Psychological Experience of Juvenile Offenders in Correctional Institutions: A Systematic Review Of Qualitative Studies

Jesika Juliana[1], Fonny Dameaty Hutagalung[1]*, and Azmawaty Mohamad Nor[1]

[1] Department of Educational Psychology and Counselling, Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia
* Fonny Dameaty Hutagalung, corresponding author. Email: fonny@um.edu.my

Abstract

Juvenile delinquency is at a worrisome rate in every part of the world. The juvenile offenders themselves are in a vulnerable period of development while also living in the difficult situation of detainment. However, challenges that juvenile offenders face in correctional institutions, how they construct their reality about detainment as well as their mental health needs have not been widely addressed. Research on juvenile offenders' psychological experiences is not sufficiently documented and expressed. Hence, much less attention or programs were directed to address these obstacles. This review aims to present the psychological experience of juvenile offenders in correctional institutions. The systematic review examined qualitative studies over a 10-year period that were published between 2012 and 2022 from five databases, resulting in 16 articles mostly indexed in SCOPUS. The study utilized the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework and the narrative synthesis approach. Moreover, the findings provide empirical evidence that juvenile offenders' psychological experiences (i.e., negative and positive emotions) are evident throughout their detainment, and interaction with staff and peers is crucial in defining it. Therefore, some of the challenges of living in correctional institutions include the feeling of boredom, strict regulations, and lack of care. Hence, education on adaptive coping, expanded vocational opportunities, and programs providing warmth, safety, and positive environments are crucial to rehabilitating offenders.

Keywords

Correctional institution; juvenile offenders; psychological experience

Introduction

Juvenile delinquency is a serious matter and at a worrisome rate in every part of the world. For instance, in Ghana, at least 16.7% of adolescents in the country have committed a sexual offense (Boakye, 2020). In Australia, one in every three or 33% of adolescent offenders admitted that crime was their 'way of life,' meaning they are likelier to break the law more than once (Payne & Roffey, 2020). In Indonesia, there is no official record of the prevalence of juvenile offenders. However, Davies and Robson (2016) discovered that young delinquents filled 3.2% of Indonesia's total prison population.

Even though there are many juvenile offenders, the data taken from the literature review uncovered the knowledge gap in understanding adolescent delinquents. Most researchers highlighted the causes and contributors of delinquency (Barrett & Barrett, 2016; Mohammad & Nooraini, 2021; Stefanovska, 2020). However, the challenges that juvenile offenders face in correctional institutions, how they construct their reality about the problem they are facing and their needs have not been widely addressed. This poses a problem since some juvenile offenders have several mental health issues.

A systematic review that examines the prevalence of mental illness among juvenile offenders revealed that 2.7% of the juveniles had been diagnosed with psychotic illnesses such as depression, attention deficit hyperactivity disorder (ADHD), and conduct disorder. This systematic review also discovered that juvenile offenders have different mental health needs compared to adult offenders, highlighting the unique challenges (Beaudry et al., 2021). Moreover, another systematic review focused on the effect of rehabilitation programs on juvenile offenders' recidivism rates. The findings suggested that programs are linked with lower levels of recidivism. However, the effectiveness of these programs is influenced by factors such as the justice system, the characteristics of adolescent offenders, and the types of programs implemented (Pappas & Dent, 2021). Note that these systematic reviews primarily focused on quantitative studies, with limited attention given to understanding juvenile offenders' true thoughts, emotions, and behaviors during their detainment.

Until now, there have been no systematic qualitative reviews, specifically on qualitative studies focusing on juvenile offenders' psychological experiences in correctional institutions. Since information is abundant, a single qualitative study cannot fully reflect the authentic experience of juvenile offenders. Therefore, it is crucial to deeply understand the perspective of juvenile offenders in correctional institutions since it can unveil essential knowledge about life in detainment. Moreover, exploring the psychological experiences of juvenile offenders is particularly salient to increasing their well-being and preventing and controlling severe delinquent behavior (Rafedzi et al., 2017).

In addition, marginalized adolescents facing unfortunate circumstances often require more intensive interventions to develop effective behavioral strategies and become better individuals (Ochoa et al., 2020). Exploring their psychological experiences becomes crucial to facilitate social reintegration upon release (Zhao et al., 2020). Additionally, such exploration offers valuable insights for shaping future programs to change youth behavior, health promotion programs (Dey et al., 2014), and other prevention programs (Hale & Viner, 2016; Morales-Alemán, 2011; Oman et al., 2003)

In this study, published qualitative research on juvenile offenders in correctional institutions was assessed and combined to explain the psychological experiences, challenges, and needs of juvenile offenders. Through this research, we aimed to find a deep understanding of the psychological experience of juvenile offenders during their detainment. Ultimately, it will provide knowledge for policymakers in implementing policies and programs that address obstacles, provide a reference point for formulating psychological interventions, promote well-being, and help juvenile offenders return to society.

