accepted norms (legal, moral, social, health etc.) characteristic for a specific age group. All these behaviors lead to negative social sanctions but perform, at the same time, very important development functions for teenagers. Most often these are *instrumental actions, actions manifesting opposition toward the authority of the adults and conventional society, actions geared toward reducing fear, frustration and anxiety, ways of manifesting solidarity with peers, actions whose goal is to prove to themselves and others important attributes of their identity or behaviors allowing them to achieve a higher level of development.*

According to the authors of the concept, each such behavior is the result of interactions between three groups of variables: "***initial (input) and basic variables,***" "***socio-psychological variables***" and "***social behavior variables***" (see: R. Jessor, S. Jessor, 1977; Z. B. Gaś, 1993, 2006).

Some social phenomena and actions may considerably disrupt the correct educational process (see Z. B. Gaś, 2006). The greatest threats to one's **physical maturity** are related to five areas: *overloading children with intellectual work, passive forms of spending one's leisure time, the cult of muscles and physical power among boys and slim figure among girls and the cult of "pharmacology."* The greatest **threats to the process of psychological maturity include the following:** *the blurring boundaries between life and development, promoting egocentrism, social acceptance for egoism and the belief that the goal of development is not maturity but self-satisfaction.* The third group of threats is related to **social maturity** and the relevant areas here include *the weakening of the function of the family in a child's life, social roles not compatible with a child's age, young people being unable to perform their professional functions, a number of social roles being distorted or challenging most important social authorities.* Finally, the threats to spiritual maturity include such areas as *redefining one's values, eliminating a number of values from education and language and diminishing (and sometimes mocking) the role of religion and replacing it with "program" secularity and sometimes sectarianism.*

1-3. Educational intervention as a way of stopping the teenager's social exclusion process

Educational intervention, i.e. activities aimed at compensating for deficiencies in education and correcting dysfunctional behavior should simultaneously focus around the three areas: supporting the young person in developing his or her life resourcefulness and developing resistance **against** risky actions; limiting and eliminating risk factors; initiating and developing protection factors. As a result, the teenager changes himself, his behavior and lifestyle; he develops his ability and responsibility in life; thus he develops his resistance against risky behavior.

As stressed by R. Linqanti (1992) *the resistance to undertaking risky actions* is a child's or teenager's feature that helps him avoid, minimize or overcome risk factors, which in turn, will prevent him from developing dysfunctional behaviors if stress or failures happen in the young person's life. It is based on five key characteristics: *social competencies manifesting themselves as pro-social activities, well-developed problem solving skills, autonomy, religious involvement and the sense of a meaning of life* (see: B. Benard, 1991, 1995).

It is not only a group of individual features but a protective mechanism, modifying a child's individual reaction to risky situations and

“high risk” persons (see N. Garmezy, 1983; L. Winfield, 2002). Its foundations are above all established on **family**. The research in this field shows that four elements play a key role here: family relations, parents as models, parental control and family climate (see, for example: K. J. Pittman, M. Cahill, 1992; K. A. Moore, J. F. Zaff, 2002). It is also the **school** (or resocializing or educating center) that can do a lot for strengthening and developing the resistance of the juveniles.

The other two ways of supporting education include an attempt to influence *the risk* and *protection factors*. The research conducted so far has distinguished a number of factors important for the functioning of children and youth and related to *an individual, peer group, family, school, social community* and *society at large* (see, among others: W. B. Hansen, 1992).

1-4. The tutor’s professional development as a key success factor for the conducted activities

Efficient educational and resocializing activities are related to the professionals’ continuous improvement and development. Modern psychology offers many models explaining the significance of professional development (see, among others, A. Hargreaves, M. Fullan, 1992; H. Kwiatkowska, 1997; Z. B. Gaś, 2001). One of them is **SMART**, the concept of professional development developed by C. M. Burke and his colleagues that presents the importance of social support as a factor supporting professional development. It assumes that supporting professional development is a context in which a given educational project or intervention functions, which lasts until a given project is completed and the goals achieved during the project develop into a habit, manner or practice (see: C. M. Burke, R. G. Elliot, K. B. Lucas, D. E. Stewart, 1997). Educational projects whose goal is experts’ professional development must take into account the fact that they interfere with a center’s function, the center being considered a complex adaptation system. Such a system is a group of mutually connected elements bound by a structure, feedback loops and the balance between organizing and disorganizing forces, all of which influences the efficiency of an educational project (see C. M. Burke, 1995; C. M. Burke, R. G. Elliot, K. B. Lucas, D. E. Stewart, 1997).

There are two dimensions that one needs to take into account while developing and supporting professional development. The first one is the *individual dimension* (including individual needs, building one’s self-esteem, sharing the responsibility at the different stages of preparing and

implementing the educational project), whereas the other one is the *institutional dimension* (including using the resources, ways of managing a center, communication systems).

The authors of the *SMART* system believe then that the following elements are required for professional development: some stimulus (*the stimulations phase – S*), initiating changes in one’s professional activities by an individual (*the modification phase – M*), seeking support in conducting changes (*the amplification phase – A*), “reconstructing” one’s professional practice (*the reconstruction phase – R*) and experiencing individual and cultural transformation (*the transformation phase – T*).

The factor providing continuity of the cycle is *action*, leading to changes in the quality of work both of the individual and center. The action is based on *experience*, and, particularly, its assessment by the employee.

The SMART model stresses the relationship between individual and institutional development because changes in one of these areas will never be complete without changes in the other. However, if no such relationships develop between them, then external intervention must take place. If they do develop, however, the development process is based on a center’s internal dynamics. Closing the cycle leads to individuals becoming stronger and more competent and centers becoming stronger as well.

2. Methodology of the research project

2-1. Research problem

Such educating and resocializing activities for the youth highly threatened by social exclusion are conducted by the following institutions:

Voluntary Labor Corps (OHP) are specialized state units supervised by the Ministry of Labor and Social Policy and following the state’s goals related to social policy in the area of employment, preventing youth’s marginalization and social exclusion as well as promoting education. The main goal is then to develop a system of help for disenfranchised youth and organizing and supporting ways of fighting poverty, unemployment and social pathologies (A. Przybysz, 2007). The research project discussed here focuses on the first segment of OHP’s activities, namely educational, preventative and resocializing activities.

Youth shelters are special care units reporting to the Ministry of Justice, conducting diagnostic, resocializing and preventative activities

(ensuring that the correct court course is followed). Juvenile delinquents suspected of committing penal offences or crimes are sent there and the character of the offense or crime, degree of depravity and inefficiency of the educational measures applied so far predestines them to be sent to reform schools/youth custody centers. In youth shelters a psychological-pedagogical profile of the delinquent is developed and educational and resocialization activities are initiated. The delinquents are assisted in establishing contact with their parents (guardians) (*The ruling of the Minister of Justice on youth custody centers and youth shelters*, Law Gazette, 26 October, 2001).

Young offenders' home (also called Community Home, Detention Centre, Reformatory, Reform School or Youth Custody Centre ZP) is a specialized resocializing center for juvenile offenders between 13 and 21 years of age, sent there by a legally valid sentence of the court, reporting to the Ministry of Justice. There are resocialization youth custody centers (open, half-open, closed and with increased supervision), resocialization and revalidation centers and resocialization and therapeutic centers. There are detailed legal regulations determining what conditions must be met by a juvenile offender to be sent to a particular youth custody center. The resocialization process is based on individual resocialization plan, developed by a pedagogue together with the juvenile delinquent, psychologist and other members of the professional staff (*The ruling of the Minister of Justice on youth custody centers and youth shelters*, Law Gazette, 26 October, 2001).

The research project discussed here was focused on determining:

- the specificity of human resources (professional employees and juvenile delinquents) in randomly selected education and resocialization centers (including stationary OHP centers, youth shelters and youth custody centers),
- and the quality of education and resocialization activities for dysfunctional youth conducted in these centers.

The research material collected in this way as well as the conclusions from the research will be used to develop training programs for the employees as well as customizing the corrective activities to particular offenders and monitoring their developments after leaving the centers.

2-2. The Research Group

The research group was the group of youth between 15-19 years in one of the three resocialization or education centers: OHP, youth shelters or youth custody centers as well as employees of these centers (including tutors, teachers and pedagogues). The following three groups were established:

1. “**novices (also called “freshmen”)**,” i.e. youngsters at the beginning of the support process (a total of 1002 individuals)
2. “**graduates (also called “sophomores”)**,” i.e. youngsters at the end of the educational process (a total of 823 individuals)
3. “**specialists**,” i.e. randomly selected groups of tutors, teachers, pedagogues or psychologists (a total of 457 persons).

2-3. The research tools

The following standard psychological examination tools were used in all the groups:

- “**Personality Inventory**” – allowing the researchers to describe one’s personality following the *Big Five Model* (B. Zawadzki, J. Strelau, P. Szczepaniak, M. Śliwińska, 1998);
- “**Coping in Difficult Situations Questionnaire CISS**” – allowing the researchers to analyze the style/way of action in difficult situations (J. Strelau, A. Jaworowska, K. Wrześniewski, P. Szczepaniak, 2005)’
- “**Social Competence Questionnaire KKS**” – allowing the researchers to assess *a general level of social competences* and its three detailed indicators (A. Matczak, 2001)
- “**Hope for Success Questionnaire KNS**” – allowing the researchers to assess *the power of expectations related to one’s individual actions* (M. Łaguna, J. Trzebiński, M. Zięba, 2005)

And the following tools were used additionally for the juveniles:

- “**Self Esteem Inventory CSEI**” – allowing the researchers to assess the level of *one’s self-esteem* (Z. Jurczyński, 2005)
- “**Constructive/Deconstructive Tendency Questionnaire**” – allowing the researchers to assess the degree of *constructive/deconstructive tendencies* and their manifestations (I. Ulfik-Jaworska, 2005)
- and the inventory “**Information about the Juvenile**” constructed for the purpose of the program.

With adult employees, the following tools were also applied:

- “**Profile of Professional Functioning**” – is a technique of self-evaluation of one’s professional development (Z. B. Gaś, 2004 b)

- “*A Need for Professional Development*” – the scale is a modification of the previous technique where the subject “estimates” his or her need for participation in educational activities whose goal is to improve one of these areas. (Z. B. Gaś, 2004 b).
- “*A Profile of a Typical Juvenile*” – developed with the Adjective Test ACL-37 (R. Porzak, 1999).

2-4. Main research directions related to the collected research material

The collected information was subjected to descriptive analysis (central tendency measure, measure of dispersion and interrelation/covariance) and multi-variable methods of data analysis (variance and cluster analysis) to identify the following relations:

- resource analysis and personal and professional limitations of the personnel in the studied centers;
- the need for education and resocialization activities for the novices admitted to the centers;
- the results of education and resocialization work among the “graduates” of the studied centers.

II. PROFILE OF OCHOTNICZE HUFCE PRACY (Voluntary Labour Corps, OHP)

(by Wiesław Poleszak)

698 persons related to Ochotnicze Hufce Pracy are included in this profile, with 149 members of the professional staff and 549 OHP members. The research material includes 279 juveniles beginning their education in this environment (spending an average 2,31 months in the center) and 270 persons finishing their education in the OHP environment (20,49 month stay).

1. Profile of the professional staff working for OHP

This group included 149 members of the professional staff, the majority of them (69,8%) being tutors. Others included school educationalists and psychologists and teachers (5,4% each) but also the management (3,4%). 15% of the respondents did not provide answers about their profession and function in the OHP structure.

1-1. Demographic profile of the OHP professional staff

The group of OHP tutors included 82 women and 67 men. Because the difference between the number of women and men is considerable, it is justifiable to use gender variable in the subsequent parts of the analysis. The age of OHP tutors varies; the biggest group are young employees between 26-30 years (22,1%) and the next two largest groups are employees between 36-40 years (18,1%) and 31-35 years (17,4%). The largest group among women (more than one fourth) are young persons, between 26-30 years. Men constitute an older age group between 36-40 years (23,9%). Around 15% of specialists from both groups have been working in their jobs for 2-3 years or for 6-10 years.

1-2. Personality features of the OHP professional staff

The first analyzed area is the *personality structure* of the OHP professional staff. One of the personality traits noted is diligence. The staff members strive to perform their tasks in the most orderly and perfect manner. They can persistently follow the goals they have set themselves, no matter the circumstances. There is little room for spontaneity in their actions, despite the fact that they are open to the new and are resourceful and creative. They may have problems accepting authority, despite the fact that they do not express this resistance. Their attitude toward others is sincere and caring. Gender differences do not seem to have any impact in any of these categories.

Table 1 – Personality profile of OHP professional employees

Scale	F		M		Comparison	
	M	SD	M	SD	t	Sig.
NEO – Neuroticism	3,97	1,91	4,34	1,89	-1,153	0,251
NEO – Extraversion	5,70	1,69	5,38	1,49	1,192	0,235
NEO – Openness	6,11	2,11	6,09	1,59	,063	0,930
NEO – Agreeableness	5,82	1,98	5,91	1,81	-,261	0,795
NEO – Conscientiousness	6,90	1,93	6,31	1,90	1,821	0,071
KKS – Intimacy	6,38	1,99	5,63	2,21	2,151	0,033
KKS - Social Exposure	6,57	1,74	6,17	1,80	1,379	0,170
KKS – Assertiveness	6,15	1,87	5,89	1,87	,818	0,414
KKS - Social Competencies	6,40	1,88	6,11	1,86	,948	0,345
CISS - Task-oriented coping style	6,34	1,76	6,28	1,67	,210	0,834
CISS - Emotion-oriented coping style	4,69	1,83	4,45	1,62	,832	0,407
CISS - Avoidance-coping style	6,60	2,10	5,31	1,91	3,833	0,000
CISS - Avoidance - engaging in distraction activities	6,23	1,75	5,05	1,76	4,021	0,000
CISS - Avoidance - social diversion activities	6,58	2,19	5,26	1,67	3,981	0,000
KNS - Pathway thoughts	6,23	1,84	5,84	1,71	1,355	0,178
KNS - Agentive thoughts	6,77	1,44	6,18	1,82	2,188	0,030
KNS – General hope level	6,65	1,64	6,16	1,79	1,734	0,085

As far as *social competencies* are concerned, the subjects manage well under social pressure. They manage quite well the social pressure and use it to satisfy their needs. The weakest area among those analyzed is assertiveness, that is, claiming their rights and satisfying their needs without resorting to aggression and violence. They have problems finding arguments to convince other persons that they are right. Generally, their social competencies are higher than average, which predisposes them to working with other people.

The only difference between men and women can be found on the intimacy scale. The women working for OHP are much better at establishing close

interpersonal contacts and more ready to share information about themselves in interpersonal relations.

Many ways of *coping with stress* include the tutors' tendency to concentrate on the task they follow. It is represented by their laying much emphasis on the task proper or on planning for task solution. Another important tendency is their trying to avoid or minimize psychological tension by avoiding the source of the threat. They do so by seeking social contacts, particularly with those whose situation is similar to theirs. In difficult situations the subjects have a tendency to separate emotions from the stressful situations, which allows them more control over the problem. On the other hand, however, they miss important information about the nature of the problem and their experiences as well as the experiences of the persons influenced by the problem.

Gender differences are related to the scales of avoiding stressful situations. Women are considerably higher on those scales.

The last of the personality dimensions described here is the description of OHP juveniles' **hope for success**. The subjects have more than average scores in the analyzed area of their behavior. In their pursuit of their goals they focus more on the conviction that they will be able to find a solution than on the conviction that they have strong will. In everyday work this may result in lower levels of life energy and ability to cope with problems.

The women working for OHP have greater power of will and one can notice more involvement and belief in success in their actions.

1-3. Professional functioning of OHP employees

One of the dimensions of OHP employees' "functioning" is a profile of *a typical juvenile*. The profile is critical and conventional. They believe that the juveniles are self-focused and not competent in interpersonal relations. They have problems in the task sphere and not enough faith in their abilities and skills.

In many dimensions the juvenile is perceived differently by men and women working in the OHP environment. The first perceive him in a more conventional and less coherent way. A more positive image of the juvenile is furnished by OHP male tutors. The differences are related to the driving force, interpersonal relations, self-confidence, independence and seeking support in the environment (both formal and informal) and interpersonal transactions.

Table 2 – A profile of the juvenile from the perspective of OHP professional employees

Scale	F		M		Comparison	
	M	SD	M	SD	t	Sig.
No	33,81	5,54	37,12	7,67	-2,732	0,007
Fav	24,93	7,65	25,32	9,22	-,253	0,801
Unfav	79,46	16,40	80,96	15,39	-,504	0,615
Com	20,16	10,38	19,72	11,78	,215	0,830
Ach	32,17	7,76	31,52	10,31	,395	0,694
Dom	42,32	5,65	39,94	7,08	2,037	0,044
End	26,04	9,39	26,70	12,51	-,327	0,744
Ord	29,97	7,87	29,72	11,01	,145	0,885
Int	28,33	8,05	28,86	9,32	-,330	0,742
Nur	26,26	8,23	30,62	8,33	-2,838	0,005
Aff	29,25	7,21	34,38	8,96	-3,460	0,001
Het	34,39	7,45	34,12	7,33	,197	0,884
Exh	60,13	7,35	59,74	7,91	,277	0,782
Aut	64,39	8,35	61,46	8,16	1,908	0,059
Agg	65,88	7,01	63,70	8,49	1,534	0,128
Cha	49,16	7,63	44,68	6,49	3,362	0,001
Suc	51,97	7,31	55,10	9,39	-2,044	0,043
Aba	44,38	7,41	46,16	9,34	-1,161	0,248
Def	35,10	7,18	36,96	9,37	-1,225	0,223
Crs	53,91	8,19	57,30	7,13	-2,349	0,021
Scn	38,65	5,37	39,48	9,00	-,626	0,532
Sef	39,33	7,88	34,94	8,81	2,857	0,005
Padj	29,29	8,94	29,64	9,13	-,209	0,835
Iss	36,93	7,57	34,12	10,13	1,730	0,086
Cps	45,77	5,91	44,06	5,08	1,649	0,102
Mls	27,12	9,82	25,12	10,71	1,054	0,294
Mas	45,75	5,16	44,52	6,40	1,163	0,247
Fem	32,81	7,53	37,20	7,67	-3,114	0,002
CP	57,38	7,48	57,16	5,86	,170	0,865
Np.	30,57	7,84	32,30	8,31	-1,161	0,248
A	34,70	6,11	32,44	8,65	1,668	0,098
FC	51,35	7,17	48,62	5,87	2,207	0,029
AC	62,32	6,47	66,28	7,91	-3,001	0,003
A_1	50,41	8,11	50,66	8,65	-,164	0,870
A_2	59,62	11,56	58,12	9,24	,760	0,449
A_3	35,91	7,70	38,62	8,54	-1,809	0,073
A_4	37,65	5,58	36,40	7,33	1,059	0,292

The dominant *problem in the environment* is the juveniles' smoking cigarettes. This is confirmed by almost 80% of the employees. Another problem is neglecting school duties by the juveniles (57,5%). The tutors have no knowledge about such important intimate spheres of lives of their

juveniles as participating in religious sects or premature sexual initiation but also vagrancy or prostitution.

The women working for OHP less often notice the problem of juveniles' belonging to subcultures whereas the men are less sensitive to premature sexual activity.

Further analysis includes *educational successes and failures* of OHP tutors. They *are most efficient* with handling problems of their juveniles neglecting their school duties (41,4%), destructive ways of spending their leisure time (39%) and drinking alcohol by young people (38,2%). The differences between men and women working for OHP are only about managing escapes from these centers, which is better managed by men.