Research questions

The review concentrated on investigating the psychological encounters, difficulties, and needs of young offenders in correctional facilities. Consequently, to encompass a wide variety of literature that addresses these specific areas of interest, three research questions were framed: (1) How is the psychological experience of juvenile offenders in correctional institutions? (2) What are the challenges of living in the correctional institutions? (3) What are juvenile offenders' needs while residing in the correctional institutions?

Method

A comprehensive examination of qualitative studies aims to investigate the psychological experience of juvenile offenders residing in correctional institutions. Systematic reviews are often utilized for policy verdicts and research recommendations. Note that a systematic review of qualitative studies methodically searches for relevant studies in a specific area and consolidates the findings from individual research. By capturing individuals' experiences, perspectives, and behaviors across multiple studies, systematic reviews of qualitative studies may help elucidate the "why" behind complex issues and contribute to developing theories that enhance understanding of individuals' experiences and behaviors. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) will be implemented to lead the writing of this study.

Search strategy

The review took place in 2022 and relied on published literature from the past decade to ensure comprehensive coverage of recent and pertinent studies concerning juvenile offenders' psychological experiences and challenges. Research conducted before this timeframe could be outdated as the research gap in this field may have been addressed or duplicated, which, in the end, may fail to reflect the current state of the research area (Pautasso, 2013). Therefore, studies conducted between 2012 and 2022 were considered suitable and aligned with the purpose of this review, with each source last accessed on August 31, 2022. Apart from that, foreign language articles were excluded from the study, potentially leading to the omission of relevant papers that could have been included in this review.

The search strategy has been developed collaboratively with a university librarian. It aims to identify as many papers as possible relevant to the psychological experience of juvenile offenders in correctional institutions. The databases utilized were Scopus, MEDLINE, Web of Science, Psychology and Behavioral Sciences Collection, and Academic Search Elite. The terms that will be used are included in Table 1. These terms are combined with Boolean operators

as provided below. Other than that, controlled vocabularies are implemented to increase the search.

Table 1: The Search Terms

Juvenile offenders	Juvenile delinquent*; Juvenile offender*; Young offender*
Psychological experience	Lived experience*; Personal experience*; Psychological Experience*; Psychological Experience*; Experience*
Qualitative research	Qualitative study*; Focus group*; Phenomenology; Ethnography*; Thematic; Interview
Correctional institution	Prison*; Jail*; Incarcerat*; Imprison*; Detain*

Eligibility criteria

The term 'juvenile offenders' was working broadly to express adolescents aged between 12 and 18 who have committed crimes and are detained in correctional institutions (Government of Canada, 2021). In this review, we included studies on the psychological experience of juvenile offenders, which can be described as their experiences, perceptions, feelings, and views when detained in correctional institutions. This includes their lived experiences and educational experiences. Studies about the experiences of former juvenile offenders, adult offenders, and correctional institution staff or officers were not included as the research may not give voice to juvenile offenders' personal experiences and may be biased (Gonçalves et al., 2019).

The inclusion criteria for this study encompassed peer-reviewed studies with qualitative research designs published in English between 2012 and 2022. Additionally, mixed-method research that allowed for the extraction of qualitative findings and studies focusing on the experience of detainment were also included. Conversely, the exclusion criteria concerned studies that involved art, music, mindfulness, and sports interventions with juvenile offenders as participants. Furthermore, this study excluded secondary research such as systematic and literature reviews, studies utilizing quantitative designs, commentaries, personal reflections, books, discussion documents, and book reviews. Table 2 illustrates the summary of inclusion and exclusion criteria.

Table 2: The summary of inclusion and exclusion criteria

	Inclusion criteria	Exclusion Criteria
Population	Juvenile offenders (age 12–18)	1. Former juvenile offenders 2. Adult offenders 3. Staff or officers
Phenomenon of interest	Psychological experience	Evaluation of an intervention
Time frame	Published between 2012–2022	Published in 2012 or earlier
Language	English	Articles outside defined years
Research design	Qualitative and mixed-method research to extract qualitative findings in the study	Commentaries; Reviews; Discussion papers; or conducted in Quantitative research design

Study selection

The study utilized the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist (Page et al., 2021) to identify appropriate research for the review. The PRISMA flow was employed to find suitable studies. Initially, 2,910 articles were acknowledged through the specified search terms in five databases and exported to EndNote 20 software. Utilizing the software, 674 duplicated articles were removed, resulting in 2,236 articles. Afterward, the titles and abstracts of all articles retrieved were screened. The abstracts of each article were reviewed to assess their relevance based on criteria such as participant details, peer-review status, language, publication years, and methodology. In cases of uncertainty, consensus on which articles to proceed with was reached through discussion. This process removed 1,861 articles unsuitable for the review, leaving 375 for full-text screening.

Next, full-text articles were screened for inclusion. Similarly, in uncertainty, the discussion reached a consensus on inclusion or exclusion. When information was unclear, we contacted the authors to obtain additional details. This process removed 359 articles unsuitable for the criteria, especially those related to the qualitative exploration of juvenile offenders' psychological experiences in correctional institutions. The screening process results produced the final 16 studies identified as relevant to the research topic, according to the PRISMA Statement (Moher et al., 2009), illustrated in Figure 1 below. Of the 16 articles, 14 were from SCOPUS, whereas the rest were from MEDLINE and Academic Search Elite.

Figure 1: PRISMA Diagram presenting the Screening and Selection Process
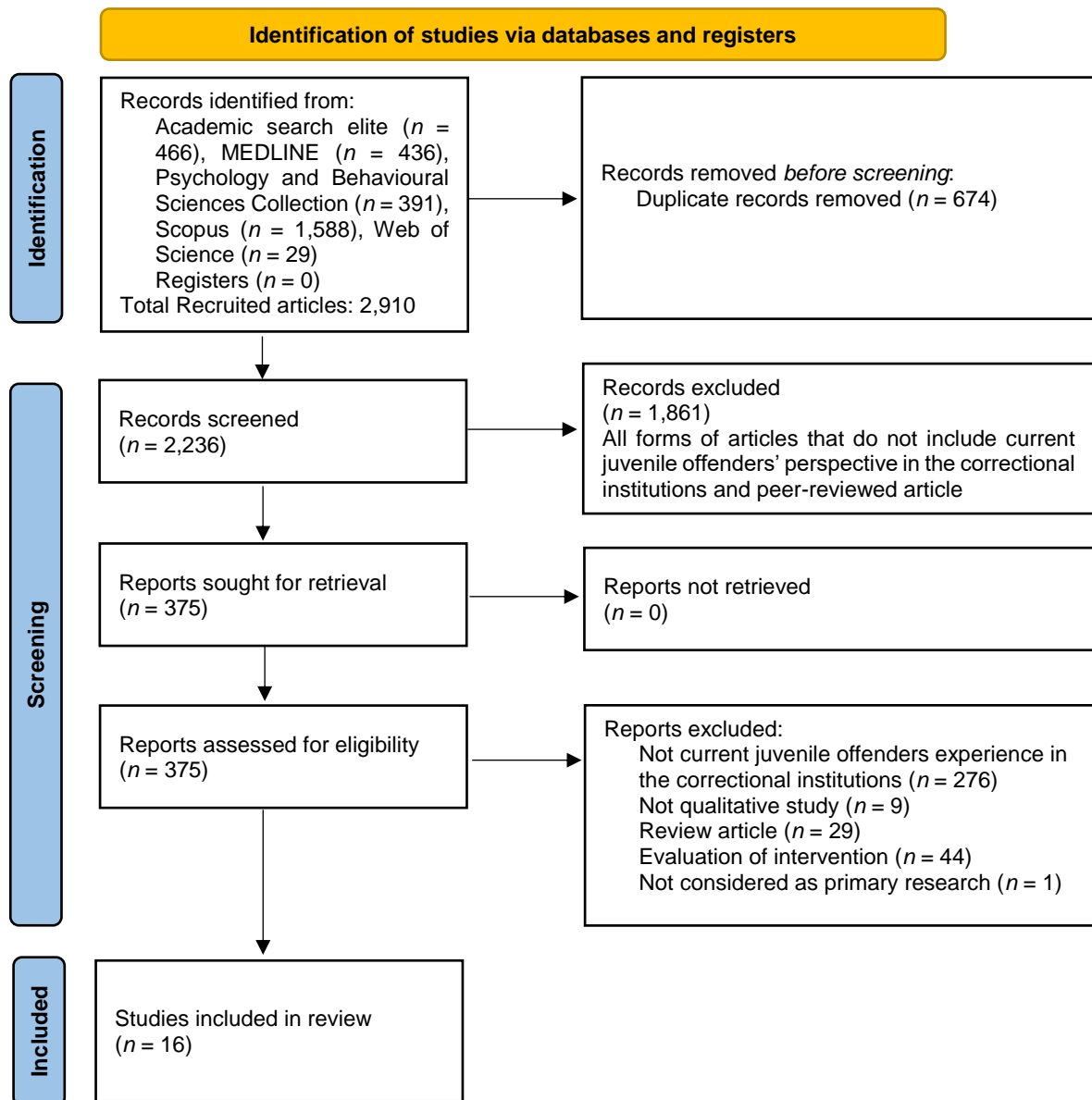
Table 3: Data Extraction from the Included Studies