The problems that *are most difficult to solve* include smoking cigarettes, which is confirmed by 56,3% of the tutors. One third of the tutors admitted to having problems with violence and juveniles' neglecting their school duties (34,1%).

Above all the subjects perceive a need for *classes* teaching responsible family life and living according to the law. The OHP tutors are least interested in psycho-educational activities whose goal would be to improve juveniles' ability to defend their interests and improve their self-esteem. The women working in this environment put more emphasis on developing juveniles' ability to defend their interest than men.

The subsequent parts of the analysis include *ways of handling juveniles using psychoactive substances and exercising violence*. Most of the tutors use one of the three educational means, no matter what the type of dysfunction is: making juveniles aware of the consequences (information strategies), educational talk or punishment or depriving juveniles of their privileges.

1-4. Need for OHP personnel's professional development

According to OHP employees, one of the most *necessary conditions required to improve the efficiency* of educational activities for the dysfunctional juveniles is increased cooperation with parents. More than one fourth of the tutors point to the need for increased involvement of parents in such activities. 24,2% of the OHP employees see a need for professional help. They are least interested in professional literature (1,3%) and the possibility of expelling a juvenile from the center as a way of punishment (1,3%).

The only difference between men and women regards the need to develop a more extended system of rewards and punishments, which more men than women cite.

As far as the *degree and quality of personality maturity* are concerned, what the tutors value the most are positive interpersonal relations. They have also a high regard for their action competencies, which is represented by their being able to fulfill the social roles they perform. A weaker area, according to them, is their personal growth and development, resulting in weaker inclination toward self-realization and setting remote and ambitious goals.

Their highest professional competencies are communication competencies, represented by their being able to conduct internal dialogue or a dialogue with others, based on emphatic understanding, acceptance and openness. Another attribute of the subjects is also their moral competencies. The least developed competencies of the subjects are their interpretation and postulate competencies. The women's assessment of their action competencies, positive relations with others and more adequate perception of reality is considerably higher than men's. As far as professional competencies are concerned, they have a higher regard for their moral and methodology competencies.

The OHP tutors *call for more development* in the area of personal growth and improvement. They are interested in improving themselves in order to reach their development ideals. They also see a need to develop interpersonal relations. They are least interested in developing their skills of adequate reality perception. The professional skills they are most interested in include realization competencies. The subjects call for a need to learn how to use methods and means of action efficiently. The OHP tutors are least interested in developing their moral and postulate competencies.

2. Internal structure of the OHP professional staff

Two groups of OHP specialists were identified on the basis of hierarchical cluster analysis. The first one includes 55 persons and consists of 24 women and 31 men. The other group consists of 88 OHP tutors, 62,5% of whom are women. The groups are different as far as the gender and age variables are concerned. In the first group there are more men whereas in the other there are more women. In *personality structure* the groups identified by cluster analysis are different in two dimensions, namely

the degree of extroversion and diligence. The persons from the first group display more reserve in social contacts and are less motivated to perform their duties.

Table 3 – Personality traits of OHP employees

Scale	1		2		Comparison	
	M	SD	M	SD	t	Sig.
NEO – Neuroticism	4,38	2,00	3,99	1,84	1,203	0,231
NEO – Extraversion	4,60	1,47	6,15	1,39	-6,341	0,000
NEO – Openness	6,04	1,86	6,15	1,92	-,342	0,733
NEO – Agreeableness	5,73	1,65	5,94	2,04	-,661	0,510
NEO – Conscientiousness	5,98	1,85	7,05	1,87	-3,317	0,001
KKS – Intimacy	4,09	1,38	7,25	1,53	-12,45	0,000
KKS - Social Exposure	5,00	1,22	7,26	1,50	-9,421	0,000
KKS – Assertiveness	4,62	1,41	6,95	1,48	-9,369	0,000
KKS - Social Competencies	4,53	,98	7,39	1,38	-13,42	0,000
CISS - Task-oriented coping style	6,02	1,90	6,52	1,58	-1,715	0,088
CISS - Emotion-oriented coping style	4,64	1,74	4,51	1,75	,417	0,677
CISS - Avoidance-coping style	4,47	1,93	7,00	1,59	-8,502	0,000
CISS - Avoidance - engaging in distraction activities	4,44	1,77	6,47	1,42	-7,544	0,000
CISS - Avoidance - social diversion activities	4,78	1,83	6,77	1,86	-6,272	0,000
KNS - Pathway thoughts	5,53	1,41	6,34	1,94	-2,704	0,008
KNS - Agentive thoughts	5,71	1,54	6,98	1,56	-4,742	0,000
KNS – General hope level	5,73	1,46	6,84	1,76	-3,904	0,000

In the area of *social competencies* the groups are different in all the dimensions. The persons from the second group manage better in close interpersonal relations, under social pressure and know how to protect their own selves.

In *stressful situations* the persons from the first group prefer mainly the task style, whereas in the other style areas they are below the average. The experts representing group two are characterized by a diverse style of stress management.

The identified groups of OHP tutors are also different as far as *hope for success*. The tutors from the second cluster have much hope for success, which is based both on the power of their will and task-solving skills. The tutors from the first group are characterized by an average level of the first feature and its components.

The subsequent part of the study focuses on comparing *their functioning in the professional environment*. The first area included here for the purpose of the analysis is the profile of *a typical OHP juvenile*. The analysis of the profile proves that both groups have a strongly negative picture of the juveniles they work with. The negative perception is even

stronger in group one, which is clearly confirmed by their use of negative adjectives.

The tutors from this group have a more negative assessment of the juveniles in the task sphere. They consider their juveniles as persons with low intrapsychological insight, seeking support in the environment. They believe that the juveniles have too little self-trust, which translates into adaptation problems and low creativity. The tutors from the second group have a much lower assessment of their juveniles' intellectual skills.

There are differences between the groups as far as the *evaluation of the three problems* they encounter working in their dysfunctional groups is concerned: escapes from the centers, participation in sects and the parents' conflicts with the law

There are different opinions among the OHP tutors concerning *the most difficult problem* their juveniles have, namely neglecting school. The tutors from the first group mention it more frequently.

There is a single difference in the evaluation of *the most efficiently solved problem*. The employees from the first group think that damaging the center's property is the problem they manage well.

As far as the efficiency of the various ways of *managing the dysfunctional juvenile* are concerned, there are differences about the importance of educational talks, which is more appreciated by the employees from the second cluster. The tutors from group one are more willing to send a juvenile to a resocializing center if such problems occur.

There are more differences in the evaluation of *efficient ways of managing juveniles' breaking the rules and law*. The tutors from the second group prefer expert advice and educational talks, whereas the tutors from group one seem to appreciate specialist therapy more.

Asked about conditions *increasing the efficiency of working with juveniles*, the OHP employees offered slightly different answers. Those from group two either gave no answers or suggested that better salaries may increase the efficiency of the educational work.

The tutors of diverse personality profiles have different views of *their professional functioning*. The employees from the second cluster build their personality maturity on interpersonal relations. The tutors from group one focus mainly on themselves and follow their own standards of behavior. The OHP employees from cluster two use their communication, realization and moral competencies, whereas the tutors from cluster one focus mainly on auto-reflection. The latter are lower on all the scales. There are differences in interpretation, communication, postulate and methodology competencies in the professional functioning area.

The OHP employees from the second group, despite their better professional functioning, are characterized by a high ***need for professional development***. They want to work both on personal development and to improve their relations with others. Besides, they want to be able to use better the methods that are used in their profession. The tutors from the first cluster are more diverse in their needs and the level of their needs is moderate.

3. Profile of the OHP juveniles' environment

There were 549 juveniles participating in the study, including 279 juveniles at the beginning of their OHP education and 270 finishing their education in OHP centers. The group of "novices" included 206 men and 73 women, whereas in the group of "graduates" there were 78 women and 192 men. Because the difference between the number of women and men is considerable, it is justifiable to use gender variable in the subsequent parts of the analysis.

3-1. Profile of the family juveniles come from

Candidates for Ochotnicze Hufce Pracy are between 14 and 18 years of age. The largest group among the juveniles beginning their education in the camps are 15- and 16-year-olds. Together, they constitute almost 70% of the total population. Girls are usually older than boys. Most of the graduates are between 17 and 18 years of age. The average age in the novice group is 16,43 years whereas in the graduate group it is 18,03 years.

Half of the researched subjects beginning their education in OHP ***come*** from rural areas, one fourth of them come from small towns (up to 30,000 inhabitants) and only every tenth "novice" comes from a big town. Statistically, more girls than boys in this group come from rural areas.

Almost 60% of the researched youth are being raised in ***two-parent families***, however, almost one third of them come from single-parent families. A few percent of the subjects come from foster families or "reconstructed" families.

A dozen or so percent of the youngsters beginning or finishing their education in the centers have experienced the ***separation or divorce*** of their parents at various stages of their lives. Girls finishing their education in OHP experienced the breakdown of their families either a year before or six years before.

The biggest group of OHP youth (39%) are persons having two or three *brothers or sisters*. One fourth of the whole population comes from families with many children. There are very few only children among the researched subjects (2,8%).

Among novices there are relatively more persons having two or three brothers or sisters than in the group of graduates. Girls finishing their education in OHP usually come from multi-child families and have four or more brothers and sisters.

In the group of OHP juveniles described here the largest group are persons who are either the oldest in the family or born second. Most of their mothers are between 36 and 40 years of age (34,1 %). Most of the OHP juveniles have fathers who are 41 to 50 years old.

The majority of OHP juveniles' mothers have *a low level of education*, having completed a vocational school. Slightly fewer, i.e. 36,7%, have only elementary education. An analogous situation is with the juveniles' fathers' education. An estimated 90% have *a low level of education*. Most of them completed vocational school (65,5%) and one fourth of them only elementary school (24,6%). The above analysis proves that the fathers are slightly better educated than mothers.

The boys' fathers more often have vocational education, whereas their mothers only elementary.

Among the OHP juveniles the largest group are those who *completed* the third grade of *gymnasium* and the final grade of elementary school. Most of the novices have completed the third grade of elementary school (45,3%). In the group of graduates most of the graduates finish their education at the stage of *gymnasium* (40%) and only 18,3% of them at the stage of the second grade in a vocational school.

3-2. Risk factors related to the family origin of the juveniles

The subsequent parts of the analysis discuss risk factors from the family environment of OHP juveniles. Distinguishing them will help to determine the degree of risk for the juveniles' further education and will be the basis for planning the correctional work.

Many employees cannot answer the question about *those who died* in the juveniles' families. Almost 20% of the juveniles have lost someone from their families.

The problem of losing someone in the family occurs more often among the boys; another regularity here are boys losing their fathers (11,8%) and girls losing their mothers (6,3%).

Most of the subjects have lost someone in their family as a result of natural death (4,6%). Other *reasons of death* mentioned by the subjects are mentioned in the following sequence: accident, suicide, murder and overusing psychoactive substances. The girls lost some of their family members as a result of natural death.

Another risk factor in the families of OHP members are the *parents' dysfunctional behaviors*. Only one fourth of the juveniles' families are free from such problems. Another one fourth of the juveniles have to struggle with their fathers' alcoholism.

Among the graduates there are more persons where no dysfunctions can be found in their families, but there are also more juveniles whose mothers are alcoholics. The girls from the novice group more often experience problems with their fathers' alcoholism and crime. The boys face the problem of their mothers' alcoholism more often (6,5%). Among the girls finishing their education in OHP an important dysfunction is their mothers alcoholism (17,7%), whereas among the boys it is their fathers' crime.

The subsequent parts of the analysis include *reasons of the mothers' court sentences*. The differences between the members of the compared groups seems to result from the fact that some of them did not answer some questions, rather than from actual situation.

The case is different with *the fathers' sentences*. Among the novices there are more crimes related to exercising some form of violence and more unanswered questions. The situation is reversed among the graduates, where the employees know less about the girls and the boys' fathers are more often convicted for assault and battery.

The brothers and sisters of the subjects were most often convicted for assault and battery, bodily damage, or theft. Among the graduates it is more often their brothers or sisters that commit crime than their parents.

3-3. The juveniles' dysfunctional behaviors

The subsequent parts of the analysis discuss the juveniles' *conflicts with the law*. Among the OHP juveniles there is a large group of youngsters who have never had problems with the law (38,1%). The other persons either broke the law once (14,4%) or 2-3 times (7,3%). These regularities are valid for both groups. In the group of graduates it is the boys who have been punished more often.

The reasons of conflicts with the law include most often theft, assault and battery and offenses. These crimes are more often found among the novices and more crimes are committed by the boys.

The *educational means* used most often for the OHP juveniles was the curator's supervision. One third of the juveniles have experienced it and it was more often the boys, particularly from the novice group.

Belonging to subcultures in the OHP environment is an isolated phenomenon and it does not differentiate the distinguished groups.

Among the novices and graduates there are also no differences as far as *using psychoactive substances* is concerned. The OHP juveniles most often smoke cigarettes (51,5%) and drink alcohol (19%) and 4% of them smoke marijuana. It is more often girls that abstain from drinking.

With OHP juveniles *addiction to tobacco* continues in most cases for 3-5 years (54,1%). For an equally large group (36,6%) this period is up to 2 years. Every tenth addict has been smoking for 6 years and longer. The girls have been addicted to tobacco for a much shorter time.

Only a few individuals have admitted to *being addicted to alcohol and drugs* and their addiction continues for about two years. They can be found both in the novice and graduate group (half-half).

Some individuals have attempted *detoxification rehab*. However, there were more graduates than novices who used professional help. Such attempts were made even several times.

The juveniles used *various forms of rehab treatment* in a very limited way. The forms of treatment used most often included self-treatment and addiction counseling (mainly the boys from the novice group). Most of the juveniles *did not try to abstain from alcohol* (69,3 %) and this is particularly true of the graduates.

Most of the juveniles do not *tattoo* their bodies (67,6%), however, about 10 % have one or two tattoos. This happens most often among the novice boys. The *type of tattoos* preferred by OHP juveniles are art tattoos and this form is also preferred by the novice girls.

The parts that are most often tattooed by OHP juveniles include palms and hands (56%), legs (37,3%) and the back (22,7%). The novices choose hands and back more often whereas the graduates prefer legs as the place for their tattoos.

Another risk factor in the OHP juveniles' environment is self-injury. It is an isolated problem occurring in the novice group. In the graduate group there are more cases of self-injury among girls and these are mainly instances of self-mutilation (96,2% of all the bodily self-injuries).

Suicide attempts are rather single occurrences in the OHP environment and occur most often among the girls from the novice group. The most frequent *ways* included poisoning (50%), and then hanging (37,5) and self-mutilation (31,3%). *The first suicide attempts* were made by the

juveniles when they were 15 years old (15%) and 16 and older (20%).

3-4. Using professional help by the juveniles

One of the ways of overcoming the problems by OHP juveniles was *using professional psychological help*. 36,1% of the OHP juveniles used it once and almost one third of the juveniles never tried to contact a psychologist. Only one in ten juveniles contacted the psychologist or tried to seek psychological advice twice or more (more often it was the boys from the graduate group).

As far as the forms of *psychological help* are concerned, it was mainly educational diagnosis (85,4%) that was used. There were many fewer family or educational interventions. Only 6,2% of the juveniles used individual therapy. The boys used diagnostic help more often, whereas the girls used other forms of psychological help.

Another form of professional counseling is *psychiatric help*, which was used only by a very small percentage of the subjects (2,8%) and it was usually single attempts of seeking such help in the form of stationary treatment and psychiatric diagnosis.

3-5. Functioning of the juveniles in the centers

One of the indicators of the juveniles' functioning in the center are their *relations with the peers*. According to the tutors these are quite good (51,5%), particularly among the novices. Conflicts are provoked by approximately 10% of the juveniles. The girls from the graduate group behave less properly; they are more eager to cooperate, but also more likely to provoke conflicts.

In their *relations with the personnel* the juveniles, according to the professional staff, behave properly (52,3%). The novices are more cooperative but less known to the personnel, particularly the girls. However, there are also persons in this group who behave less properly.

Another research area related to the functioning of the juveniles in the center is their *involvement in education*. Approximately one fifth of the juveniles demonstrate an average involvement in the education (18,7%). The other categories are represented in a similar way. The smallest number of juveniles gets involved in education in a satisfactory way (3,3%) and the same number rejects education (3,6%). More graduates get involved in classes fully, and more novices, particularly boys, reject these tasks.

However, one third of the tutors have no opinion about the juveniles'

involvement in resocialization (35%), and the same number considers them as proper (18,4%) or complete (14,6%). The least involved ones are boys from the novice group.

The protection factors include *juveniles' ways of spending their free time*. Most of the OHP juveniles are interested in sport (36,1%). One fourth of them prefer music as a favorite way of spending their past time (25,5%). The girls tend to read more and listen to the music in their free time, whereas the boys practice sports and spend time at their computer.

One third of the employees stated that their juveniles do not receive *awards and distinctions* (34,5%). The most popular form of appreciation in the OHP environment is praise (17,3%). Very few forms of appreciation are used in the novice group though.

The majority of tutors, i.e. almost 80%, cannot mention any *forms of punishment* used against their juveniles. Every tenth OHP employee admits that the juveniles are not punished in any way (11,3%). If any forms of punishment are used in the environment, they include rebuke and reprimand (6,0% and 3,9%). They are more often used in the graduates group.

Most of the OHP employees see *good perspectives* for the juveniles (40,7%). 15,6% of the subjects see rather good perspectives for them. One third of the tutors do not offer any perspectives on the future of their juveniles. There are more positive predictions for the novices, but there are also some unfavorable ones for some juveniles.

3-6. Personality functioning of the juveniles

The subsequent parts of the OHP juvenile profile includes their *personality functioning*. The OHP youngsters are characterized by a higher level of neuroticism. In everyday difficult situations it manifests itself with their reacting with fear and anxiety. In stressful situations they feel strong anger and demonstrate hostile and impulsive behavior. They experience problems following the tasks they have been set, stop their activities and get discouraged very easily. They oppose any changes and seek safety in well-known and established behaviors. They tend to seek out persons of the same attitude and style of functioning.

Their strength is diligence and conscientiousness in doing their tasks, particularly when those tasks represent their choice and are not imposed. They feel good doing non-complex tasks in which they seek self-actualization.