No	Author Details	Aims	Location	Participation sample	Sampling and Data Collection	Data Analysis Methodology	Psychological experiences	The challenges	What juvenile offenders need
1	Ansah et al. (2022)	Explores the experiences of oppression among juvenile offenders	Ghana	20 juvenile offenders	Purposive sampling - The semi-structured interview	Thematic analysis	Negative experiences stemmed from victimization and frustrations	Victimization and oppression	Education on prison policies and inmates' rights
2	Bengtsson (2012)	Exploring the experience of boredom among juvenile offenders	Denmark	Two juvenile offenders	Voluntary response sampling -Observation - Interview	Thematic analysis	- Boredom and uncertainty breed negativity. - Emphasizing instant enjoyment leads to positivity	- The daily routine is monotonous - Lack of control over their future	
3	Bengtsson (2016)	Analyzing hypermasculinity among juvenile offenders	Denmark	Eight juvenile offenders	Voluntary response sampling - Observation - Interview	Relational analysis	Violence and hypermasculinity resulted in a negative experience	Violence and hypermasculinity	More freedom
4	de Valk et al. (2019)	Explore the repression among juvenile offenders	Netherlands	32 adolescents	Purposive sampling - The semi-structured interview	Frame analysis	Staff repression and negativity led to an unpleasant experience	Unfairness from the staff	- Autonomy, relatedness, and competence, - Empathy - Participation in decision making
5	Holligan (2015)	Explore how juvenile offenders experience prison	Scotland	37 Male juvenile offenders	Interviews	Thematic analysis	- Isolation, boredom, and violence create negativity. - Pursuing interests fosters a	- Isolation - Boredom - Violence	- Less violence - Less strict regulations

No	Author Details	Aims	Location	Participation sample	Sampling and Data Collection	Data Analysis Methodology	Psychological experiences	The challenges	What juvenile offenders need
							positive experience.		
6	Nagamuthu et al. (2019)	Explore the educational experiences of correctional institutions	Malaysia	2 Male juvenile offenders	Purposive sampling - Semi-structured interviews	Content analysis	Learning disruption and isolation contribute to a negative experience	-Unpleasant environment -disruption in learning -isolation	- Better learning facilities - More visitation - Caring staff
7	Flores et al. (2020)	Studying positive educational experiences in correctional facilities	United States	15 Female juvenile offenders	Voluntary response sampling - Interview - Observation	Analyzing ethnographic data by Emerson et al. (1995)	Strong student-teacher bonds and meeting basic needs foster positivity		Positive staff relationship
8	Flores and Pamplona (2020)	Examines the experiences of intimate partner relationships in correctional institutions	United States	12 Female juvenile offenders	Voluntary response sampling - Interview - Observation	Method of analyzing ethnographic data by Emerson et al. (1995)	Intimate relationships offer companionship but can also involve abuse and conflicts, resulting in mixed experiences	Conflict with the intimate partner	Sexual health education
9	Flores and Barahona-López (2019)	Explores how pharmaceutical violence in correctional institutions	United States	33 female juvenile offenders	Voluntary response sampling - Interview - Observation		Pharmaceutical violence promotes anxiety and mistrust	- Negative, disempowering interactions with professionals - Pharmaceutical violence	Autonomy in participation in mental health program

No	Author Details	Aims	Location	Participation sample	Sampling and Data Collection	Data Analysis Methodology	Psychological experiences	The challenges	What juvenile offenders need
10	Flores (2013)	Explore violence among female juvenile offenders	United States	40 female juvenile offenders	Voluntary response sampling - Interview - Observation - Official documents	Method of analyzing ethnographic data by Emerson et al. (1995)	Adverse mental health staff interactions contribute to negative experiences	Violence and unsporting staff	Caring staff
11	Little (2015)	Explore education provision in correctional institutions	England	75 juvenile offenders	Voluntary response sampling - Survey - Discussion Group - Interviews		Lack of autonomy creates negative experiences	- Limited options for the education course - Disruptive peers - Uncertainty about the future	- Better courses and facilities - Fulfillment of basic needs
12	Dako-Gyeke et al. (2022)	Explored juvenile offenders' perspectives and experiences regarding delinquency	Ghana	18 juvenile offenders	Purposive sampling - One-to-one interviews	Thematic analysis	Positive behavior change and strong relationships with staff and peers lead to a positive experience.		- Basic needs fulfillment - More educational programs
13	Tarrant and Torn (2021)	Explore the empathy among juvenile offenders and prison staff	England	Three juvenile offenders	Voluntary response sampling - One-to-one interviews	Inductive thematic analysis	Empathy fosters trust and safety, but it is sometimes perceived as a sign of weakness	- Uncaring staff - Displaying empathy is unacceptable	- Safe environment - Staff training

No	Author Details	Aims	Location	Participation sample	Sampling and Data Collection	Data Analysis Methodology	Psychological experiences	The challenges	What juvenile offenders need
14	Garcia and Lane (2013)	Examines the wants and needs of juvenile offenders	United States	2 two female juvenile offenders	Convenience sampling - Focus group	Content and narrative analyses	Juvenile offenders had a beneficial psychological experience due to the helpful detainment	- Lack of educational programs - Staff did not care much	- Active role in their cases. - Caring staff -more programs - Clarity on prisons' process
15	Day (2021)	Explore juvenile offenders' experiences during their detainment	England	48 male juvenile offenders	Voluntary response sampling - Interviews	Case file analysis	Boredom and isolation resulted in negative experiences	- Boredom -Strict regulations - Isolation - Violence	-Better communication system
16	Vélez Young-Alfaro (2017)	Explores juvenile offenders' dynamics of identity formation	United States	41 male juvenile offenders	Voluntary response sampling - Observation - Interviews - Artifact collection	Thematic analysis	Negative interaction with staff promotes a negative experience	- Staff often used framed offenders as threats - Racism	

Table 4: The Critical Appraisal of Qualitative Study Following the CASP Checklist

	Assessment of Methodological Quality by CASP Checklist (2017)	Ansah et al. (2022)	Bengtsson (2016)	Bengtsson (2012)	dde Valk et al. (2019)	Holligan (2015)	Nagamuthu et al (2019)	Flores et al. (2020)	Flores & Pamplona (2020)	Flores & Barahona-López (2019)	Flores (2013)	Little (2015)	Dako-Gyeke et al 2020	Tarrant & Tom (2021)	Garcia & Lane (2013)	Day (2021)	Vélez Young-Alfaro (2017)
1	Clear statement regarding the aim of the research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	The qualitative methodology is suitable for addressing the research aim.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	The research design is suitable for addressing the research aim.	✓	Can not tell	Can not tell	Can not tell	No	✓	Can not tell	Can not tell	Can not tell	Can not tell	Can not tell	✓	✓	Can not tell	✓	Can not tell
4	The recruitment strategy is suitable for addressing the research aim.	✓	✓	✓	✓	No	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	The data was collected in a way that addressed the research issue.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	The relationship between the researcher and participants is sufficiently considered.	✓	✓	✓	✓	✓	Can not tell	Can not tell	✓	✓	✓	✓	Can not tell	✓	Can not tell	✓	✓
7	The ethical standards are maintained during the study.	✓	✓	Can not tell	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Can not tell
8	The data analysis is adequately rigorous.	✓	✓	Can not tell	✓	Can not tell	✓	✓	✓	✓	Can not tell	Can not tell	✓	✓	✓	✓	✓
9	There is a clear statement of the findings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	The research is valuable.	✓	✓	✓	✓	✓	✓	✓	✓	No	✓	Can not tell	✓	✓	✓	✓	No

Results summarizing, synthesizing, and reporting

In this study, the narrative synthesis approach (Popay et al., 2006) was implemented. The approach was chosen as it allows for the gathering of evidence and the construction of a narrative that explains the reasons behind individuals' behaviors, which aligns with the intention to understand the psychological experiences of juvenile offenders. To extract relevant data, information about the authors, publication year, study objectives, location of data collection, participant details, recruitment process, the methods for data collection, the approach for data analysis, and the findings can be discovered in Table 3. Following the recommended steps outlined by Popay et al. (2006) for creating a narrative synthesis are (1) exploring relationships within each study and between different studies, (2) identifying central themes from the data, (3) reflecting on the synthesis process; and (4) explaining conclusions drawn from the narrative synthesis, all aligned with the research questions.

Assessment of qualitative research

The Critical Appraisal Skills Programme (CASP) qualitative research checklist was utilized to measure the methodological quality of the studies included in this systematic literature review. This checklist consisted of ten inquiries that covered (1) research objectives, (2) research methodology, (3) research design, (4) participant recruitment strategies, (5) data collection methods, (6) the relationship between researcher and participant; (7) ethical considerations; (8) analysis, (9) findings, and (10) the implications of the study (Critical Appraisal Skills Programme, 2017). The CASP checklist is widely recognized and implemented to organize the review based on quality. Therefore, higher-quality studies were more focused than lower-quality ones (Long et al., 2020). Table 4 provides the critical appraisal following the CASP checklist.

All studies implemented a qualitative methodology aligned with the review's aim. Ansah et al. (2022) and Tarrant and Torn (2021) fulfilled the CASP checklist criteria based on the screening. Meanwhile, the study by Holligan (2015) and Bengtsson (2012) met the least criteria of the checklist. However, most of the studies did not state the justification for their chosen research design. In addition, most studies implemented purposive and voluntary response sampling regarding participant recruitment, while only one study did not provide discussions concerning recruitment (Holligan, 2015). All of the included research also clearly explains how the data were collected.

Some studies mentioned data saturation when clarifying the data collection (Ansah et al., 2022; Dako-Gyeke et al., 2022; de Valk et al., 2019; Flores et al., 2020). Data saturation enhances trustworthiness (Fusch & Ness, 2015). In addition, some studies also explain the biases and assumptions of the researcher in the form of memos, reflexive diaries, and inviting additional researchers (de Valk et al., 2019; Flores, 2013; Flores & Barahona-López, 2019; Tarrant & Torn, 2021). Note that all of the included studies also explained the findings.