Table 4 – The results of psychometric tests among OHP juveniles

Scale	Novices				Graduates				Comparison	
	F		M		F		M		t	Sig.
	M	SD	M	SD	M	SD	M	SD		
NEO - Neuroticism	6,19	1,74	6,25	1,5	6,09	1,72	5,94	1,59	1,949	0,052
NEO - Extraversion	4,73	1,37	4,75	1,36	4,49	1,32	4,74	1,45	0,474	0,455
NEO - Openness	3,63	1,35	3,58	1,41	3,43	1,49	4,01	1,46	-2,031	0,043
NEO - Agreeableness	5,47	1,59	5,58	1,71	5,17	1,68	5,25	1,68	2,406	0,016
NEO - Conscientiousness	6,32	1,64	5,95	1,69	6,24	1,55	6,11	1,82	-0,779	0,436
KKS - Intimacy	5,06	2,47	5,33	2,01	4,96	2,21	5,43	2,13	-0,123	0,902
KKS - Social Exposure	4,3	2,15	4,66	1,95	4,67	2,16	4,93	2,14	-1,693	0,091
KKS - Assertiveness	5,02	2,41	4,76	1,93	4,98	2,19	5,19	2,23	-1,783	0,075
KKS - Social Competencies	4,76	2,41	4,82	1,95	4,72	2,29	5,11	2,22	-1,085	0,279
CISS - Task-oriented coping style	4,81	1,76	4,51	1,93	4,93	1,82	4,99	1,76	-2,417	0,016
CISS - Emotion-oriented coping style	6,53	1,8	5,61	1,76	6,56	1,65	5,99	1,62	-2,061	0,04
CISS - Avoidance-coping style	6,73	1,66	6,06	1,99	6,38	1,85	6,22	1,75	-0,188	0,851
CISS - Avoidance - engaging in distraction activities	6,94	1,7	6,75	1,81	6,85	1,76	6,79	1,79	-0,033	0,973
CISS - Avoidance - social diversion activities	5,66	1,67	4,98	1,91	5,32	2,04	5	1,71	0,352	0,725
KNS - Pathway thoughts	4,59	2,14	4,28	2,07	4,6	2,14	4,91	2,22	-2,559	0,011
KNS - Agentic thoughts	5,01	2,16	4,97	2,18	5,16	2,07	5,64	2,22	-2,831	0,005
KNS - General hope level	4,77	2,25	4,55	2,18	4,88	2,18	5,3	2,3	-3,065	0,002
CSEI – Self-esteem in relation to parents	10,83	4,62	11,22	4,08	10,28	4,43	10,77	4,13	1,485	0,138
CSEI – Self-esteem in relation to peers	8,6	3,78	9,05	4,03	9,05	3,77	9,85	3,8	-2,183	0,029
CSEI – Self-esteem in relation to school	8,32	4,35	9,09	4,07	9	4,12	9,71	3,86	-2,868	0,062
CSEI – Self-esteem in relation to personal interests	7,16	2,81	7,57	2,73	7,29	2,94	7,69	2,89	-0,452	0,651
CSEI – Global self-esteem	34,9	12,96	36,93	12,09	35,62	11,43	38,02	11,88	-0,918	0,359
CSEI - General global self-esteem sten score	6,32	2,22	7,27	1,86	6,45	1,86	7,41	1,83	-0,594	0,553
KTKD – B-biophilia	18,05	4,76	15,45	5,17	17,51	5,02	15,01	5,04	0,68	0,497
KTKD – N-necrophilia	7,32	5,99	12,41	5,45	8,11	4,83	12,28	5,2	0,38	0,704
KTKD - M-love	18,87	4,23	15,48	5,04	17,89	5,18	15,51	4,91	0,124	0,902
KTKD – S-sadism	3,03	3,29	6,01	5,39	3,53	3,77	6,78	5,21	-1,126	0,261
KTKD – K-control	2,96	2,28	2,82	2,07	2,71	2,27	2,69	1,86	0,92	0,358

The compared groups of novices and graduate are different as far as the level of neuroticism is concerned. The novices tend to be more neurotic and they are less open but more agreeable than the graduates. The boys from the graduate group are more open than their female counterparts.

Another aspect related to the functioning of the OHP youth is *social competencies*. The young people beginning their education in OHP manage quite well in intimate situations, namely ones where they are in close interpersonal relations with people they feel close to. They manage worse under social exposure and have problems asserting their rights in relations with others. They tend to give in to social pressure and have problems influencing others, particularly when it comes to constructive influences.

The dominant way of reacting used by the juveniles to *manage stress situations* is the avoidance style. They tend to avoid situations where they experience negative feelings, thoughts and emotions. Another, less characteristic way of managing stress is focusing on emotions in order to relieve the unpleasant tension.

The least popular style of fighting stress among the subjects is focusing on the task. These young people hardly ever seek solutions to the problem and actions that would help them to resolve the deadlock.

The compared groups of OHP juveniles are different as far as the task-focused and emotion-focused styles are concerned. In both dimensions it is the novices that score higher, which means that they manage stress better than the graduates. The girls are usually higher in the emotion-focused task scales.

The level of the *Hope for success* factor is below the average among the researched subjects, which means that they lack determination in pursuing their goals in the face of problems. This is closely related to their way of thinking. The juveniles do not have a habit of looking for solutions to the problems they encounter and confidence that they can either work out the problems themselves or find a solution to the problem they face. They are more confident about their strong will and perseverance than their intellectual skills. The graduates have more of this ability.

The OHP youth had the lowest score as far as their *sense of value* is concerned. They are characterized by limited self-confidence and low trust of their abilities and skills. Their strength is their sense of value related to their functioning in the family. They feel they they are supported, accepted and understood in their families. The graduates have a higher sense of their own value in social relations than the novices and there are significant statistical differences. The boys have a higher degree of a general sense of value.

The OHP youth had higher scores on the scales related to *constructive tendencies*. It means that in general they have a friendly attitude toward others. They are able to perceive the needs of others and are ready to help others. They are also able to appreciate the beauty of nature and care for nature if need be.

There is a group of youngsters with high negative tendencies among them and they are disposed toward destruction and damage. They exercise violence to satisfy their personal needs.

The girls display more tendencies toward constructive behaviors – The boys have more tendencies toward destructive behaviors, including necrophilia and sadism.

4. Internal structure of the novice and graduate groups

Hierarchical cluster analysis was used for further statistical work, which allowed the researchers to identify the structure of subgroups within the novice and graduate groups. The basis for this statistical operation was

personality testing, as a result of which two groups were distinguished in the novice and graduate environment.

4-1. Specificity of the clusters in the novice group

The first cluster consisted of 78 juveniles, two thirds being boys and one third being girls. There was more disproportion about the second cluster, girls constituting one fourth of the cluster and boys three fourths. In total there were 95 persons in the second cluster and the subgroups were not different as far as the gender variable is concerned.

The subjects from group one are characterized by a lower level of neuroticism and a higher level of conscientiousness, extroversion and tendency to reach compromise. The juveniles from this cluster control their emotions, which translates into higher emotional balance and stronger will to achieve the goals they set themselves.

The OHP youngsters from the second cluster have more problems adapting to new conditions, a lower level of satisfactory interpersonal contacts and more helplessness in the face of the goals they try to achieve.

A considerable distinction between the clusters in the group of novices can be also perceived in *social relations*. In all the compared dimensions, the juveniles from the two subgroups are considerably different. The youth from cluster one are characterized by a higher level of social competencies.

The first subgroup, characterized by a higher intra-psychological ability, uses most often the task-focused style in problem situations.

The youngsters from the second cluster represent the emotion-focused style, which manifests itself in their focusing on themselves and an escape into a world of irrational dreams and fantasies.

As far as the *hope for success* aspect is concerned, the subgroups of novices differ considerably statistically in all the analyzed dimensions. The juveniles from cluster one also manage better in this area. They have a stronger will and are more determined to achieve their goals; they have also more skills helping them achieve those goals.

The juveniles from the identified clusters have considerably different scores in all the measured *sense of their value* dimensions. The youngsters from group one are characterized by a high level of their general sense of value, which is related to the fact that they rely strongly on their families. The weakest of the analyzed dimensions is their personal sense of value and this relates to both groups.

The groups function differently as far as *constructive and*

deconstructive tasks are concerned. The youngsters from subgroup one demonstrates more constructive behaviors demonstrated by love and biophile tendencies. The juveniles from cluster two display more destructive behaviors, including necrophilia and sadism. The compared groups are also different on the control scale; it is the juveniles from cluster one that seek more social approval.

Table 5 – The results of psychometric tests among the subgroup of OHP novices

Scale	1		2		Comparison	
	M	SD	M	SD	t	Sig.
NEO - Neuroticism	5,72	1,47	6,65	1,52	-4,554	0,000
NEO - Extraversion	5,06	1,34	4,56	1,38	2,638	0,009
NEO - Openness	3,69	1,46	3,46	1,39	1,160	0,247
NEO - Agreeableness	6,10	1,64	5,13	1,70	4,264	0,000
NEO - Conscientiousness	6,75	1,53	5,45	1,72	5,797	0,000
KKS - Intimacy	5,87	2,02	4,99	2,15	3,075	0,002
KKS - Social Exposure	5,21	2,05	4,15	2,05	3,788	0,000
KKS - Assertiveness	5,30	2,07	4,62	2,02	2,439	0,016
KKS - Social Competencies	5,48	2,06	4,44	2,07	3,674	0,000
CISS - Task-oriented coping style	5,05	1,92	4,18	1,80	3,424	0,001
CISS - Emotion-oriented coping style	5,53	1,74	6,28	1,84	-3,065	0,002
CISS - Avoidance-coping style	6,50	1,83	6,03	2,03	1,788	0,075
CISS - Avoidance - engaging in distraction activities	6,79	1,64	6,90	1,91	-,434	0,664
CISS - Avoidance - social diversion activities	5,58	1,90	4,73	1,84	3,306	0,001
KNS - Pathway thoughts	5,18	2,11	3,68	1,75	5,684	0,000
KNS - Agentic thoughts	5,79	2,01	4,42	2,19	4,790	0,000
KNS - General hope level	5,50	2,17	3,90	2,02	5,593	0,000
CSEI – Self-esteem in relation to parents	14,20	2,68	8,16	3,36	14,526	0,000
CSEI – Self-esteem in relation to peers	11,49	3,27	6,49	3,40	10,962	0,000
CSEI – Self-esteem in relation to school	11,25	3,60	6,91	3,83	8,554	0,000
CSEI – Self-esteem in relation to personal interests	9,23	1,95	5,87	2,45	11,078	0,000
CSEI – Global self-esteem	46,17	8,26	27,43	9,30	15,584	0,000
CSEI - General global self-esteem sten score	8,52	1,20	5,62	1,73	14,240	0,000
KTKD – B-biophilia	18,16	4,69	14,44	5,31	5,422	0,000
KTKD – N-necrophilia	8,58	5,65	12,18	6,14	-4,463	0,000
KTKD - M-love	19,22	3,35	14,77	5,47	7,155	0,000
KTKD – S-sadism	2,43	3,29	6,85	5,35	-7,263	0,000
KTKD – K-control	3,35	2,13	2,63	2,01	2,538	0,012

The differences between the identified subgroups could also be found in the area of *the profile of the juveniles' family origin*. In subgroup one there are more juveniles whose fathers are younger (36-40 years), and older in the second group (56 years and more).

The tutors have a positive opinion about the *relations with the*

professional staff for the persons from cluster one. They also demonstrate more *involvement in education and resocialization*.

There are also differences in the field of juveniles' *interests* and *punishments*. The juveniles from cluster two are more often punished by reprimand than the juveniles from subgroup one.

4-2. Specificity of the clusters in the graduate group

Also in this case it was possible to distinguish two clusters, totaling 207 persons. The first one included 72 boys, representing 73,5% of the subgroup, and 26 women. In the second cluster there were 72 men and 37 women, which was 66,1% and 33,9%, respectively.

The differences in the compared clusters can be found in the following dimensions of the personality structure: neuroticism, extroversion, readiness to compromise and conscientiousness. The second subgroup is characterized by a higher level of neuroticism, which makes it more difficult for the young people to control their impulses and drives and manage under stress. The graduates from cluster one manage better. They manage their emotions better, look on others in a positive way and try to dominate others. Besides, they are ready to help and establish closer interpersonal contacts. They have stronger motivation in their actions to achieve the goals they set themselves.

The distinguished groups of graduates are characterized by *a certain level of social competencies*. It is demonstrated by their moderate ability to establish close, interpersonal relations and in their assertive way of satisfying their needs. The graduates belonging to the identified clusters are not different in the described dimensions of social functioning.

As far as the *styles of stress management are concerned*, the dominant ones are those that are based on avoidance and getting involved in "substitution" activities. The graduates from the distinguished clusters are different as far as the emotion-focused style and the style of avoidance by getting involved in substitution activities and seeking social contacts are concerned.

The graduates from the distinguished groups are also very different as far as the *hope for success* area is concerned. The youngsters from the first cluster are characterized by an above-average ability to find solutions, sense of strong will and, as a result, hope for success.

The distinguished groups are different as far as the intensity and the structure of their *sense of their value* are concerned. In both subgroups the greatest sense of value was related to the juveniles' function in their

families. The youth from the first subgroup build their esteem by what they experience at school and the youngsters from cluster two by what happens to them in social relations. The graduates from cluster one function better in all the dimensions.

Table 6 – The results of psychometric tests among the subgroups of OHP graduates

Scale	1		2		Comparison	
	M	SD	M	SD	t	Sig.
NEO - Neuroticism	5,36	1,64	6,57	1,44	-5,986	0,000
NEO - Extraversion	4,89	1,38	4,38	1,37	2,837	0,005
NEO - Openness	3,90	1,47	3,78	1,44	,647	0,518
NEO - Agreeableness	5,64	1,76	4,68	1,57	4,407	0,000
NEO - Conscientiousness	6,72	1,86	5,64	1,51	4,877	0,000
KKS - Intimacy	5,47	2,25	5,29	2,07	0,654	0,514
KKS - Social Exposure	5,26	2,24	4,73	2,09	1,880	0,061
KKS - Assertiveness	5,46	2,18	5,13	2,30	1,117	0,265
KKS - Social Competencies	5,38	2,23	4,88	2,28	1,675	0,095
CISS - Task-oriented coping style	5,29	1,82	4,88	1,90	1,671	0,096
CISS - Emotion-oriented coping style	5,57	1,65	6,84	1,52	-6,106	0,000
CISS - Avoidance-coping style	6,32	1,76	6,36	1,84	-,133	0,894
CISS - Avoidance - engaging in distraction activities	6,61	1,87	7,08	1,69	-2,014	0,045
CISS - Avoidance - social diversion activities	5,41	1,81	4,91	1,72	2,176	0,031
KNS - Pathway thoughts	5,29	2,08	4,55	2,24	2,597	0,010
KNS - Agentic thoughts	5,99	1,97	5,11	2,25	3,173	0,002
KNS - General hope level	5,73	2,07	4,81	2,36	3,133	0,002
CSEI – Self-esteem in relation to parents	13,35	2,97	8,07	3,61	12,155	0,000
CSEI – Self-esteem in relation to peers	11,73	3,09	7,57	3,07	10,286	0,000
CSEI – Self-esteem in relation to school	12,14	2,74	7,01	3,18	13,164	0,000
CSEI – Self-esteem in relation to personal interests	9,59	1,69	5,92	2,31	13,772	0,000
CSEI – Global self-esteem	46,81	6,20	28,57	6,70	21,503	0,000
CSEI - General global self-esteem sten score	8,62	,92	5,79	1,24	19,759	0,000
KTKD – B-biophilia	16,66	5,23	15,39	4,95	1,896	0,059
KTKD – N-necrophilia	9,88	5,30	11,64	5,19	-2,554	0,011
KTKD - M-love	17,70	4,68	15,14	5,21	3,929	0,000
KTKD – S-sadism	3,82	4,31	6,96	5,04	-5,097	0,000
KTKD – K-control	2,54	1,99	2,74	1,95	-0,780	0,436

The final comparison in the personality functioning area is the analysis of *constructive and deconstructive behaviors*. In the first subgroup the juveniles had the highest scores in the area of love. It proves that they have a positive attitude toward other people, are open to their needs and ready to support others and demonstrate their sympathy toward others. In the second subgroup the most important tendency is the tendency toward

biophile behaviors, represented by a positive attitude toward the world of animate and inanimate nature. The graduates from this cluster scored higher on the tendencies toward sadistic and necrophile behavior. It means that they have a greater disposition toward destruction and destructive behavior and reacting with violence toward other people or animals. Besides, they relatively more often use their power and position to humiliate others.

Among the identified groups there are also differences in the area of *risk factors in the family environment*. The graduates from cluster two experience the problem of their father's alcoholism more often and they have been given *professional help*, including individual therapy, crisis intervention and counseling.

Other differences concern the *functioning of the identified subgroups in the center* category. The tutors consider the graduates from cluster one as more cooperating with the center's professional staff. The case is similar as far as the *involvement in resocializing* category is concerned.

Those latter are less often *rewarded* and more often *punished*.

5. Conclusions and recommendations

(by Zbigniew B. Gaś, edited by – Wiesław Poleszak)

The analysis of the collected data allows one to develop solution proposals which might increase the efficiency of the resocializing work conducted in youth shelters. The proposals have been put in separate categories related to particular research groups.

5-1. Employees

Due to the fact *that there are many employees with relatively short professional experience* they should be able to observe and follow the employees with the longest experience who would act as coaches, introducing and preparing them for the work in the center.

The task-attitude in stress situations with men and the avoidance-attitude with women suggests that educational activities should be conducted improving one's actions in stress situations and eliminating avoidance-behavior.

The gaps in the employees' knowledge about their juveniles' life situation and their functioning in the center call for some actions whose goal would be to treat the juveniles in a more personal way and adapt the

educational methods to the teenagers' experiences and skills. If, however, these are not gaps in the employees' knowledge but unwillingness or fear of sharing their opinions about the juveniles, then some actions should be undertaken helping them develop more self-confidence in their professional environment as well as openness in sharing their observations and thoughts with others.

As far as the *conventional and negative perception of the juveniles is concerned*, some educational actions should be undertaken that would develop the tutor's educational sensitivity, their ability to identify the resources and development opportunities of their juveniles and the tutor's ability to acquire an individual rather than general perspective of their juveniles.

As the tutors *prefer educational and resocialization activities that are hardly efficient* some training action should be undertaken that would change this attitude and develop the teachers' ability to make juveniles cooperate with them and involve their parents in the educational work.

Because of the fact that *there is a high percentage of persons avoiding working on the changes* improving the efficiency of the educational work in OHP, it is advisable to introduce procedures for developing individual strategies aimed at improving the quality of one's work and developing teamwork skills.

5-2. Juveniles

The compared history of using professional help by novices and graduates suggests that their stay at OHP was not used for this kind of intervention. Therefore, it is suggested that such forms of help – particularly psychological, pedagogical or psychiatric – be used on a wider scale as a way of supporting the teenagers during the most difficult problems they go through at this age and thus preparing them for adult life.

The assessment of the juveniles' functioning in the center shows progress among the graduates in all the analyzed areas. It is suggested by the fact that during their stay in the center they improved their ability to live according to the norms and rules. The scope and permanence of these changes will be finally verified after they have left the center, therefore it is advisable to conduct an ongoing evaluation of the juveniles' ability to function in the society after they have left OHP.

5-3. Novices

Limited intensity of the risk factors in their family environment and their long-lasting influence on the juveniles suggests that the following areas should be included in the educational process:

- activities supporting the process of psychological maturation and compensating for the emotional and volitional stability deficits
 - actions helping them improve their functioning in social roles
- Relatively big *gaps of knowledge* about the novices (or unwillingness to reveal it) suggest that the employees should be more completely prepared for admitting new juveniles to the center.

Good relations of most of the juveniles with their peers and the center's staff offer more opportunities to use positive peer influence for the process of adaptation and resocialization.

The observed *deficiencies in the juveniles' cognitive functioning* (education and interests) suggests that the professional staff should intensify their efforts to develop this sphere and monitor it on a regular basis

In the initial phase of the educational and resocializing activities it is advisable to keep a balance between *positive and negative reinforcement*.

The current *personality profile related to the psycho-social immaturity justified by the development factors* calls for the following:

- systematic actions supporting the development of those juveniles who demonstrate passivity and temporary self-satisfaction
- using peer relations and task activities in the center to develop juveniles' openness to the world and people
- build juveniles' resourcefulness and ingenuity in difficult situations by minimizing avoidance behavior in favor of the task approach
- correcting the sense of self value or esteem by building positive self-evaluation based on perceiving their own strengths and positive life achievements
- a wider use of the declared positive attitude toward the world and other people in the educational process

5-4. Graduates

As the *support the graduates get from their families is limited*, it is necessary to prepare an individual life plan for them before their leaving OHP, one that would include that most important spheres of life, such as education, professional preparation and activity.