Seven papers (Ansah et al., 2022; Day, 2021; Flores & Pamplona, 2020; Holligan, 2015; Little, 2015; Nagamuthu et al., 2019; Tarrant & Torn, 2021) explained how the ethical approval for their research was granted. In addition, five studies (Bengtsson, 2016; Dako-Gyeke et al., 2022; de Valk et al., 2019; Flores, 2013; Flores & Barahona-López, 2019; Flores et al., 2020; Garcia & Lane, 2013) explained to participants about the study, including details on obtaining their consent and ensuring that the confidentiality was maintained. Whereas some studies did not include how they exhibit ethical consideration (Bengtsson, 2012; Vélez Young-Alfaro, 2017).

All included studies implemented a recognized qualitative method and defined their analytical procedure, though there are wide-ranging levels of detail.

All studies also employed at least one step to ensure credibility, which is through a research diary (de Valk et al., 2019; Flores, 2013), triangulation (Bengtsson, 2012, 2016; Little, 2015; Vélez Young-Alfaro, 2017), conducting participant validation (Ansah et al., 2022), a thorough inspection of negative cases (Flores & Barahona-López, 2019; Flores & Pamplona, 2020; Flores et al., 2020) as well as consultation amongst the authors (Dako-Gyeke et al., 2022; Garcia & Lane, 2013; Nagamuthu et al., 2019; Tarrant & Torn, 2021).

Results

In this systematic review, 16 articles were obtained from seven different countries. Most articles originated from the United States (six studies), followed by England (three studies). Two studies were conducted in Denmark and Ghana, while one was obtained from the Netherlands, Scotland, and Malaysia. This section presents the findings based on the initial research questions. Subsequently, this section highlights various aspects of juvenile offenders' psychological experiences, challenges, and needs.

Psychological experience of juvenile offenders in correctional institutions

All the included studies described juvenile offenders' experiences in correctional institutions. Six studies have proven that detainment may produce a positive experience (Dako-Gyeke et al., 2022; Flores, 2013; Flores et al., 2020; Holligan, 2015; Nagamuthu et al., 2019; Tarrant & Torn, 2021). The availability of mental health counseling and the training programs offered creates a positive behavior change, which makes juvenile offenders believe that being in correctional institutions is a valuable experience (Dako-Gyeke et al., 2022). When juvenile offenders and staff express empathy, it also impacts the detainment duration and encourages positive behavior (Tarrant & Torn, 2021). Other than that, correctional institutions have also provided various facilities and activities that may create a feeling of contentment (Flores et al., 2020; Nagamuthu et al., 2019). As Nagamuthu et al. (2019) noted, one participant stated, "We have everything here. This place provides another chance to learn, continue my schooling, and participate in sports. It helps me become disciplined and punctual in sports practice and complete my school work."

However, nine studies also identified negative experiences of living in correctional institutions (Ansah et al., 2022; Bengtsson, 2012, 2016; Day, 2021; de Valk et al., 2019; Flores & Barahona-López, 2019; Little, 2015; Tarrant & Torn, 2021; Vélez Young-Alfaro, 2017). Juvenile offenders whom mental health professionals in correctional institutions medicated are often diagnosed with mental illness and prescribed medications without the juvenile offender's approval, which usually makes them feel disempowered (Flores & Barahona-López, 2019). It suggests that staff may also implement their authority to create the norms and practice coercive force (de Valk et al., 2019). In addition, the peers may also provide negative experiences in detainment. When juvenile offenders feel frustrated with the detainment, they may project it onto others, creating victimization (Ansah et al., 2022). Moreover, while learning inside correctional institutions, disruptive classroom behavior may also create unpleasant experiences (Little, 2015). As Little (2015) noted, one participant mentioned, "I

cannot focus. You need to put people who do want to work in a place where they can concentrate." This demonstrates that the psychological experiences of juvenile offenders may vary, and it is often influenced by people around them, such as the staff, teachers, peers, counselors, or therapists.

Challenges of living in correctional institutions

The challenges of living in correctional institutions were described in the studies. These challenges extended from strict regulations and isolation to disempowerment and violence. However, stringent regulations were often pointed out as the most significant challenges of living in correctional institutions. In correctional institutions, juvenile offenders need to follow a set of routines, such as a fixed time to wake up, eating meals, and activities. This includes working in a metal or wood shop (Bengtsson, 2012). There was also a "no contact policy," meaning juvenile offenders are not permitted physical contact with visitors and correctional institutions' staff. Hence, violations of this regulation may result in sanctions such as a prohibition on leisure activities, private isolation, or being pepper sprayed (Flores & Pamplona, 2020). Correctional institutions often include movement monitoring with cameras, locked doors, and staff control to ensure the rules are obeyed (Vélez Young-Alfaro, 2017). However, staff control is frequently considered too strict and unfair (de Valk et al., 2019). As de Valk et al. (2019) noted, one participant mentioned concerning the staff, **"Sometimes, you also need just to treat us like people and not do everything exactly according to the rules."**