The group's internal structure suggests *a diverse forecast in planning and realizing personal life concept* by the graduates. The

juveniles from this group are charged with a greater risk of failing, therefore they should have an opportunity in the future to use the support of persons and societies helping them rebuild their sense of safety and face the difficulties in a constructive manner.

III. PROFILE OF THE YOUTH SHELTER ENVIRONMENT

(by Robert Porzak)

1. Profile of the professional employees of youth shelters (SdN)

1-1. Demographic profile of the professional employees of youth shelters

The profile of the functioning of youth shelter professional employees was prepared on the basis of a study of 117 persons, including 34 women and 83 men. The most represented group are persons between 31-35 years (19,7%). The average age is higher than the dominant and equals 40,63 years. The professional experiences is usually between 6-10 years (20,5%). The average professional experiences is 13,13 years. The majority of the subjects are tutors (48,7%) and teachers (24,8%). There is only one man among the pedagogues/psychologists.

1-2. The functioning of the professional employees of youth shelters

The results of the psychometric research conducted among the employees of youth shelters are presented in Table 1. *The structure of the employee's personality* shows their disposition toward stability and peace, adequate control of their drives and impulses and emotional balance in stressful situations. These tendencies are accompanied by reliability and meticulousness in performing their tasks and motivation to achieve their goals. They demonstrate optimism and a positive mood, with some dose of reserve toward situations requiring more openness in interpersonal contacts. They exhibit curiosity and cognitive interests without giving up their views. The level of *social competencies* of youth shelter employees is average. They have skills helping them manage efficiently in situations when they are subject to social exposure. They are able to create deep relations as well as express their point of view and defend themselves from pressure.

Table 1 – Personality profile of youth shelter professional employees SdN

Scale	Shelter	
	M	SD
NEO – Neuroticism	4,29	1,84
NEO – Extraversion	5,54	1,75
NEO – Openness	6,09	1,93
NEO – Agreeableness	6,03	1,92
NEO – Conscientiousness	6,37	2,00
KKS – Intimacy	5,78	2,20
KKS - Social Exposure	6,14	1,96
KKS – Assertiveness	5,83	2,15
KKS - Social Competencies	5,96	2,08
CISS - Task-oriented coping style	6,37	1,55
CISS - Emotion-oriented coping style	4,41	1,83
CISS - Avoidance-coping style	5,46	1,98
CISS - Avoidance - engaging in distraction activities	5,26	1,86
CISS - Avoidance - social diversion activities	5,59	1,73
KNS - Pathway thoughts	6,08	1,69
KNS - Agentic thoughts	6,63	1,59
KNS – General hope level	6,50	1,59

The style of stress management is task- and emotion reduction-oriented. In overload and stress situations, youth shelter employees plan for solutions and creatively transform the problems. They also undertake actions whose goal is to change the situation. They prefer expressing their emotions in a toned-down way. The level of the employees' *optimism* is slightly higher than average.

1-3. Professional functioning of the professional employees of youth shelters

A picture of a typical juvenile is a starting point for describing professional functioning of a professional youth shelter employee. The results of the Adjective Test ACL-37 related to the profile of a typical youth shelter juvenile are presented in Table 2. The profile of a juvenile is very critical and conventional. A typical juvenile, according to the youth shelter employees, is a person lacking interpersonal sensitivity and focused on himself. He acts in a chaotic manner, having problems in building interpersonal relations. He is helpless and not spontaneous in social situations. He has problems reacting to stressful situations. He is aggressive and wants his environment to focus on him. He has little respect for universal norms and values. However, he is easily influenced and gives in to persons that he perceives as strong and important. When he feels confident, he is critical of others. He is not able to efficiently assume

leadership roles because he has little resistance to frustration and low faith in his own skills. He has problems acting in situations requiring some rational action as the level of his analytical competencies is low.

Table 2 – A profile of the juvenile from the perspective of youth shelter professional employees

Scale	M	SD	Scale	M	SD
No	35,86	5,94	Crs	58,48	9,02
Fav	23,99	8,26	Scn	40,08	7,13
Unfav	83,13	14,38	Scf	33,64	8,14
Com	19,08	11,42	Padj	28,36	9,61
Ach	32,51	9,40	Iss	33,45	8,81
Dom	39,96	6,87	Cps	43,23	6,47
End	25,60	10,45	Mls	25,04	10,71
Ord	30,46	9,03	Mas	43,90	6,55
Int	25,79	9,30	Fem	35,20	7,01
Nur	26,92	8,85	CP	57,57	6,25
Aff	32,02	8,57	Np	29,99	6,98
Het	33,26	7,73	A	31,52	7,09
Exh	58,74	7,47	FC	48,61	6,00
Aut	62,46	9,56	AC	65,92	7,07
Agg	65,32	9,04	A-1	51,58	8,76
Cha	48,57	6,79	A-2	58,46	9,40
Suc	56,65	7,78	A-3	36,86	8,22
Aba	45,35	9,36	A-4	35,88	6,87
Def	36,96	9,23			

The perception of the juvenile is related to the profile of the problems occurring in the juveniles' environment. ***One of the most important problems*** specified by youth shelter employees is smoking cigarettes (62,4%) and juveniles' crime (62,1%). Another important problem is juveniles' neglecting school (52,1%). Another group of important problems highlighted by the tutors are family problems related to the juveniles' parents' failure to raise their children properly (56,9%), overusing alcohol (52,1%), unemployment (47,4%) violence (43,5%) and poverty in families (39,7%). Less frequently mentioned problems included damaging the property of the center (11,4%) or escapes (7%).

The employees believe that ***the problems that are most efficiently solved*** are those whose solution is to some extent the results of their 24-hour supervision over the juveniles, i.e. drinking alcohol (51,4%) and using drugs (41%). Another category of problems solved most efficiently include neglecting school (32,4%) and destructive ways of spending their leisure time by the juveniles (17,1%). The problems mentioned by youth shelter

employees as those *causing most problems* include using violence (57,3%). Only one in five youth shelter employee states that the problem is efficiently solved. They have similar opinions about juveniles' smoking cigarettes (47,6%) and participating in subcultures (23,3%).

A way of solving these problems may be *pro-educational activities for the juveniles*. The activities that the youth shelter employees consider most useful are related to preparing the juveniles for living according to the law (M=6,50 on a 1-10 scale). Those perceived as least important by youth shelter employees include activities aimed at improving the juveniles' self-esteem (M=4,89) or teaching them how to defend their interests (M=4,72).

The forms of work considered by youth shelter employees as most *efficient when working with dysfunctional juveniles* include punish and depriving juveniles of their privileges. Punishment is considered most efficient for juveniles breaking the law (50%) and using violence (39,3%). The most efficient way of solving the problems with those stupefying themselves is, according to youth shelter employees, informing them of the problems and consequences (44,9%) and professional treatment (42,1%) as well as limiting access to psychoactive substances (30,8%). The persons breaking the rules of living together should be punished, according to the personnel (32,7%) and informed (24,8%), but also taught certain skills (19,8%). Fewest persons considered sending someone to a resocialization center as an efficient way (0,9-3,2%).

1-4. Need for youth shelter personnel's professional development

The conditions making resocialization more efficient and postulated by youth shelter employees include improving the cooperation with other tutors (25,6%), getting parents involved and adapting educational work to juveniles' individual needs (22,2% each). 17,1% of youth shelter employees consider learning new work methods as important. Another condition of success is introducing a wider system of rewards and punishment and better equipment in the workshop (13,7% each). One in ten employees suggests that the methods of educational work be changed.

The ways of improving the educational effort suggested least often as important include access to professional literature, mentioned only by one person. Also better access to specialist help (3,4%) and improving the employees' own skills (7,7%) were considered as not very important. Almost 30% of the employees specified no factors improving the efficiency of resocialization (no answer or no need). The above results make one

wonder whether the data collected during the research can be translated into any practical actions at youth shelters.

The employees have high regard for their *personal resources and skills*. They give highest regard to their moral competencies (M=8,46 on a 1-10 scale) and communication competencies (M=8,44). The least appreciated ones include positive attitude (M=7,90) and drive for growth and development (M=7,78). The need for professional development is below the level of the competencies they have but above the middle of the scale. The assessment of the need for development does not correlate significantly in most of the cases with the assessment of the competencies they have. Persons highly motivated for development and choosing an 8-9-10 point level on the ten-point scale constitute around 43% of the researched group.

2. Internal structure of the youth shelter professional staff

Based on the similarities between personality dispositions, youth shelter employees were divided into two groups. The first one consisted of 51 persons. The structure of gender, age and professional experience of the persons qualified for particular groups is uniform.

The profile of youth shelter employees' *personality traits* qualified for particular groups is presented by Table 3. The employees qualified for the first group demonstrate an average level of neuroticism in their functioning, slightly reduced extroversion tendencies, an average level of conscientiousness and compromise. Youth shelter employees in the second group are characterized by high emotional stability and calmness in relations with people as well as high resistance to stressful situations. They have also a strong tendency to stick to the procedures, norms and rules. They are natural in interpersonal relations, interested in the world and open to new experiences. They have increased *disposition to establish interpersonal relations*.

The employees from group two *manage stress* mainly by effective initiating of actions aimed at solving or eliminating the problem. They more often used involvement in social contacts as a way of avoidance reaction. *Experiencing obstacles and failures* they develop more focus on achieving their goal. They tend to perceive themselves as persons capable of finding the correct solution.

Table 3 – Personality traits of youth shelter employees

Scale	Group				Comparison	
	1		2		t	Sig.
	M	SD	M	SD		
NEO – Neuroticism	5,07	1,67	3,29	1,53	5,803	0,000
NEO – Extraversion	4,50	1,47	6,69	1,29	-8,270	0,000
NEO – Openness	5,48	2,07	6,76	1,58	-3,612	0,000
NEO – Agreeableness	5,67	1,96	6,59	1,69	-2,627	0,010
NEO – Conscientiousness	5,35	1,79	7,63	1,57	-7,050	0,000
KKS – Intimacy	4,95	2,09	6,86	1,87	-5,087	0,000
KKS - Social Exposure	5,13	1,53	7,47	1,54	-7,982	0,000
KKS – Assertiveness	4,82	1,91	7,14	1,55	-6,950	0,000
KKS - Social Competencies	4,88	1,65	7,39	1,59	-8,127	0,000
CISS - Task-oriented coping style	5,77	1,44	7,02	1,38	-4,655	0,000
CISS - Emotion-oriented coping style	5,32	1,62	3,35	1,49	6,592	0,000
CISS - Avoidance-coping style	5,27	1,92	5,65	2,06	-1,006	0,317
CISS - Avoidance - engaging in distraction activities	5,23	1,89	5,25	1,84	-0,061	0,952
CISS - Avoidance - social diversion activities	5,15	1,63	6,08	1,72	-2,913	0,004
KNS - Pathway thoughts	5,52	1,56	6,72	1,58	-3,975	0,000
KNS - Agentic thoughts	5,74	1,28	7,64	1,27	-7,709	0,000
KNS – General hope level	5,74	1,36	7,36	1,31	-6,287	0,000

There are no considerable differences between them as far as the profile of a *typical juvenile* is concerned. However, the employees from the second group stress more often that drinking alcohol is a *serious problem* among the juveniles. The problems they consider as *difficult to solve* include the problems resulting from the poverty of the families juveniles come from. The activities the employees from group two consider most useful for the juveniles include increasing their self-awareness, ability to defend their interests and ability to resist peer pressure.

The efficient ways of managing dysfunctional juveniles addicted to psychoactive substances include, according to the employees from group two, specialist treatment. When it comes to breaking the rules they stress that the juveniles' leisure time should be well organized. And when it comes to improving the efficiency of resocialization they consider the possibility of expelling a juvenile from the center or transferring them to another one.

The employees' self-evaluation as far as their competencies are concerned suggests that employees from group two describe all the *personal and professional competencies* as ones that they have to a larger degree than employees from group one. But despite the fact that the employees from group two consider their dispositions as significantly higher than those

from group one, the need for development activities is the same in all the dimensions in both groups.

3. Profile of the youth shelter juveniles' environment

The analysis of the functioning of youth shelter juveniles was based on the research conducted among 635 persons, including 371 novices and 264 graduates. Most of the juveniles are boys. In the novice group boys are 90,6%, whereas in the group of graduates they constitute 92,8%. Gender composition of the groups is uniform.

The researched subjects sent to youth shelters are mainly 16-year-olds, who are 49,9% of the novice group. The persons between 15-17 years of age are 90,8% of the novices and the average age is 16,37. Among the graduates persons between 15-17 years of age are 87,5% of the group and the average age is 16,56. The graduates are significantly older than novices. When the research was conducted the average period of the novices' stay in the shelter was 1,8 months and 7,5 months for graduates.

The juveniles sent to youth shelters have usually completed the first grade of *gymnasium* (29,7%) or the sixth grade of elementary school. The level of their education is lower relative to their age level. They usually come from big towns (39,1%). Small villages, where the level of anonymity is lower, are less frequently represented (the rural areas – 11,4%, towns up to 30,000 inhabitants – 20,8%). The structure of the origin for the novices and graduates is the same. The structure of the juveniles' place of living is not representative for the demographic structure of Polish society (61,4% towns – 38,6% the rural areas). The majority of juveniles from big towns in youth shelters confirms the fact that various environmental factors are responsible for the development of social pathologies.

3-1. Profile of the family juveniles come from

More than half of the researched subjects do not have one of their parents in their family. The families are rarely reconstructed (6,3%). Only very few of the subjects stay in foster families. 42% of the juveniles in youth shelters come from two-parent families. The persons whose families broke up had experienced this 6-10 years before they came to the shelter. Shelter employees did not provide any information for half of the juveniles about how much time has passed since the breakup of the family.

The persons staying in youth shelters come mainly from the families where there were three or four children (27,6%). The share of families with two children is also considerable (17,2%) as well as families with many children (15,9%). There were very few only children in the researched group (4,3%). The description of the brothers and sisters for the novice and graduate group was not significantly different. No information was given about brothers and sisters of over one third of the subjects, and more often about the graduates.

The differences between the novice and graduate group as far as the order of birth is concerned are not significant. The juveniles are most often first children (40,2%) or second children (30,8%) in the family. There are far fewer children who were born as third (16,8%) and subsequent children in the family (12,4%).

The most frequent age of mothers is 36-40 years (41,9%). The number of mothers up to 35 years is also considerable (15,2%). The age of fathers of the researched subjects is mainly between 41-45 years (34%). Some of the fathers belong to the 36-40 year group (29,6%). 13,8% of the researched subjects have fathers who are over 50 years old. The parents usually have elementary education.

3-2. Risk factors related to the family origin of the juveniles

A close person died in 21,6% of the juveniles' families. In most cases it was the father's death (12,4%). In the group of graduates the professional staff identified a smaller number of deaths and the difference is significant. Most of the deaths were natural ones, a dozen or so persons come from families where someone committed suicide and in a few cases death was the result of murder. The amount of information about the causes of death in the families is significantly greater with graduates than with the novices. Death in the juveniles' family usually happened from 6 to 10 years before the research was conducted (5,7%).

28,5% of the researched subjects come from families where no pathologies were found. The most common form of pathology in the juveniles' families is the father's alcoholism - 34,6%, which is a higher indicator than one for general population. Another problem is crime (22,8%). The problem of the mother's alcoholism was found in 16,1% of the families. More than 4% of the juveniles come from families where the mother was the crime model. In the case of 8,7% of the juveniles their brothers and sisters were punished by law. Most frequent crimes of the parents and brothers and sisters included theft or attempted theft. The

employees of youth shelters know more about the crime in the graduates' than in the novices' families.

3-3. The juveniles' dysfunctional behaviors

The juveniles from the shelters about whom information was collected usually committed some crime more than once. The number of penal acts committed by the juveniles was most often from two to three (20,9% of the juveniles). The persons who committed penal acts at least four times constituted 23,4% of the group. The persons coming to shelters who have violated the law only once constitute 15% of the researched group. The percentage of juveniles about whose crime history youth shelter employees have no information is about 40%.

Almost half of the researched subjects has theft or attempted theft on their record (46,8%), and 28,5% of them have assault and battery. The penal acts committed by the juveniles include punishable threats (16,1%) and drug-related crimes (7,9%). Some of the subjects damaged some property (7,1%) and exercised violence (5,2%). Some cases included very serious violations of the law, including rape (4,6%) and murder (4,3%). The types and frequency of occurring of the penal acts in the novice and graduate groups are similar.

76,2% of the juveniles were exposed to some form of legal educational means. *The educational means* used for the juveniles staying in the center include, above all, curator's supervision (49,4%) and sending them to foster families or a resocialization center (45,5%). One in ten of the juveniles has in the past been ordered by the court to go to a youth custody center. A similar percentage of the juveniles spent some time in a youth emergency center. Other educational means were applied individually. In the case of 16,1% of the juveniles no information was collected about the educational means they were subjected to.

Most of the juveniles do not belong to any *subculture* (86,1%). The data collected about youth shelter graduates shows that they almost twice as often belong to some criminal subculture. The percentage of juveniles using commonly available and illegal *psychoactive substances* is higher than in the general population. Most often they use tobacco (48,8%) and alcohol (39,4%). Almost one in three persons have used marijuana (31,3%) and 15,7% of the juveniles have used amphetamines. The graduates use alcohol less often.

The period of addiction to nicotine is usually 3-5 years (50% of the addicted). The period of addiction to alcohol is about 2 years (59,2%), as

well as staying addicted to drugs (56,1% of the addicted). 9,3% of the juveniles have attempted **detoxification rehab**. There are significantly more individuals among the graduates attempting for the first or second time to undergo detoxification rehab while still in the center. 3,9% of the juveniles attempted some form of community treatment before coming to the center, whereas 3,3% of them underwent stationary treatment. 4,7% of the juveniles tried to abstain from psychoactive substances. Much less information about attempts to abstain from such substances can be found among the graduates than the novices.

Around 25% of the shelter juveniles have **tattoos**. There are more tattooed individuals among the graduates than among the novices. They usually have from one to two tattoos (21% of the researched subjects). The group having 3-5 tattoos includes 4,6% of the juveniles. Only a few individuals have more tattoos. And the proportions between subculture and art tattoos are almost equal (approximately 10% each). The parts most often tattooed by juveniles include hands (74,1%) and legs (38,5%). Some of the juveniles have their tattoos on the chest and belly, and some on the back. The differences between the groups are not significant.

Cases of self-injury were found in 23,4% of the researched subjects. In most cases they attempted self-injury once or twice (21,6%). The amount of information about the graduates' self-injuries was significantly higher and the type of self-injuries included self-mutilation only. **Suicide attempts** were undertaken by 4,7% of the juveniles. The amount of information about the graduates' suicide attempts is significantly higher. The dominant form of attempted suicide was hanging (57,6%) and then poisoning (48,5%). There were fewer self-mutilation attempts (21,2%). Most of the suicide attempts were made after the juveniles turned sixteen (28,6%). The forms and age at first suicide attempt are not different for the novices and graduates.

3-4. Using professional help by the juveniles

Most of the juveniles from youth shelters (57,3%) had used some form of **psychological help** before coming to the center. **These forms** included, above all, educational and selection diagnosis, which was probably related to the juveniles' educational problems (65,1%). 23% of the juveniles participated in some form of family or educational counseling. 19,3% of the juveniles participated in individual therapy and only 5,6% of them in group therapy. The forms of therapy used for the novices and graduates are not different.

Most of the juveniles using *psychiatric support* made a single attempt to undergo treatment (16,7%). The juveniles underwent stationary treatment (48,9%) and were given treatment at an outpatients' clinic (39,4%). The persons who were only given a diagnosis constituted 28,5% of the juveniles using psychiatric help. There is more information about the number of contacts with a psychiatrist for the graduate group.

3-5. Functioning of the juveniles in the centers

The relations with the peers of almost half of the juveniles (49,6%) are correct and this statement is made slightly more often for the novices than the graduates. The juveniles whose relations are bad (6,8%) can more often be found in the group of graduates. The problems include provoking conflicts (6,6%) and the tendency to dominate (4,9%). Some of the juveniles demonstrate distance (7,2%). The differences between the groups are not relevant.

Almost half of the juveniles (49,3%) have *good relations* with the professional staff. Some of the juveniles' behaviors in their relations with the staff are called subordination (9,8%). Such relations are significantly less frequently mentioned for the graduates. The relations of 4,3% of the juveniles were defined as conflict relations. And only a few juveniles defined their relations with the staff as hostile. 4,4% of the juveniles' defined their relations with the staff as very good. 13,9% of the juveniles did not specify any particular form of relations or gave no answer.

The degree of *involvement in education* was considered by the professional staff as satisfactory with 24,6% of the juveniles. The group of juveniles whose involvement was considered full constituted 11,3% of the researched subjects. The persons avoiding getting involved in education constitute 11,3% among the novices, whereas among the graduates the percentage is smaller and equals 4,9%. It is the graduates who more often than the novices have an ambivalent attitude toward education.

Juveniles' involvement in resocialization is adequate with one fourth of the juveniles. The frequency of the juveniles' declared involvement in resocialization is higher with the novices whereas the graduates much more often display their ambivalence about it

The leading interest of the juveniles is sport (38%). Some of them are also interested in computers (10,1%). The number of graduates with no interests is significantly higher and the amount of information about their interests is significantly lower. No information was obtained about the interests of approximately 33% of the juveniles.

The rewards the juveniles received include mainly praise, which was given to one in five juveniles. The number of persons who received praise is significantly higher with the graduates than with the novices, which is naturally related to the time they have spent in the center. Other forms of rewards are used less often. Some juveniles obtained a pass (4,1%) and were allowed to wear their own clothes (3,9%). The graduates, much more often than the novices but still quite occasionally were allowed to spend a few days outside the center and also received other rewards whose character was not specified.

The regulatory punishment given to the graduates more often than the novices is reprimand (6,3%). Other forms of punishment are used only occasionally. One should note that the number of punishments is considerably smaller compared to the number of rewards. However, one should also remember that information about punishment was given twice less frequently than information about rewards.

Most of *the forecasts about the effects of resocialization* are positive (40,5%). The resocialization forecasts made by the employees about the novices are hardly specific. The employees have made no forecast or had problems making forecasts for 38% of the juveniles. The percentage is not much smaller with the graduates and equals 30%. The resocialization forecasts for the graduates are significantly more negative than those for the novices (19,7% - graduates 12,4% - novices).

3-6. Personality functioning of the juveniles

The fundamental *personality and competence structure dimensions* of the juveniles assessed with psychometric tests are presented in Table 4. *The personality features* of the researched juveniles are in most cases of average intensity. The leading personality feature of the juveniles is the tendency to diminish the value of openness to experience. They also have a tendency to being conscientious and agreeable, accompanied by a tendency to neuroticism. Introversive tendencies are mild.

The juveniles' *social competencies* are on an average level. The highest competence of the researched subjects is their ability to undertake effective actions related to close, individual interpersonal contact; however, this competence is not above the average. There are mild tendencies to diminish efficiency in situations requiring assertiveness. All the social competencies except assertiveness are significantly lower in the group of graduates.

Table 4 – The results of psychometric tests among youth shelter juveniles

Scale	Category of juveniles				Comparison	
	Novices		Graduates		t	Sig.
	M	SD	M	SD		
NEO - Neuroticism	6,30	1,83	6,24	1,67	0,432	0,666
NEO - Extraversion	4,52	1,51	4,69	1,39	-1,394	0,164
NEO - Openness	4,12	1,39	3,92	1,53	1,722	0,086
NEO - Agreeableness	6,22	1,95	5,87	1,86	2,240	0,025
NEO - Conscientiousness	6,78	1,93	6,19	1,96	3,604	0,000
KKS - Intimacy	6,06	2,16	5,35	2,29	3,920	0,000
KKS - Social Exposure	5,52	2,28	5,01	2,21	2,820	0,005
KKS - Assertiveness	4,74	2,17	4,52	2,15	1,285	0,199
KKS - Social Competencies	5,46	2,20	4,90	2,30	3,088	0,002
CISS - Task-oriented coping style	5,29	1,90	4,93	1,87	2,067	0,037
CISS - Emotion-oriented coping style	6,41	1,60	6,45	1,41	-0,276	0,783
CISS - Avoidance-coping style	6,49	2,06	6,39	1,75	0,546	0,586
CISS - Avoidance - engaging in distraction activities	6,81	1,97	6,86	1,75	-0,278	0,781
CISS - Avoidance - social diversion activities	5,42	2,01	5,18	1,89	1,309	0,191
KNS - Pathway thoughts	5,13	2,20	4,56	2,32	3,137	0,002
KNS - Agentic thoughts	5,39	2,11	4,91	2,24	2,720	0,007
KNS - General hope level	5,30	2,16	4,70	2,32	3,316	0,001
CSEI – Self-esteem in relation to parents	11,84	3,63	11,24	3,80	1,991	0,047
CSEI – Self-esteem in relation to peers	8,45	3,44	8,97	3,15	-1,930	0,054
CSEI – Self-esteem in relation to school	8,93	4,05	9,27	3,84	-1,048	0,295
CSEI – Self-esteem in relation to personal interests	7,23	2,95	7,22	2,85	0,065	0,948
CSEI – Global self-esteem	36,45	10,99	36,70	10,46	-0,279	0,780
CSEI - General global self-esteem sten score	7,12	1,72	7,20	1,62	-0,553	0,580
KTKD – B-biophilia	18,07	5,22	17,03	5,51	2,297	0,022
KTKD – N-necrophilia	9,19	6,00	10,05	5,80	-1,727	0,085
KTKD - M-love	18,49	4,44	16,95	4,76	3,962	0,000
KTKD – S-sadism	2,91	4,02	4,44	5,05	-3,889	0,000
KTKD – K-control	3,12	2,26	2,63	2,08	2,636	0,009

The quality of managing in stressful situations is average. The juveniles react to difficulties by avoidance-focused behavior and emotion-focused style. The ways of avoiding stress preferred by the juveniles mainly include getting involved in substitution activities than seeking social contacts. However, substitution activity does not diminish their focus on emotions. The weakest tendencies demonstrated by the youth shelter juveniles include undertaking task-focused activities. There is a considerably lower level of tendencies to react to stress by task-focusing among the graduates.

The feeling of hope for success expressed by youth shelter juveniles is average. They demonstrate an average level of expectations related to positive results of their actions. Conviction about having strong will slightly prevails over their conviction about being able to find solutions. Both the general level of hope for success and its components are significantly lower among youth shelter graduates.

The feeling of self-value/self-esteem, self-confidence and their trust toward their own skills and abilities are higher than the average, both for graduates and novices. The significant differences between the groups are also related to the graduates' lower understanding and acceptance in their relations with their parents.

The information about the intensity of *constructive/deconstructive tendencies* among the juveniles shows that in the personality structure of the graduates there are stronger tendencies to use their power and position to humiliate others than among the novices. They also demonstrate more tendency toward hostile and calculated behavior in relations with others, as well as lower sensitivity and sympathy toward others. They also demonstrate a lower positive attitude toward the world and respect for the world.

4. Internal structure of the novice and graduate groups

Cluster analysis procedures were used to distinguish groups of juveniles demonstrating similar personality dispositions. The division was made separately for the novices and graduates. Below one can find the dimensions making the groups significantly different.

4-1. Specificity of the clusters in the novice group

The analysis includes the results of 245 novices. The socio-demographic profile for the distinguished subgroups was uniform and did not depart from the profile of general population. The results of psychometric tests are presented by Table 5.

In the *personality structure* of the novices qualified for group one there are clearly marked tendencies to neuroticism and conscientiousness. The openness to experience is lower compared to the novices from group two and so is extroversion; the level of compromise is average.

The level of *social competencies* of the novices qualified for both groups is within the average area. The persons from group one demonstrate a significantly lower level of all the competencies important in interpersonal and social relations.

The persons from group one are more often focused on emotions *reacting to stress*. They have also a higher tendency to retreat from interpersonal reactions under stress. Stress will evoke intensive reactions in

them that will be accumulating.

Table 5 – The results of psychometric tests among the subgroup of youth shelter novices

Scale	The novice group				Comparison	
	1		2		t	Sig.
	M	SD	M	SD		
NEO - Neuroticism	6,65	1,66	5,28	1,84	5,864	0,000
NEO - Extraversion	4,45	1,51	5,14	1,28	-3,700	0,000
NEO - Openness	4,11	1,41	4,12	1,30	-0,074	0,941
NEO - Agreeableness	5,91	1,99	6,86	1,90	-3,587	0,000
NEO - Conscientiousness	6,59	1,80	8,07	1,36	-7,185	0,000
KKS - Intimacy	6,09	2,1	6,98	1,58	-3,675	0,000
KKS - Social Exposure	5,39	2,19	6,56	2,07	-3,995	0,000
KKS - Assertiveness	4,72	2,13	5,52	2,1	-2,771	0,006
KKS - Social Competencies	5,42	2,17	6,48	1,78	-4,081	0,000
CISS - Task-oriented coping style	5,29	1,88	5,73	1,84	-1,746	0,082
CISS - Emotion-oriented coping style	6,86	1,49	5,74	1,64	5,355	0,000
CISS - Avoidance-coping style	6,48	1,98	6,78	2,02	-1,115	0,266
CISS - Avoidance - engaging in distraction activities	6,87	1,95	6,77	2,13	0,390	0,697
CISS - Avoidance - social diversion activities	5,19	1,96	6,15	1,8	-3,708	0,000
KNS - Pathway thoughts	4,91	2,1	6,28	2	-4,900	0,000
KNS - Agentic thoughts	5,19	2,04	6,54	1,77	-5,110	0,000
KNS - General hope level	5,04	2,03	6,58	1,77	-5,837	0,000
CSEI – Self-esteem in relation to parents	10,74	3,08	15,07	1,99	-13,264	0,000
CSEI – Self-esteem in relation to peers	7,19	2,9	11,75	2,37	-13,135	0,000
CSEI – Self-esteem in relation to school	7,55	3,43	12,67	2,76	-11,687	0,000
CSEI – Self-esteem in relation to personal interests	6,19	2,57	9,96	1,58	-14,141	0,000
CSEI - Global self-esteem	31,67	7,52	49,46	5,78	-20,440	0,000
CSEI - General global self-esteem sten score	6,45	1,34	9,04	0,68	-20,002	0,000
KTKD – B-biophilia	17,74	5,07	18,89	5,42	-1,635	0,103
KTKD – N-necrophilia	9,63	5,62	8,02	6,30	2,024	0,044
KTKD - M-love	18,24	4,64	19,46	3,98	-2,023	0,044
KTKD – S-sadism	3,30	4,60	2,01	3,16	2,265	0,024
KTKD – K-control	2,67	1,92	4,22	2,50	-5,374	0,000

The novices from group one have a lower level of *hope for success* that the juveniles from group two. This lower level refers both to the general level of hope and both component dimensions.

The structure of *the sense of self-esteem* is similar for the persons from both groups; however, the novices from group one have a significantly lower sense of understanding and acceptance from their families. They have a lower sense of being liked and fulfilling the function of a student well. The trust toward their abilities and skills is also significantly lower in this group.

The constructiveness of functioning of the novices from group one is significantly lower than the persons from group two. The novices from group one have a lower need for social acceptance. What are stronger here are their tendencies to use their power and position to humiliate others. They have more tendencies to damage and destroy by force and to use

violence. The persons from group one are less inclined to feel and express sympathy. They have less inclination to act in an unselfish manner.

The analysis of the *family origin structure* of the novice subgroups shows that the persons from group one come significantly more open from single-parent families. This concerns 54% of the juveniles from this group whereas in the second group it concerns 32,9% of the juveniles.

The moment of the *family's breakup* with the novices from group one happened significantly earlier than with the persons from group two, usually eleven and more years before the research. In the second group there are fewer persons from broken families and the moment of the crisis happened most often 6-10 years before the research.

The fathers of the novices from group one had much more often *elementary education* although there were also cases of secondary and higher education. *There were frequent cases of dysfunction* in the families of the novices from group one, usually connected to the father's alcoholism.

The reasons of the problems with the law of the novices from group one included frequent thefts and attempted theft. There were fewer cases of breaking the law in this group related to drugs and tendencies to damage property. The percentage of the persons to whom some *educational means* were applied before they were sent to the shelter was 95,1% in group one; the percentage was significantly lower in group two and amounted to 84% percent. They were significantly more persons among the novices qualified for group one who had been subject to some form of *psychological help* before coming to the shelter.

The novices from group one were significantly less often perceived by the professional staff as *cooperating*. This resulted in a higher *number of punishments* given to the novices from group one. As a result the novices from group one were significantly more often classified as persons for whom *resocialization forecasts* were not favorable.

4-2. Specificity of the clusters in the graduate group

167 persons were assigned to subgroups and the socio-demographic profile of the distinguished subgroups was uniform and did not depart from the profile of general population. The results of the psychometric tests are presented by Table 6.

The groups of graduates distinguished on the basis of their *personality features* differ significantly as far as the intensity of neuroticism and compromise and conscientiousness are concerned. The first group included persons with clearly higher disposition to lower emotional

stability, impulsiveness and problems while reacting to stress. The openness to experiences of the persons qualified for group one is lowered.

The structure of *social competencies* of the graduates from group one and two is similar and the level is average. The intensity of the competencies of the persons from group one is significantly lower in the all dimensions except assertiveness.

Table 6 – The results of psychometric tests among the subgroups of youth shelter graduates

Scale	The graduates group				Comparison	
	1		2		t	Sig.
	M	SD	M	SD		
NEO - Neuroticism	6,87	1,45	5,42	1,90	4,950	0,000
NEO - Extraversion	4,74	1,43	5,04	1,32	-1,296	0,197
NEO - Openness	3,79	1,50	4,25	1,45	-0,074	0,066
NEO - Agreeableness	5,39	1,75	7,17	1,54	-6,321	0,000
NEO - Conscientiousness	5,75	1,84	7,62	1,51	-6,445	0,000
KKS - Intimacy	5,13	2,06	6,19	1,94	-3,139	0,002
KKS - Social Exposure	4,92	1,77	5,68	2,24	-2,361	0,019
KKS - Assertiveness	4,61	1,85	4,91	2,22	-0,888	0,376
KKS - Social Competencies	4,81	1,95	5,58	2,26	-2,277	0,024
CISS - Task-oriented coping style	4,55	1,85	5,79	1,69	-4,142	0,000
CISS - Emotion-oriented coping style	6,68	1,29	6,06	1,57	2,730	0,007
CISS - Avoidance-coping style	6,39	1,76	6,83	1,60	-1,563	0,120
CISS - Avoidance - engaging in distraction activities	7,03	1,77	6,75	1,52	0,965	0,336
CISS - Avoidance - social diversion activities	4,98	1,87	6,06	1,55	-3,637	0,000
KNS - Pathway thoughts	4,11	2,06	5,72	2,17	-4,630	0,000
KNS - Agentic thoughts	4,36	2,11	6,30	1,99	-5,642	0,000
KNS - General hope level	4,16	2,11	6,11	2,05	-5,628	0,000
CSEI – Self-esteem in relation to parents	9,67	3,81	14,36	2,16	-10,108	0,000
CSEI – Self-esteem in relation to peers	7,99	2,92	10,77	2,11	-6,988	0,000
CSEI – Self-esteem in relation to school	8,24	3,31	12,40	2,84	-7,885	0,000
CSEI – Self-esteem in relation to personal interests	6,35	2,62	9,43	1,62	-9,304	0,000
CSEI – Global self-esteem	32,25	7,75	46,96	5,98	-12,224	0,000
CSEI - General global self-esteem sten score	6,53	1,31	8,75	,81	-13,472	0,000
KTKD – B-biophilia	15,44	5,66	20,62	3,57	-7,180	0,000
KTKD – N-necrophilia	11,60	5,56	6,62	4,68	5,644	0,000
KTKD - M-love	15,54	4,63	20,23	3,08	-7,726	0,000
KTKD – S-sadism	5,80	5,12	1,23	2,76	7,485	0,000
KTKD – K-control	2,11	1,85	3,62	2,40	-4,444	0,000

The ways of *managing stress* preferred by the graduates are similar, however, the persons from group one have a significantly higher tendency to avoid task-focused actions. They engage less often in substitution activities oriented toward social contacts. They focus more strongly on negative emotions experienced in stressful situations.

The level of *hope for success* and its components are significantly lower among the graduates from group one. They have a lower conviction about having strong will than the persons from group two. Also the conviction about being able to find solutions is significantly lower in group one than it is in group two.

The structure of the *sense of self-esteem* is similar in both groups. The graduates from group one have a considerably lower sense of self-esteem than the graduates from group two. The differences are related both to their general sense of self-esteem and all the particular dimensions.

The level of *constructive-deconstructive* tendencies for the youth shelter graduates is significantly different in all the dimensions that were analyzed. The differences are bigger between the subgroups of graduates than between the groups distinguished among the novices. The graduates from group one have a much more negative attitude both to nature and people. The level of tendency to use violence and destruction and to humiliate others is significantly higher in group one than it is in group two. They demonstrate less sensitivity to other people's needs and less need for social acceptance.

The differences between the groups as far as the variables describing *the functioning of their family environment* are concerned, mainly relate to more frequent *court sentences for the brothers and sisters* of group one graduates.

The relations with the peers in the shelter among the graduates from group one were closer and less often characterized by distance. The persons from group one significantly less often demonstrate full *involvement in resocialization*. The employees twice more often mentioned persons from group one as *not promising* positive resocialization.

5. Conclusions and recommendations

(by Zbigniew B. Gaś, edited by – Robert Porzak)

The analysis of the collected data allows one to develop proposals for solutions which might increase the efficiency of the resocializing work conducted in youth shelters. The proposals have been put in separate categories related to particular research groups.

5-1. Employees

Despite the fact that the *majority of youth shelter juveniles are boys*, there should be a considerably bigger group of women working there as tutors, which would help to correct the resocialization process and the juveniles' psychological maturation (role models, specificity of such relations, developing contact).

As far as the *conventional and negative perception of the juveniles is concerned*, some educational actions should be undertaken that would develop the tutor's educational sensitivity, their ability to identify the resources and development opportunities of their juveniles and the tutor's ability to acquire an individual rather than general perspective of their juveniles.

As the tutors seem to prefer *rather inefficient forms of educational activities* and a too subjective visions of the juveniles' needs, some training activities should be undertaken providing them with knowledge about the psychological principles behind changing an individual's behavior and ones correcting their present approach. They should also know how to develop the juveniles' and their parents' involvement in all the educational activities.

As the *visions of improving the efficiency of the resocializing effort is not very constructive*, more activities should be introduced involving the employees in developing organizational and content-related solutions whose goal would be to increase the efficiency of youth shelters' work develop personal responsibility for the effects of this work.