Isolation is also the challenge of living in correctional institutions. Juvenile offenders often miss their family, friends, and people around them (Holligan, 2015). However, they cannot interact with individuals outside the institutions (Bengtsson, 2012). Even if they can interact with people outside correctional institutions, there are logistic and scheduling issues and financial problems (Day, 2021). As de Valk et al. (2019) also noted, the lack of care from the staff and strict regulations contributed to the sense of hopelessness, as the participants mentioned, "Sometimes they abuse their position a bit. Thinking that they can do anything, while they are supposed to treat us like people too."

Other than that, strict regulations create boredom. Four research (Bengtsson, 2012; Day, 2021; de Valk et al., 2019; Little, 2015) expressed how boredom is linked to their behavior. Boredom happens due to the deprivation of fundamental life aspects, such as schooling, interaction with people, recreation, and freedom (de Valk et al., 2019). Due to boredom, juvenile offenders often seek temporary excitement (Bengtsson, 2012). Some would do various activities, including exercising, cleaning, and talking to others. At the same time, some also reported misconduct, such as verbally abusing others or repeatedly pressing their bells (Day, 2021). The experience of boredom promotes misconduct (Sciberras & Pilkington, 2018). As Day (2021) noted, one participant mentioned, "It is long, and it is boring too. I used to just sit down, lay on my bed, and read books. To the point where I would just start graffitiing on the doors and walls."

Other than boredom, six studies have also expressed violence inside correctional institutions (Ansah et al., 2022; Bengtsson, 2016; Day, 2021; Flores, 2013; Holligan, 2015; Vélez Young-Alfaro, 2017). Even if correctional institutions have established systems that control offenders' movements (Vélez Young-Alfaro, 2017), violence is crucial in stabilizing prison hierarchy (Bengtsson, 2016; Holligan, 2015). When juvenile offenders are known as fighters, they receive more respect, even from the officers. As a result, it made juvenile offenders choose to be violent (Flores, 2013). However, the violent culture creates consequences, such as physical

injury, sadness, anger, anxiety, loneliness, and mistrust (Ansah et al., 2022). As Ansah et al. (2022) noted, one participant mentioned, "I am terrified and sad sometimes. I think about it a lot. Several thoughts run through my head about escaping from this place."

The need for juvenile offenders

Juvenile offenders' needs are expressed in most articles. Five of the included studies (de Valk et al., 2019; Flores, 2013; Garcia & Lane, 2013; Vélez Young-Alfaro, 2017) identified better treatment from staff as what juvenile offenders need during detainment. Juvenile offenders described staff that is not judgmental and respectful will be extremely valuable. When correctional staff truly listen and understand, they will have a better bond, and juvenile offenders will feel safe (Garcia & Lane, 2013). Moreover, juvenile offenders also need to be treated fairly by the staff. They expect the officers to utilize their power to make the environment safer (de Valk et al., 2019). However, sometimes, they abuse the power to make their job easier. Flores and Barahona-López (2019) noted that one participant stated, "I do not think kids should be on medication. It is just for them to sleep and for the staff to pass the time."

Two studies identified better mental health services as one of the juvenile offenders' needs (Flores & Barahona-López, 2019; Garcia & Lane, 2013). Since being detained for a long duration may negatively affect juvenile offenders' mental health (Day, 2021), having better mental health services is crucial. Nevertheless, it should be noted that juvenile offenders do not value counseling when participation is mandatory. Additionally, there is a lack of confidentiality since officers, parents, and judges can access the information shared during the counseling sessions (Garcia & Lane, 2013). They also encountered pharmaceutical violence in the form of being forced to consume the prescribed medication (Flores & Barahona-López, 2019). However, when mental health services are done ethically, it would bring a positive outlook and promote behavior change as well as optimal mental health. As Dako-Gyeke et al. (2022) noted, one participant mentioned, "Counseling has helped me a lot since I have changed. I would be a better person who would not commit any offense that will result in another reoffending."

Other than better treatment from the staff and mental health services, some studies also identified better facilities as one of the juvenile offenders' needs (Day, 2021; Flores et al., 2020; Garcia & Lane, 2013; Nagamuthu et al., 2019). Some desired facilities include private rooms for meeting with social workers and other professionals, face-to-face visitation, and free calls (Day, 2021). Different facilities are needed, from programs that teach practical knowledge and career development (Garcia & Lane, 2013) to better learning facilities and environments (Nagamuthu et al., 2019). With better learning facilities, which include drug and alcohol-free environments, juvenile offenders feel more supported to learn in correctional institutions. Flores et al. (2020) noted that one participant mentioned, "And that is why I really like it here. I am focused on it in here."