As the *level of many employee's personal development* is overestimated and there is a high polarization of motivations related to further personal and professional development, it seems that the employees should be provided with an opportunity to simultaneously confront the opinions about themselves with the facts related to the quality of their professional work and to base the process of professional development on those who demonstrate leader skills and high internal motivation.

Since the clear *personality differences between the employees* do not translate adequately into the *perception of the center's and juveniles' needs* and the employees' own work, more activities should be introduced breaking the routine and schematization related to the professional roles the employees perform and more reference to their own personal resources (personal model and authority instead of hiding behind the function they perform).

5-2. Juveniles

The collected information about youth shelter juveniles allows one to formulate general proposals abstracting from the time the juvenile spends in the center and more detailed proposals related to particular stages of his stay in the center.

The highly coinciding *demographic profile of the novices and graduates* (except the natural age and education differences) and the *similar*

profile of the family origin suggests that the population of juveniles coming to youth shelters is stable; therefore it seems that more preventive work should be done among the high risk groups in local communities.

The higher indicators of subculture affiliation and self-injuries in the group of graduates suggest that there are conflicts and tensions in the juveniles' environment. Therefore, norms and principles regulating the rules of coexistence in the center should be introduced that would be more clear for the juveniles and more contacts established with the "open society," which would lead to less social isolation and fewer emotional tensions and which would help to prepare the juveniles to return to the society.

The comparable history of using professional help by the novices and the graduates suggests that the period of their stay in youth shelters was not used for such interventions. Therefore, a wider use of specialist help is suggested (particularly psychological, pedagogical or psychiatric), as a way of supporting them in solving the most difficult problems the juveniles go through and preparing them for taking the greatest advantage of the educational and resocialization work.

The higher indicators of peer violence, ambivalent attitude toward resocialization and negative resocialization forecasts among the graduates indicate that the models of building social position are based on dysfunctional criteria (for instance physical force or the position in informal structures, but also on punishment as a leading educational method), which additionally diminishes the efficiency of resocialization. Therefore, in addition to the "zero tolerance for violence" strategy, some pro-social criteria for social advancement should be introduced based on norms and principles that would be clear for the juveniles.

The observed *differences in the personality sphere between the group of novices and graduates* suggest that the educational and resocialization process conducted at youth shelters and focused on bringing about changes in the juveniles' behavior has a negative influence on them and leads to their lower intra-psychological efficiency, task efficiency and social functioning. It is important then to develop such a profile of educational and resocialization activities that would focus in the first place on modifying the juveniles' personality functioning and only secondarily lead to changes in behavior (as a result of intra-psychological changes).

5-3. The novices

The highly *dysfunctional family environment* calls for parallel

activities in the following areas:

- increasing the efficiency of support and correctional work for dysfunctional families in local communities (particularly for families with immature parents and distorted structure and low educational achievements);

- including psycho-correctional work and social help in the juvenile resocialization process conducted in local environment

The high *intensity of risk factors* in the family environment and their long-lasting influence on the juveniles call for including the following in the resocialization process:

- activities intervening in the intra-psychological sphere and leading to practicing traumatic situations, correcting the emotional-volitional sphere and restructuring the system of values (support contact and psychotherapy);

- activities leading to quality changes in the functioning of the family system, preparing the juveniles to return to their family of origin and preparing the family to accept the juvenile after the resocialization process is completed.

The high *difference in the number, intensity and quality of dysfunctional behaviors* suggests that the following activities should be undertaken:

- conducting a detailed, interdisciplinary diagnosis activities among the juvenile, including not only the quality of their intra-psychological, interpersonal and social functioning but also his family environment;

- developing individual educational-resocialization programs focused on particular goals, including tasks in all the spheres of a teenager's function, specifying precisely the scope and range of the juvenile's, tutor's and specialists' responsibilities and also specifying the center where the process is to be conducted.

The high *diversity in the quality of the juveniles' cognitive functioning* (education and interest) requires more intensive activities from the personnel inspiring the development of this sphere and making juveniles consistently develop this sphere.

Due to the *group's polarization as far as personality profiles are* concerned, the following areas should be included to a wider extent in designing and conducting the educational and resocialization work:

- both personality specificity of the juvenile (strengths and weaknesses in his emotional-motivational and intellectual sphere, his system of values and sense of the meaning of life);

- as well as his life history and current family situation;
- and even the history of his dysfunctionality and currently leading tendencies in his interpersonal and social functioning.

5-4. Graduates

It is advisable that the institutions/persons continuing the process of resocialization be informed about the following:

- the effects of specialist support whose goal would be to solve the intra-psychological problems resulting from traumatic family experiences;
- the effects of bringing changes in the juvenile's attitude toward the history of his life so far and the effects of the activities aimed at modifying the lifestyle and model behaviors of the juvenile
- opinions and assessments verifying the quality of self-assessment and self-evaluation of the juveniles (based on the facts from the period of their stay in the center).

IV. PROFILE OF YOUNG OFFENDERS' HOME'S Environment

(by Zbigniew B. Gaś)

The analyses presented here include three populations: the professional staff – 108 persons, the novices – 301 persons (M = 2,54 months) and graduates – 243 persons (M = 19,48 months).

1. The profile of the professional staff at young offenders' homes

The population consists of 108 persons, including the following: the tutors (64,6%), educationalists/psychologists (6,5%), teachers (2,8%) and guards (1,9%). Almost 25% of the researched subjects did not provide information about their job and position.

1-1. Demographic profile

The subjects were mainly men (86,1%) and that is why the *gender* variable was not included in the description of the population.

The age – most are between 26-30 years of age and 31-35 years (25,9% each). The largest group among the others are persons between 36 and 45 years (M = 36,63).

The professional experience – the largest group are those who have been working in the resocialization profession for 2-3 years and 11-15 years (13,0% each). The others are persons of varying professional experience and 26,9% of the researched subjects did not specify how long they have been working in their job (M = 9,97).

1-2. Personality functioning

The profile of *personality structure* was developed based on the *NEO-FFI Personality Inventory*. The employees of young offenders' homes

are persons quite well organized, focused on particular life goals, usually resistant to life's difficulties, moderately competent in establishing and maintaining interpersonal relations, capable of working out agreement and ready to take advantage of new experiences (confronting them, however, with their current attitudes and habits).

Table 1 – Personality profile of ZP professional employees

Scale	ZP	
	M	SD
NEO – Neuroticism	3,96	1,84
NEO – Extraversion	5,69	1,76
NEO – Openness	5,97	1,85
NEO – Agreeableness	5,56	1,94
NEO – Conscientiousness	6,47	2,05
KKS – Intimacy	5,64	2,04
KKS - Social Exposure	5,84	2,17
KKS – Assertiveness	5,80	1,94
KKS - Social Competencies	5,81	2,09
CISS - Task-oriented coping style	6,75	1,65
CISS - Emotion-oriented coping style	4,26	1,64
CISS - Avoidance-coping style	5,25	1,89
CISS - Avoidance - engaging in distraction activities	5,06	1,79
CISS - Avoidance - social diversion activities	5,36	1,84
KNS - Pathway thoughts	6,00	1,80
KNS - Agentic thoughts	6,69	1,68
KNS – General hope level	6,46	1,78

The analysis of *social competencies* conducted with the *KKS Social Competencies Questionnaire* showed that the researched subjects demonstrate average competencies as far as effective functioning in interpersonal situations is concerned, that they did not have particular problems under social exposure and that they managed quite well in behaviors requiring assertive behavior. As a result, the general level of their social competencies is satisfactory.

The assessment of their *resourcefulness in difficult situations* was conducted with *the CISS Coping in Stressful Situations Questionnaire*. The subjects prefer the task-focused style (the level above the average), so they strive to solve problems by cognitive transformations or attempts to change the situation. Less often do they demonstrate the avoidance-focused style (the average level) as a result of this they rather demonstrate avoidance tendencies by seeking personal contacts than getting involved in substitution activities. The style they demonstrate least often (below the level of the average) is the emotion-focused style, that is, focusing on themselves, their experiences and longing in a wishful way to diminish emotional tension.

The level of optimism was assessed with the *Hope for Success Questionnaire*. It turned out that the subjects demonstrated an above-average hope for success, built mainly on their sense of having a strong will (the level higher than the average) and supported by their sense of being able to find solutions (the average level).

1-3. Professional functioning

One of the indicators of working in support jobs is the profile of a customer requiring professional support. The *ACL-37 Adjective Test* (Adjective Check List) was used to describe *the profile of a typical young offenders' home juvenile*.

Table nr 2 – A profile of the juvenile from the perspective of ZP professional employees

Scale	M	SD	Scale	M	SD
NO	37,00	7,57	CRS	57,59	6,91
FAV	23,76	7,05	S-CN	41,10	7,87
UNFAV	85,41	12,84	S-CF	33,71	7,08
COM	18,59	10,82	PADJ	28,68	7,34
ACH	32,63	8,78	ISS	33,07	8,23
DOM	40,43	7,02	CPS	42,73	6,27
END	25,24	9,75	MLS	25,33	10,24
ORD	29,67	8,86	MAS	42,43	6,62
INT	25,05	8,29	FEM	34,88	7,90
NUR	26,09	8,50	CP	57,88	6,59
AFF	32,15	6,31	NP	30,36	7,05
HET	34,29	7,22	A	30,74	6,64
EXH	61,07	7,39	FC	47,95	5,13
AUT	62,99	8,07	AC	66,13	7,56
AGG	66,47	8,91	A-1	50,03	8,21
CHA	49,76	6,64	A-2	58,77	8,36
SUC	58,37	8,89	A-3	37,56	6,91
ABA	44,19	8,75	A-4	35,07	5,94
DEF	36,19	7,45			

The employees of young offenders' homes have a limited and conventional picture of *a typical juvenile*, developed from the perspective of high criticism and focus on the juvenile's deficiencies. The juvenile is perceived as a task-inefficient person, who avoids making effort and getting involved, who has a disrespectful attitude toward his duties and tries to dominate in relations with others, and who shows off and forces his

opinions on others. In difficult situations the juvenile stiffens up and reacts defensively. In interpersonal relations the juvenile has a strongly critical attitude toward other persons, feels unwanted and unnecessary and, therefore, demonstrates lots of hostility. He is not adapted as far as his personality is concerned and has problems efficiently controlling his behavior; he lacks faith in his power and should use professional psychological help.

The problems occurring in the juveniles' environment – the juveniles' dysfunctionality – include the following: smoking cigarettes (70,4%), crime (60,2%), drinking alcohol (50,9%), neglecting school duties (47,2%), using drugs (43,4%) and using violence (36,1%). Family dysfunctionality includes the following: the parents' incapability as far as raising their children is concerned (64,8%), the parents' abusing alcohol (56,1%), the parents' unemployment (42,6%), economic poverty (40,7%), the family's difficult housing conditions (39,3%) or violence in the family environment (36,1%).

The problems that are **most efficiently solved** include the following: escapes from young offenders' homes (49,0%), neglecting school duties (41,7%), destructive ways of spending leisure time and destroying the homes' property by the juveniles (32,3% each), using violence toward peers (28,1%), drinking alcohol (24,0%) and using drugs (21,9%).

The problems **most difficult to solve** include the following: the parents' inability to raise their children properly (30,6%) and such behaviors as smoking cigarettes and crime (27,6% each) using drugs (22,4%), using violence (20,4%), drinking alcohol (19,4%), and the family's economic poverty (20,4%).

The need for psycho-educational activities: they need to learn how to live according to the law, how to live responsibly in a family, how to manage on the job market, how to abstain from psycho-active substances and how to develop their system of values. What is less important is the juveniles' correct self-evaluation, an ability to defend their interests and acquire optimism.

The most efficient ways of proceeding with dysfunctional juveniles include:

- **using psychoactive means** – sending them to specialist treatment (47,0% of the researched subjects), running information and awareness campaigns about the harmfulness of stupefying oneself (43,0% of the researched subjects), limiting access to stupefying substances, conducting educational talks (respectively: 29,0% and 25,0% of the researched subjects), and using various forms of punishment and

- depriving the juveniles of their privileges (11,0% of the researched subjects)
- ***using violence*** – using various forms of punishment and conducting educational talks (respectively: 42,9% and 40,8% of the researched subjects), informational activities, teaching life skills and specialist treatment (respectively: 21,4%, 18,4% and 17,3% of the researched subjects)
 - ***disrespecting the rules of social relations*** – using various forms of punishment and depriving them of their privileges (37,9%), providing information and educating them about the inappropriateness of such behaviors (32,6%), conducting educational talks (26,3%), and also increasing discipline and teaching them life skills (16,8% each of the researched subjects)
 - ***breaking the law*** – using various forms of punishment and limiting their privileges (50,0%), providing information and educating them about the inappropriateness of such behaviors and educational talks (respectively: 35,1% and 26,6% of the researched subjects).

1-4. The need for professional development

How to increase the efficiency of resocialization – almost one third of the respondents did not offer any answer to that question. Others pointed to the need for individualized activities (16,7% of the researched subjects), cooperation with other tutors (13,0%) and the necessity to engage parents more, develop tutors' own skills, the possibility to relegate the juveniles and change the current rules as well as develop the system of rewards and punishments.

Personal development – competence in actions represented by meeting the social roles they are performing; also maturity in interpersonal relations, consisting of mutual understanding, respect and positive emotions.

Professional competencies – moral competencies allowing one self-reflection over his behavior; communications skills allowing one to conduct dialogue by emphatic understanding, acceptance and openness.

The need for further professional and personal development – the declared willingness is average, with most focus on the will to develop the skills of self-realization and realization and methodology skills.

2. Internal structure of the professional staff

Based on the personality tests results it was possible to identify, by hierarchical cluster analysis, two employee subgroups (N = 51 and N = 54) of a similar demographic profile.

Table 3 – Personality traits of ZP employees

Scale	Group				Comparison	
	1		2		t	Sig.
	M	SD	M	SD		
NEO – Neuroticism	4,94	1,49	3,02	1,61	6,348	0,000
NEO – Extraversion	4,90	1,57	6,44	1,62	4,955	0,000
NEO – Openness	5,51	1,53	6,35	2,06	2,370	0,020
NEO – Agreeableness	5,00	1,64	6,07	2,09	2,919	0,004
NEO – Conscientiousness	5,39	1,48	6,76	1,86	6,343	0,000
KKS – Intimacy	4,76	1,77	6,54	1,87	4,977	0,000
KKS - Social Exposure	4,47	1,39	7,20	1,87	8,467	0,000
KKS – Assertiveness	4,82	1,48	6,76	1,86	5,875	0,000
KKS - Social Competencies	4,51	1,33	7,11	1,83	8,289	0,000
CISS - Task-oriented coping style	5,96	1,15	7,44	1,69	5,232	0,000
CISS - Emotion-oriented coping style	5,14	1,20	3,50	1,56	5,994	0,000
CISS - Avoidance-coping style	5,78	1,63	4,83	1,95	2,704	0,008
CISS - Avoidance - engaging in distraction activities	5,86	1,58	4,37	1,61	4,805	0,000
CISS - Avoidance - social diversion activities	5,24	1,61	5,56	1,97	0,910	0,365
KNS - Pathway thoughts	5,16	1,51	6,85	1,51	5,701	0,000
KNS - Agentic thoughts	6,02	1,56	7,38	1,50	4,537	0,000
KNS – General hope level	5,63	1,56	7,28	1,51	5,495	0,000

Personality structure – group one is the employees with a harmonious personality structure, which, on the one hand, allows them to lead a relatively satisfactory life, but, on the other, makes them hardly distinguishable for their environment. Group II is the employees that are characterized by interpersonal structure and task efficiency, but also by high emotional distance and low sensitivity.

Social competencies – group I is characterized by average social competencies allowing them to cope with everyday social challenges quite satisfactorily, but in stress situations they may significantly disrupt behavior. Group II includes persons of high social competencies, easy under social exposure and coping very well in interpersonal relations, both intimate and competitive.

Resourcefulness under stress – in group one the resourcefulness is on the average level and there are no clear preferences as far as coping with

stress is concerned. In group II the task-focused style (a high score) dominates, and the least frequent is the emotion-focused style (a low score).

Hope for success – group I is characterized by an average level of hope for success where a slightly higher value than the conviction about being able to find solutions is the conviction about having a strong will. Group II is characterized by a high hope for success based on the conviction about having a strong will and being able to find solutions.

The picture of a typical juvenile – both groups have a clearly negative picture of him. In addition, group I emphasizes more the juveniles' aggressiveness, their problems with establishing and maintaining relations with another man and group II perceives more defensive attitudes of the juveniles and has a lower regard for their intellectual skills.

Assessment of the problems – group I stresses using violence by the juveniles, and group II points more often to the juveniles' crime and their coming from families with many children.

Ways of proceeding with dysfunctional juveniles – group II ascribes more importance to specialist treatment as far as limiting violence and using personal examples in the resocialization process is concerned.

The quality of the professional functioning – group I emphasizes their personal and professional efficiency, whereas group II declares very high efficiency in both spheres. The interest in professional development is only average; however, in every group there is a different number of persons with various development motivations.

3. The profile of the young offenders' home's juveniles

The population of juveniles totaled 544 persons. The *novices* and *graduates* had comparable (low) numbers of girls (i.e. *novices* – 7,0%, *graduates* – 11,1%) and that is why further analyses were conducted without including the gender variable.

3-1. Profile of the family of origin

Age – most of the *novices* were 16-17-year-old and among the *graduates* were 18-19-year-old.

Place of living - the researched subjects came most often from big and medium-sized towns (respectively: *novices* 35,3% and 34,9% and *graduates* 33,2% and 40,6%), and least often from rural areas. (respectively:

10,0% and 7,0%).

Structure of the family – almost half of the teenagers are raised in single-parent families. In the *novice* group a significant majority of the researched subjects were reared in foster and reconstructed families and less often in single-parent families.

Family breakup – it occurred in various life periods of the juveniles.

The researched subjects from young offenders' homes are only in few cases the only children of their parents and usually they have quite a few **brothers and sisters**. In both groups it is most often two or three brothers and sisters or four and more brothers and sisters.

The sequence of the birth – the researched subjects are usually the oldest or second oldest children. They are least often the youngest children in the family.

The parents' age – with the *novices* the most numerous group are women between 36-40 years and then 41-45 years (respectively: 36,0% and 29,1%). The least numerous group are mothers over 56 years old (2,9%). In the *graduate* group the most numerous group of mothers is one between 41-45 years. The fathers' age structure is more balanced. Three groups are comparable, namely those of 36-40 years, 41-45 years and 46-50 years, and only occasionally can one find fathers at an advanced age (6,0% of fathers above 55 years) and fathers who are significantly younger (3,0% of the fathers below 35 years).

Parents' education – almost half of the mothers have elementary education and the other half have vocational education. Only 12,3% has secondary education and there are very few cases of those with a higher education. This concerns both groups. In the case of the fathers the most numerous group are those with vocational education (65,5% of the researched subjects), and most of the other fathers have elementary education. There are few people with secondary education and very few of them with a high or incomplete high education.

The level of the juveniles' education – in the general population the most numerous group are *gymnasium* students, who constitute 66% of the researched group. One in six of the researched subjects is a student of the final two grades of elementary school or a post-*gymnasium* school. In the group of novices the most numerous group are *gymnasium* students and in the *graduate* group almost half of them are students of *gymnasium* third grade and one in four is a student of post- *gymnasium* school.

3-2. Risk factors in the family of origin environment

Death of a close persons – over 25% of the researched subjects have experienced it. In most cases it was the death of the father (16,4% of the researched subjects), and then the death of the mother (5,9% of the researched subjects). It concerns both groups. There were various *causes* of these deaths. In 50% of the cases no information about the causes of those deaths was provided, whereas in the other cases it was most often natural death. There were some more dramatic cases, including suicides. The *time* that had passed since those traumatic experiences was also different. Again, in 50% of the cases no information was provided about when these deaths occurred in the family. With the other researched subjects it most often happened from 6 to 10 or from 2 to 5 years before.

Parents' dysfunctional and pathological behaviors – the most common representations of the fathers' dysfunction included: alcoholism and crime (46,5% and 26,5%, respectively, in the whole population). The risk factor indicators among the mothers are much lower, but there are more of them. They include alcoholism, crime and mental diseases. Only in 16,5% of the total number of all researched subjects was no dysfunction found in the family. The above is true both for *novices* and *graduates* and the only statistically significant difference is about the fathers' crime.

The mothers' crime – slightly over 60% of the mothers had never been punished by law. The committed offences and crimes include a whole range, from small offenses to murder.

The fathers' crime – here the indicators are much higher. There are fewer than half of the whole researched population (40,4%) who have never committed any crime. Most frequently committed crimes include violence in the family, theft and attempted theft, but also procurement, burglary, mugging and even murder.

Family crime –13,4% of the persons have court sentences for having attempted or committed theft.

3-3. Dysfunctional behaviors

The number of conflicts with the law – in the whole population the largest group are those with 2-3 year court sentences and a slightly smaller group of those who have been sentenced for the first time or have 4-6 sentences. Every tenth juvenile is a multiple criminal (7 or more sentences).

Types of crime – they included most often theft and attempted theft (60,1%), burglary (40,4%) and “aggressive” crimes: assault and battery and

bodily damage (28,1%), mugging (25,2%) and punishable threats (18,2%). It concerns both groups.

Educational means – those most often used included: sending to an educational center (60,3%), introducing curator's supervision (37,9%), sending to young offenders' homes (37,5%) and temporary stay in a youth emergency center (17,6%). The methods of supporting the juvenile's family environment and conducting correctional activities in natural educational environment were used very rarely.

Belonging to subcultures – it happens only in a few cases and is related almost exclusively to criminal subculture (respectively: 11,5% and 10,7%). In both groups only individual juveniles belong to other youth subcultures.

Using psychoactive substances – most often it is alcohol and cigarettes (respectively 60,5% and 53,9%), but the majority of the juveniles have also used marijuana and hashish (47,4%) and amphetamines (34,0%). Smoking cigarettes is more widespread in the *graduate* group.

Addictions – the number of persons addicted to one of the three leading substances, i.e. tobacco, alcohol and drugs was, respectively: 21,3%, 14,5% and 17,3%. The period of addiction varies depending on particular substances. **Addiction to tobacco** continues usually for 3 to 5 years (half of the researched subjects in each group), and then 6 or more years (from 32,5% of the addicted *novices* to 43,8% *graduates*). **Addiction to alcohol** usually continues for 3 to 5 years (almost half of the researched subjects in each group), and then 6 or more years (30,6% of the *graduates*) and to 2 years (32,6% of the *novices*). With *novices* the addiction period is significantly shorter. **Addiction to drugs** continues for 3 to 5 years (more than half of the researched subjects in each group), and then to 2 years (33,3% of the *novices* and 20,9% of the *graduates*) and 6 or more years (20,9% of the *graduates* and 7,8% *novices*).

Detoxification rehab – approximately 10% of each of the researched population underwent such treatment and the number of attempts to do so was most often one. The basic **form** was stationary treatment at rehab wards. The number of persons who tried to **abstain from** psychoactive substances on their own is also very small. The *graduates* have tried more often than the *novices* to abstain from psychoactive substances.

Tattoos – over 50% of the whole population of juveniles have a tattoo (even two thirds among the *graduates*). Most often it is only one or two tattoos (27,0%), but there are also juveniles having 6 and more tattoos (7,0% of the researched subjects). As far as the **type of tattoo** is concerned, there is almost an equal number of subculture (24,3%) and artistic tattoos.

(25,4%). They are *put* in many different places; however, most of them can be found on arms and hands (83,7%) and legs (53,7%), but also on other parts of the body.

Self-injuries – concern almost one third of the *novices* and one fourth of the *graduates*. Most often they are single occurrences (sometimes it happens twice), and multiple self-injuries are very rare. The basic *form of self-injury* is self-mutilation.

Suicide attempts – persons undertaking suicide attempts constitute slightly over 10% of the whole group. Such attempts were slightly more frequently undertaken by the *novices* (12,9%) than the *graduates* (8,2%). In most cases the *novices* attempted it once, whereas the *graduates* twice. They did so using various methods, but the most preferred ones included hanging (55,1%) and poisoning (32,7%). This concerns both the *novice* and *graduate* groups.

3-4. Using professional help

Less than half of the researched subjects used *psychological help*. Most of them used it once (38,4%), but there were also juveniles who used it more than once. As far as *the forms of psychological help the researched juveniles used* are concerned, most often it was a diagnosis for educational purposes (78,8%). Slightly over 10% of the juveniles also participated in individual therapy or underwent family or educational counseling. Other forms of psychological help were used only occasionally.

Psychiatric help – less than 30% of researched subjects was given such help; it was usually a single occurrence and the help had very limited *forms*. Most often it was hospitalization at a psychiatric ward (stationary treatment), and also psychiatric diagnosis and pharmacological treatment during an out-patients' clinic treatment.

3-5. Functioning in the center

Relations of the juvenile with his peers in young offenders' home – almost half of the juveniles have good relations with their peers. The results of the research also show the major strengths and weaknesses of these relations. There are very few individuals who have strongly negative relations with others. In the group of *graduates* there are more juveniles having proper relations with their peers.

Relations of juveniles with the employees of young offenders' home – most often they are defined as correct (more than half of the juveniles), and also as ones where the juveniles are subordinated to the employees (one in eight of the researched subjects). Other types of relations are identified much less frequently.

Involvement in education – two definitions dominate here: full and proper. Such opinion was given for over half of the juveniles. However, there is also a considerable group whose involvement in education has negative dimensions; they are insufficiently involved in education, they avoid involvement in education, their involvement is ambivalent or they reject education (over 30% of the population in total). The *graduates* are much more frequently fully involved in education whereas the *novices* are much more often insufficiently involved in education.

Involvement in resocialization – there are three assessments occurring most frequently: full, proper and insufficient involvement and all of them concern over half of the researched subjects. The involvement of the *graduates* in resocialization is most often defined as full and the involvement of *novices* as insufficient.

The juveniles' interests – most of them are interested in sports (37,9% of the juveniles) and listening to music (12,1%), whereas other interests are demonstrated only by a few juveniles. They are usually passive and imitative and one in eight of the juveniles demonstrates no interests. The tutors did not offer answers about almost one third of the researched subjects. The *graduates* much more frequently demonstrate professional and reading interests, whereas the *novices* much more often demonstrate no crystallized interests.

Rewards – the forms that is used most often is praise, which was given to almost one third of the researched subjects and other rewards and distinctions were used much less frequently. In the case of the *graduates* there are more rewards and they are more varied, whereas in the *novice* group there are many more juveniles who have not received any reward or distinction yet.

Punishments – almost 80% of the tutors did not offer answers about the punishments the juveniles from both groups have received so far and only 10% mentioned such cases. As a result the collected information is neither reliable nor valid and does not present the actual picture of using the procedures of negative reinforcement for the researched juveniles.

Resocialization forecast – with almost 50% of the juveniles the forecast is positive or rather positive and only with less than 20% of the

juveniles is it negative or rather negative. No clear opinion were given for 25% of the juveniles. The forecasts for the *graduate* are more positive.

3-6. Personality functioning

Personality structure – there is a very strong correlation between the results of the *novices* and *graduates*. The researched subjects from both groups represent themselves as well organized, meticulous persons, having strong will and following their goals consistently. Their level of neuroticism is within the average result frame, which points to their moderate emotional stability with a tendency to occasionally manifest stronger emotional states. They do not experience particular difficulties in contacts with people but, at the same time, they like their privacy and strive for compromise. Their openness to new experiences is limited and they rather prefer to refer to tradition and their own experiences.

Social competencies – the intensity of all the competencies is within the average result frame, which points to the moderate competency of the subjects from both groups in coping both in intimate situations and in situations of social exposure, as well as in situations requiring assertiveness.

Resourcefulness in stressful situations – both groups are characterized by an average resourcefulness in difficult situations, which most often manifests itself in the avoidance-focused style, i.e. unwillingness to think, experience and go through a difficult situation. What prevails in this area is their tendency to get involved in substitution activities focused on seeking personal contacts. The juveniles finishing their stay at young offenders' homes have a significantly higher level of the task-focused style (average level).

Hope for success – the researched subjects from both groups demonstrate an average level of hope for success, within which a slightly higher value than their ability to find solutions is their hope for success (both results are on the average level). The *graduates* are characterized by a significantly higher hope for success and the conviction that they have a strong will (average results).

The general feeling of self-value/self-esteem of the juveniles from both groups is in the lower limits of the high level. The dominant values in its structure include the feeling of self-esteem experienced in the family and only then the feeling of self-esteem in company and school. The lowest value is their personal sense of self-esteem. The *graduates*' sense of their value is higher than the *novices*' and the observed differences are statistically important in four dimensions (the general feeling of self-

value/self-esteem, the feeling of their self-esteem in company and school and their personal feeling of self-esteem).

Table 4 – The results of psychometric tests among ZP juveniles

Scale	Category of juveniles				Comparison	
	Novices		Graduates		t	Sig.
	M	SD	M	SD		
NEO - Neuroticism	6,03	1,75	5,93	1,79	0,657	0,511
NEO - Extraversion	4,73	1,56	4,88	1,44	1,166	0,244
NEO - Openness	3,96	1,58	4,00	1,56	0,303	0,762
NEO - Agreeableness	5,80	1,99	5,70	2,09	0,611	0,542
NEO - Conscientiousness	6,96	1,79	7,00	1,72	0,260	0,795
KKS - Intimacy	5,85	2,19	5,98	1,89	0,705	0,481
KKS - Social Exposure	5,44	2,14	5,76	2,12	1,692	0,091
KKS - Assertiveness	5,18	2,09	5,44	2,03	1,441	0,150
KKS - Social Competencies	5,54	2,11	5,78	2,00	1,300	0,194
CISS - Task-oriented coping style	5,35	1,86	5,71	1,81	2,177	0,030
CISS - Emotion-oriented coping style	6,06	1,63	6,08	1,62	0,084	0,933
CISS - Avoidance-coping style	6,48	2,01	6,51	2,08	0,138	0,890
CISS - Avoidance - engaging in distraction activities	6,80	2,00	6,69	2,20	0,605	0,546
CISS - Avoidance - social diversion activities	5,38	1,96	5,62	1,76	1,470	0,142
KNS - Pathway thoughts	5,20	2,20	5,42	2,09	1,161	0,246
KNS - Agentic thoughts	5,55	2,14	5,99	1,98	2,449	0,015
KNS - General hope level	5,42	2,25	5,81	2,07	2,020	0,044
CSEI – Self-esteem in relation to parents	11,68	3,44	11,49	3,86	0,601	0,548
CSEI – Self-esteem in relation to peers	9,60	3,89	10,48	3,70	2,631	0,009
CSEI – Self-esteem in relation to school	9,40	4,21	10,49	4,00	3,035	0,003
CSEI – Self-esteem in relation to personal interests	7,93	2,66	8,51	2,64	2,516	0,012
CSEI – Global self-esteem	38,61	11,03	40,97	11,00	2,452	0,015
CSEI - General global self-esteem sten score	7,49	1,72	7,83	1,68	2,296	0,022
KTKD – B-biophilia	17,80	4,85	17,35	5,06	1,004	0,316
KTKD – N-necrophilia	10,58	5,95	10,69	5,92	0,209	0,835
KTKD - M-love	17,84	4,21	17,66	4,37	0,480	0,631
KTKD – S-sadism	3,90	4,59	4,09	4,57	0,470	0,639
KTKD – K-control	2,72	2,01	2,53	2,00	1,061	0,289

Constructive/deconstructive tendencies – the juveniles from both groups follow mainly constructive tendencies in their relations with the world: biophilia and love. They have a positive attitude toward the world of people and nature, they are sensitive to others’ experiences and have a friendly and sympathetic attitude toward others. The destructive tendencies are significantly weaker and manifest themselves in necrophile tendencies, i.e. moderate tendencies to use power in destructive activities. There are only a few cases of sadistic tendencies.

4. Internal structure of the novice and graduate groups

The hierarchical focus analysis was used separately for the *novice* and *graduate* groups and it was based on the results of personality testing among the juveniles from young offenders' home.

4-1. Specificity of the clusters in the novice group

Two subgroups were distinguished in the *novices* group (N = 75 juveniles, N = 162 juveniles) of similar demographic profiles.

Table 5 – The results of psychometric tests among the subgroup of ZP novices

Scale	The novice group				Comparison	
	1		2		t	Sig.
	M	SD	M	SD		
NEO - Neuroticism	7,04	1,70	5,61	1,60	6,262	0,000
NEO - Extraversion	4,20	1,62	4,99	1,42	3,832	0,000
NEO - Openness	4,05	1,56	3,91	1,65	0,616	0,539
NEO - Agreeableness	5,35	1,86	6,11	2,08	2,715	0,007
NEO - Conscientiousness	6,51	1,80	7,50	1,62	4,234	0,000
KKS - Intimacy	5,05	2,19	6,20	2,04	3,942	0,000
KKS - Social Exposure	4,65	2,10	5,75	2,12	3,723	0,000
KKS - Assertiveness	4,65	2,21	5,37	1,92	2,550	0,011
KKS - Social Competencies	4,73	2,15	5,88	1,93	4,103	0,000
CISS - Task-oriented coping style	5,05	1,72	5,58	1,93	2,021	0,044
CISS - Emotion-oriented coping style	6,67	1,54	5,76	1,55	4,200	0,000
CISS - Avoidance-coping style	6,60	1,93	6,53	2,00	0,250	0,803
CISS - Avoidance - engaging in distraction activities	7,08	1,82	6,68	2,05	1,452	0,148
CISS - Avoidance - social diversion activities	5,11	1,83	5,64	1,99	1,950	0,052
KNS - Pathway thoughts	4,28	1,87	5,69	2,19	4,828	0,000
KNS - Agentic thoughts	4,56	1,83	6,10	2,02	5,615	0,000
KNS - General hope level	4,28	1,97	6,03	2,11	6,071	0,000
CSEI – Self-esteem in relation to parents	9,75	3,45	12,70	2,93	6,810	0,000
CSEI – Self-esteem in relation to peers	6,03	2,61	11,58	2,77	14,616	0,000
CSEI – Self-esteem in relation to school	5,67	2,53	11,51	3,33	13,493	0,000
CSEI – Self-esteem in relation to personal interests	6,00	2,36	9,13	1,96	10,712	0,000
CSEI – Global self-esteem	27,44	6,37	44,92	7,16	18,084	0,000
CSEI - General global self-esteem sten score	5,75	1,15	8,50	1,02	18,576	0,000
KTKD – B-biophilia	16,96	5,36	18,30	4,42	2,020	0,045
KTKD – N-necrophilia	11,48	6,27	9,78	5,56	2,103	0,037
KTKD - M-love	17,16	4,23	18,20	4,13	1,797	0,074
KTKD – S-sadism	4,28	5,03	3,44	4,04	1,377	0,170
KTKD – K-control	2,53	1,87	2,82	2,14	1,001	0,318

Personality structure – group one is characterized by a statistically significantly higher level of neuroticism (a high level) and lower conscientiousness (an above-average level), agreeableness (an average

level) and extroversion (a lower-than-average level). Both groups are characterized by a comparable (lower than average) level of values.

Social competencies – group one is characterized by a statistically significantly lower level of both general social competencies and their three basic dimensions. Compared to group one, group two is characterized by a higher efficiency in social functioning, because both the general level of social competencies and its three components have an above-average level (what dominates here is the general result and efficiency in situations involving interpersonal closeness).

Resourcefulness in stressful situations – in stressful situations group one prefers the emotion-focused style, supported by the avoidance style (particularly by engaging in substitution activities), and the least preferred one is the task-focused style. Group two prefers the avoidance style and demonstrates the emotional style, focusing on the task much more often.

Hope for success – group one is characterized by a lower level of hope for success, which is particularly related to their conviction about the ability to find solutions but also the conviction about their strong will. In group two both the general level of hope for success and its components are higher than average.

The sense of self-esteem – the results of group one were statistically significantly lower in all the aspects of their sense of self-esteem. The global sense of self-esteem is average and is mainly based on their feeling appreciated in the family environment. The general sense of group two's self-esteem is very high and it is rooted not only in the family but also in their peer environment and in their functioning in school. The weakest area here is the personal dimension.

Constructive/deconstructive tendencies – the *novices* from both groups are characterized by clear dominance of constructive tendencies over deconstructive ones, but the juveniles from group one have biophile and more necrophile tendencies than the persons from group two.

Profiles of the juveniles' family of origin and risk factors in the juveniles' family origin are analogous in both groups.

Profile of dysfunctional behaviors – in their crime record members of group one significantly more often committed offenses and possessed weapons and the educational means applied in their case included sending them to youth emergency shelters. They attempted suicide more often, usually once and by hanging.

Using professional help – no differences between the two groups.

The quality of the juveniles' functioning in the resocialization center – group one keeps distance in their relations with peers significantly more often, demonstrates ambivalent attitudes toward education, receives reprimands and positive resocialization forecasts.

4-2. Specificity of the clusters in the graduate group

Two groups (N = 141 persons and N = 72 persons) were identified, different as far as the structure of gender and age are concerned.

Table 6 – The results of psychometric tests among the subgroups of ZP graduates

Scale	The graduate group				Comparison	
	1		2		t	Sig.
	M	SD	M	SD		
NEO - Neuroticism	6,46	1,79	5,00	1,33	6,120	0,000
NEO - Extraversion	4,68	1,50	5,14	1,30	2,202	0,029
NEO - Openness	3,79	1,51	4,42	1,59	2,790	0,006
NEO - Agreeableness	5,21	1,98	6,54	1,98	4,653	0,000
NEO - Conscientiousness	6,45	1,69	7,75	1,50	5,490	0,000
KKS - Intimacy	5,82	1,91	6,25	1,85	1,586	0,114
KKS - Social Exposure	5,47	2,10	6,21	2,04	2,454	0,015
KKS - Assertiveness	5,48	2,03	5,54	2,13	0,222	0,824
KKS - Social Competencies	5,62	2,01	6,11	1,98	1,707	0,089
CISS - Task-oriented coping style	5,48	1,85	6,10	1,68	2,369	0,019
CISS - Emotion-oriented coping style	6,43	1,59	5,43	1,48	4,449	0,000
CISS - Avoidance-coping style	6,38	2,31	6,78	1,71	1,304	0,194
CISS - Avoidance - engaging in distraction activities	6,65	2,42	6,68	1,88	0,108	0,914
CISS - Avoidance - social diversion activities	5,40	1,85	6,17	1,55	3,004	0,003
KNS - Pathway thoughts	4,97	1,96	6,21	2,04	4,290	0,000
KNS - Agentic thoughts	5,50	2,00	6,68	1,78	4,218	0,000
KNS - General hope level	5,29	1,99	6,65	1,96	4,748	0,000
CSEI – Self-esteem in relation to parents	9,77	3,42	14,60	2,45	10,663	0,000
CSEI – Self-esteem in relation to peers	9,06	3,31	12,93	2,86	8,420	0,000
CSEI – Self-esteem in relation to school	8,97	3,78	13,31	2,44	8,840	0,000
CSEI – Self-esteem in relation to personal interests	7,44	2,56	10,51	1,37	9,511	0,000
CSEI – Global self-esteem	35,24	8,64	51,35	5,47	14,400	0,000
CSEI - General global self-esteem sten score	7,02	1,43	9,37	,59	13,367	0,000
KTKD – B-biophilia	16,38	4,83	19,21	4,92	4,023	0,000
KTKD – N-necrophilia	11,74	6,01	8,64	5,44	3,682	0,000
KTKD - M-love	16,94	4,32	19,01	4,33	3,306	0,001
KTKD – S-sadism	5,10	4,85	2,31	3,61	4,311	0,000
KTKD – K-control	2,01	1,59	3,42	2,40	5,097	0,000

Personality structure – group one is characterized by a statistically higher level of neuroticism (an above-average level) and lower scores in the other personality dimensions: conscientiousness, (an above-average level), agreeableness and extroversion (an average level) and openness (a low level). Group two is characterized above all by a constructive approach toward the duties they take and the experienced problems; it is also more emotionally mature and moderately efficient in interpersonal relations.

Social competencies – group one is characterized by a lower level of resourcefulness under social exposure. Group two is characterized by moderately higher competence in social functioning, demonstrating itself in their being more easy in social situations and making a better impression on the environment.

Resourcefulness in stressful situations – in stressful situations group one prefers the emotion-focused style, supported by the avoidance style (particularly engaging in substitution activities), and least often of all focuses on a task. Group two, by preferring the avoidance style, focuses less often on a task and least often of all demonstrates the emotional style.

Hope for success – group one is characterized by an average level of hope for success, which particularly concerns their conviction about being able to find solutions but also about having a strong will. The results of group two are statistically significantly higher than those of group one.

The feeling of self-esteem – the global feeling of self-esteem in group one is higher than the average and is based on being appreciated not only in their family but also in society and at school. The general feeling of self-esteem is very high and is in general related to all areas of life.

Constructive/deconstructive tendencies – the *graduates* from both groups are characterized by clear dominance of constructive tendencies over deconstructive ones, but the juveniles from group one have a lower level of biophile love tendencies and more necrophile tendencies than the persons from group two.

Family of origin – both groups come from statistically significantly different families. Members of group one were more often raised in one-parent families (57,9%), whereas those from group two were most often brought up in two-parent families (56,7%).

Family risk factors – members of group one had significantly more often a father who was a criminal

Dysfunctional behaviors – in group two there were more cases of assault and battery as well as bodily damage, more cases of violating public safety and driving while drunk. They were also more often obliged to follow a certain behavior as an educational means imposed on them. Members of group one used amphetamines more often, which led to more rehab treatment attempts and they also tried to abstain from psychoactive substances more often.

Using professional help – comparable in both groups.

The quality of the juveniles' functioning in the resocialization center – group one had significantly more often bad relations with the peers

and was interested more in reading. Group two was significantly more often distinguished by material rewards.

5. Recommendations and suggestions

The profiles of the professional staff and juveniles from young offenders' homes allow one to formulate the following more general conclusions and recommendations.

5-1. Employees

There should be a larger group of women working in the center, which would help to correct the juveniles' resocialization process and support the juveniles' psychological maturation (role models, specificity of such relations, developing contact).

The employees' varying professional experience (and age) is a favorable condition for conducting successful work in particular centers' self-improvement groups and inter-center forum.

The employees' personality profile is a good starting point for developing these aspects of their functioning that can be very useful in "higher-risk" situations, temporary conflicts and the risk of professional burnout.

Particular attention in development activities should be given to improving social competencies, a more personal treatment of the juveniles and adapting educational methods to the teenagers' life experiences and capabilities, developing employees' educational sensitivity and the skill of identifying the juveniles' resources and capabilities and the tutor's ability to acquire an individual rather than general perspective of their juveniles.

As the tutors seem to have too subjective visions of the juveniles' needs, some training activities should be undertaken should be undertaken providing them with knowledge about the psychological principles behind changing an individual's behavior and ones correcting their present approach. They should also know how to develop the juveniles' and their parents' involvement in all the educational activities.

Some procedures should be introduced helping to develop individual strategies of improving employees' own work and team work and involving the employees in developing organizational and content-related solutions whose goal would be to increase the efficiency of young offenders' homes (based on existing resources and going beyond current limitations).

The employees should be provided with an opportunity to simultaneously confront the opinions about themselves with the facts related to the quality of their professional (self-evaluation, group evaluations, superior evaluation and juvenile evaluation) work and to base the process of professional development on those who demonstrate leader skills and high internal motivation.

Another important factor should be the juveniles' attitude manifested either directly (for instance by giving opinions about the tutor's work) or indirectly (the way of treating the tutor).

It is also advisable that more sense of security be developed in the tutor team, which would allow the employees to demonstrate more openness and readiness to take risk.

5-2. Novices

Activities intervening in the intra-psychological sphere and leading to practicing traumatic situations, correcting the emotional-volitional sphere and restructuring the system of values (support contact and psychotherapy) should be included in the resocialization process as well as activities leading to quality changes in the functioning of the family system, preparing the juveniles to return to their family of origin and preparing the family to accept the juvenile after the resocialization process is completed.

Detailed, interdisciplinary diagnosis activities among the juvenile should also be conducted, including not only the quality of their intra-psychological, interpersonal and social functioning but also his family environment. The basis for such a diagnosis should be medical tests (including psychiatric tests) and psychological and pedagogical ones, supplemented, if this was necessary, by specialist consultation. A particularly deep diagnosis would be needed for juveniles with auto-destructive dispositions and those who have committed aggressive crimes. The results of the diagnosis should be an individual education and resocialization program focused on particular goals and including tasks belonging to all the dimensions of the teenager's functioning, one that would specify the tutor's and teenager's responsibilities (and the specialists involved in the process), and show a particular center where the process is to be conducted.

It is also necessary to widen the range and methods of help (among others by supplementing selection and education diagnosis by long-term forms of correctional activities); integrating professional help in the whole

plan of individual resocialization for a juvenile who requires such help and using it consistently in the future.

Positive relations of most of the juveniles with their peers and tutors in the center make it possible to use these positive peer relations in the process of adapting to the center and resocialization.

The considerable differences in the quality of the juveniles' cognitive functioning (education and interest) require more activities from the professional staff that would inspire the development of this sphere and then sustain it.

The high number of juveniles presenting a reluctant attitude toward resocialization suggests that more attention should be paid to the process of motivating the juveniles to introduce changes into their lives and rationalizing the punishment procedures (because some restriction may in turn provoke negativism and resistance of the juveniles).

The current personality profile, related also to psychosocial immaturity (which is justified by the age of the juveniles) calls for the following: structural opportunities to confront their subjective self-evaluation with the actual personality resources and limitations; using the juveniles' declared openness to get them involved in new activities and actions allowing them to develop a new lifestyle; developing their resourcefulness in difficult situations by minimizing avoidance behaviors in favor of a task approach; correcting their sense of self-esteem/value by developing their positive self-evaluation based on following socially accepted standards; making more use in the resocialization process of the constructive attitudes toward the world and another man declared by the juveniles.

5-3. Graduates

Including in further resocialization work provisions for the juveniles' further education and job preparation after they have left the center; preparing the juvenile for the return to his family environment and the family for accepting him; systematic monitoring of the juvenile's fate immediately after his leaving the center; and also building a constructive support group in the local community the juvenile returns to.

Considering the possibility of separating the juvenile from the pathological family environment (for example a hostel, substitute flat, tied accommodation), helping him to support himself financially, getting support for him in the constructive social community, related to the performed social roles (for instance the student, employee, citizen), offering immediate

support and monitoring the process of withdrawing from criminal subculture and contacts with the marginalized community.

It is necessary to analyze individual cases of inefficient resocialization in the center, which would help to identify the reasons of the failure (the role of the center, the role of the juvenile). Its results should be used both to design further work with the juvenile (after he has left the center) and to introduce changes in the procedures of developing and implementing resocialization plans in the center.

It is absolutely necessary to develop individual post-resocialization forecasts for the juveniles leaving the center, recommendations for further activities/work after he has left the center including suggestions about the biggest risks factors related to his return to society and ways of counteracting them; the juvenile should be involved in such activities both at the stage of developing such forecasts and during periodical evaluations of post-resocialization progress.

5-4 The comparison of novices and graduates in young offenders' home suggests the following:

High convergence as far as the novices' and graduates' family of origin profiles are concerned points to stable family patterns in the population of juvenile criminals, which suggests that multi-faceted preventative and support activities for the high-risk families should be intensified.

The comparable criminal record of the novices and graduates points to the stability of the population sent to young offenders' homes, which enables one to plan long term organizational and formal solutions.

That graduates have more problems with alcohol and cigarettes than the novices suggests that staying in the center did not help them abstain from them and in many cases such problems even increased. Therefore, procedures should be developed that would help the juveniles cope with the problem of using psychoactive substances.

The comparable history of using professional help by the novices and graduates suggests that the time of their stay in the center was not used to conduct such interventions. Therefore, a wider use of specialist help is suggested (particularly psychological, pedagogical or psychiatric), as a way of supporting them in solving the most difficult problems the juveniles go through and preparing them for taking most advantage of the educational and resocialization work.

The assessment of the juveniles' functioning in the center shows clear progress among the graduates in all the analyzed areas. It is proved by

the fact that during their resocialization period the juveniles learned how to adapt to the norms and rules in the center

The forecast for the graduates, including the personality criteria, is not very optimistic. It is advisable then to monitor the quality of the juvenile's functioning after his leaving a young offenders' home, because his personality sphere is not strong enough to prevent him from returning to crime.

The growing number of persons with lowered psycho-social maturity in the graduate group suggests that the resocialization process was focused, above all, on short-term modifications of the juveniles' behaviors through the systems of rewards and punishments (which tends to block development processes) and not stimulating maturity, which leads to developing responsibility for one's actions. It is advisable then to remodel the resocialization effort (including its institutional forms and tutor-juvenile relations) in such a way that the juvenile's growth and personal development become the main priority and only its effects will lead to changes in the juvenile's behavior (including the passing of his dysfunctionality and giving up criminal activity).

V. FINAL CONCLUSIONS

(by Zbigniew B. Gaś)

The profiles of the professional staff and juveniles in three institutional educational and resocialization centers, namely in Voluntary Labor Camps (Ochotnicze Hufce Pracy, OHP), youth shelters and young offenders' home show a number of general regularities. They should perform an important function in designing and implementing educational and resocialization activities for the youth as well as in developing strategy for the employees' preparation and development, which, as a result, would also help develop new formal and structural solutions for the dysfunctional youth threatened by social exclusion.

The study also includes a comparative analysis of the professional staff in the particular centers, the youth admitted to those centers and the youth leaving the centers after the resocialization process is completed.

1. Conclusions and recommendations for the professional staff

As far as gender structure is concerned, the optimal situation from the perspective of the juveniles' development needs can be found in OHP centers and such proportions should also be sought by the other centers.

As far as the structure of age and professional experience is concerned, the optimal situation from the perspective of the juveniles' development needs can be found in youth shelters. In an ideal situation, designing and implementing resocialization work, one should be able to take advantage both of the high optimism, belief in success and enthusiasm and the rich experience, consistency in the undertaken actions and the ability to work in teams.

The personality profile of the employees from different educational and resocialization centers shows high convergence of the leading traits in the area of helping dysfunctional youth. What may be alarming is the fact that in stressful situations the OHP employees demonstrate the avoidance style too often, which may lower the quality of their work. Therefore, more workshop activities should be included in the development process for that

group that would develop their skills to act constructively in stressful situations.

What is also alarming is the fact that the employees from all the researched educational and resocialization centers have a globally negative perception of the juveniles. It means that it is common to perceive the juveniles through the perspective of the behaviors they demonstrate, which makes the educational work much less efficient. Therefore, some training activities should be undertaken preparing the candidates to work with “high risk” youth, during which they would acquire knowledge and ability to focus on the resources and mechanisms of the teenager’s functioning, and not only on external manifestations.

The perception of the leading problems is compatible with the profile of the center the researched subjects work for. It also points to the degree of the juveniles’ dysfunctionality and helps to develop a profile of educational activities the employees of particular educational and resocialization centers should participate in.

Also the areas of the researched employees’ highest and lowest efficiency point to the specificity of those particular systems and, simultaneously, help one to adapt professional training programs to the needs of the employees. What is also alarming is the fact that the number of low efficiency areas is higher than the number of high efficiency areas and that there are big differences between particular employees. One can assume then that each of the systems has highly professionally varied personnel, which should be reflected in the formal evaluations of the quality of work of particular employees.

Assessing the needs of the juveniles, the employees of all the educational and resocialization systems prefer areas of observable life resourcefulness, sometimes neglecting the areas that are very important for a juveniles’ development (for instance self-evaluation, the feeling of the juvenile’s own value, the system of values and the feeling of the meaning of the existence). It suggests that their knowledge should be supplemented by information about psychological mechanisms of one’s functioning.

The preferred methods of educational and resocialization work, although slightly different in particular educational and resocialization centers, are usually methods of limited efficiency. The employees should therefore be offered an opportunity to develop their knowledge about the most efficient ways of influencing someone’s behavior and then develop their ability to use these skills in practice.

It is unfortunate that the employees from all the educational and resocialization centers believe that the efficiency of their work may be

improved by some external factors and not by their professional development. Without questioning the need for introducing organizational changes and including more persons in the educational and resocialization effort, one should stress that the most important role in initiating such changes should be taken by the current employees (as initiators of organizational solutions, initiators of cooperation, as well as those who can stimulate the motivation of other specialists and parents). In order to achieve that, their sense of ownership and responsibility for their actions as well as co-responsibility for the efficiency of the system they are part of should be developed.

The very high assessment of their own professional and personal development declared by the employees from all the educational and resocialization centers is puzzling, as it denies all the valid statistical regularities. It rather seems to be a manifestation of their defense mechanisms leading to making one's image more positive under social exposure. It is confirmed in their average interest in self-improvement, whereas the tendency to self-actualization is characteristic for mature and responsible persons. Therefore, it seems that more valid and reliable procedures for employees' quality of functioning should be introduced and clearer procedures for professional development be introduced too (voluntary, recommended, obligatory).

Notwithstanding their personality functioning, the researched subjects present highly convergent opinions about the juveniles and quality of their work. Some activities should be introduced then that would help the employees discover their individuality in professional functioning by basing their activities and relations on actual resources and not on models and stereotypes functioning in their work environment. .

2. Suggestions and recommendations resulting from comparing the novices

There are considerable differences between the juveniles in the three educational and resocialization centers. Notwithstanding the formal reasons why the juveniles are sent to such centers (neglecting education or criminal activity) and the procedure of referring the juveniles to such centers (voluntary or obligatory), the population's demographic specificity calls for different structuralizing of the educational and resocialization activities.

The differences between the family of origin had an influence on the different course of the juveniles' lives, but it also creates specific

opportunities for educational and resocialization work (much more family support for the OHP remembers).

The juveniles staying in resocialization centers experienced significantly more often than the OHP members traumatic situations in their family life. Therefore they need more specialist support allowing them to work out the current problems in the context of their traumatic family experiences.

The level and scope of dysfunctionality is significantly different for the juveniles from the different systems. The regularity here is that the OHP members are most conventional and the most dysfunctional ones are the juveniles from youth offenders' centers; this implies that the procedure of selecting the "high-risk" youth is correct, but, on the other hand, calls for formulating and implementing different educational and resocialization strategies and methods.

The higher dysfunctionality of the juveniles from resocialization centers is confirmed by the wider scope of specialist help they were subjected to. It also shows that the help was not very efficient, which is confirmed by the escalation of juveniles' dysfunctionality.

There are also differences in the assessment of the quality of the juveniles' functioning in educational and resocialization centers. The OHP employees perceive more tendencies to independence and manifesting their individuality among the OHP juveniles, whereas the youth shelter and young offenders' homes' employees focus more on dependence relations. The resocialization forecasts are also different, and the older the youth are the less optimistic the forecasts. The reliability of these opinions should be reflected in the efficiency of the conducted activities.

Comparing the personalities of the novices from the three environments showed that the OHP members demonstrate the significantly lowest level of psychological maturity and social and interpersonal resourcefulness. It is recommended then that particularly extensive support activities compensating for their development deficits should be conducted for them, including specialist help as well as peer support (youth voluntary service, peer programs, environment activity).

The internal differences between the novice groups should be reflected by individual development tasks as well as integration activities among the juveniles in each of the centers.

3. Suggestions and recommendations resulting from comparing the graduates

The general structure of all the groups has been preserved, which suggests high stability of the youth using the support of each educational and resocialization system discussed here.

As far as the demographic variables that are subject to changes are concerned, the greatest achievements as far as the level of education is concerned can be found among the OHP members. It points to high efficiency in compensating for the educational gaps that OHP members have when coming to the center.

High stability can also be noticed in the family variables profiles; the family risk factors prevail consistently among the young offenders' homes' juveniles, which mean that over the years the situation in this area is also stable.

The intensity and range of dysfunctional behaviors of the juveniles from the three systems confirms the finding that the OHP members are most conventional and the most dysfunctional ones are the juveniles from youth offenders' centers; so the history of the juveniles' dysfunctionality is also very stable.

As far as professional help is concerned, most support was given to the juveniles from young offenders' homes, which is probably related to the whole diagnostic procedure. It is alarming that least support was offered to the OHP juveniles, who have largest deficits of maturity. Some actions should then be undertaken to correct these disproportions, because this is one of the conditions of leading a constructive life after leaving the center.

The profile of the quality functioning in the center suggests that OHP members have the greatest chances of leading a constructive life after leaving the center, because, already in the center, they demonstrated conventional behaviors more frequently and more intensively. The juveniles from young offenders' homes are charged with the highest risk of returning to a destructive way of life because their functioning in the center was mainly based on gaining their immediate profits and not on developing resources preparing them for future constructive life.

The personality profile of the juveniles show that the main strength of the juveniles from young offenders' homes include good auto-presentation in social situations, and that the main feature of the juveniles from youth centers is higher "emotionality" and unpredictability, whereas the leading tendency among the OHP juveniles is their attempt to force their own positions (even in quite immature forms). Therefore, it seems that the

most promising forecast can be given to the OHP members and the least promising one to the juveniles from youth shelters who are charged with a risk of running a double life.

Because each group is polarized as far as preparation for leading a responsible life in a wider society is concerned, it is recommended to conduct sample studies of the juveniles' fates whose results could be used to design new activities for the new juveniles coming to each education and resocialization center described here.

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“... The report is an important research study on the problems of youth resocialization and crime prevention. The unique quality of the Report is its vertical approach (representing the institutions responsible for youth resocialization and education) and horizontal approach (representing the subject groups in these institutions: the professional staff, novices and graduates). The parallel analysis of the subject groups in all the researched institutions allowed the researchers to formulate very important conclusions.”

Prof. Barbara Pilecka

“...The group of Authors, led by Professor Zbigniew B. Gaś, has proved the need to introduce innovative changes into the modern resocialization practice. It is very important not only to notice particular conditions for development problems and social marginalization of the youth, but also to propose more efficient preventative measures, something which seems very important nowadays.”

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