Discussion

Psychological experiences of juvenile offenders in correctional institutions

The present systematic literature review aims to explore the psychological experiences of adolescent offenders from a qualitative perspective to have a deeper understanding of the psychological experiences, challenges, and needs of juvenile offenders. From the reviewed literature, it was summarized that there are two types of psychological experiences of juvenile offenders: positive and negative psychological experiences. Other than that, the positive psychological experiences experienced by juvenile offenders happen due to the satisfaction of mental health treatment, empathy, and care by people around them. Positive behavior expressed by the staff in correctional institutions, such as creating a sense of home in the prison and maintaining hope and good humor, helps create positive psychological experiences for offenders (Williams & Winship, 2017).

In addition, juvenile offenders also reported positive experiences when various facilities and education programs were provided. Adequate accommodations and active participation in numerous educational activities help juvenile offenders learn well (Crabbe, 2016). However, the application of schooling participation, as well as mental health services, should be taken with caution as it may not represent the whole of juvenile offenders since the researchers do not explore the background of the participants. Note that positive experiences are more prevalent when juvenile offenders have had negative schooling experiences before or drop out of school (Rios, 2017). Therefore, there is an opportunity to explore further the background of juvenile offenders and how it relates to their experiences during detainment.

In terms of the negative experiences of detainment, juvenile offenders who were belittled by the staff and perceived the rules as unfair often feel disempowered. Some researchers believe that relationships between offenders and prison staff are related to the behavior in correctional institutions. When offenders recognize unfair treatment from the staff, they are more likely to be involved in misconduct (Cesaroni & Peterson-Badali, 2016; van der Laan & Eichelsheim, 2013). In addition, "uncertainty" and "indeterminacy" are also more likely to occur when the power of the staff is considered a threat and out of control (Crewe, 2011). Other than staff, peers inside the correctional institutions may also bring negative psychological detainment experiences.

The frustration of detainment may create boredom and disruptive behavior, ultimately creating a hostile atmosphere. Environments in correctional institutions can be hypermasculine, which promotes aggression (Ricciardelli et al., 2015). When juvenile offenders encounter negative behavior from others, it will affect their learning development and create an aggressive environment, which reduces the feeling of safety (Azis, 2019; Rosenbaum, 2015). Juvenile offenders described that isolation for an extended period makes them more hostile (Goffman, 1961; Rowe, 2011). However, most of the research about aggressive behavior focuses on male juvenile offenders. Hence, further research can be conducted to understand this phenomenon according to gender differences.

Challenges of living in the correctional institutions

The strict regulations were often pointed out as the most significant challenge of living in correctional institutions. Since all offenders' activities are conducted in correctional institutions, it causes isolation and the loss of independence and liberty (Feoh et al., 2019). However, the amount of detainment duration relates to the adaptability to the prison environment as they are integrated within the prison culture and become more familiar with the rules (Nakato, 2017). Therefore, further study may explore how the duration of detainment relates to the perception of the regulations in correctional institutions.

Moreover, the strict regulations of correctional institutions may limit juvenile offenders' moves, which develops boredom. The prison system often creates restrictions, resulting in boredom (O'Connor et al., 2020). Boredom might also come from depriving goods and services like vocational, educational, and psychological activities (Dye, 2010). Subsequently, the boredom is expressed by becoming truant and excitement-seeking by doing more misconduct (Daud et al., 2019), leading to violence in correctional institutions.

This is aligned with previous research that suggested violence often occurred in correctional institutions or any prison setting. Violence may arise as a result of maladaptive coping strategies (Reid & Listwan, 2018). Violence in correctional institutions is carried out by peers as well as staff. Apart from that, staff might contribute to pharmaceutical violence and reward violent perpetrators (Flores, 2013; Flores & Barahona-López, 2019). Some juvenile offenders are more likely to be victimized, depending on their crime (Reid & Listwan, 2018). For instance, juvenile sex offender considers themselves prone to victimization (van den Berg et al., 2018). Hence, there is a chance to explore the perspective of juvenile offenders and staff towards the offenders' criminal background as well as how they are treated in correctional institutions.

In addition, isolation has also been a recurrent theme of challenges in detainment. This isolation often happens to juvenile offenders subjected to bullying or in the initial periods of incarceration (Amemiya et al., 2016; Donges, 2015). The heightened stress resulting from isolation and confinement may negatively impact the inmates' mental health. Consequently, this could lead to an increase in instances of violent behavior (Haney, 2006). Social isolation negatively predicted general well-being in correctional institutions (Cesaroni & Peterson-Badali, 2005). However, social isolation may also be a way to handle stress in prison (Prendi, 2014). Hence, there is an opportunity to explore friendship dynamics in correctional institutions, friendship preferences, and how friendship influences juvenile offenders' mental health.

The need for juvenile offenders

Juvenile offenders need better treatment from the staff. The included studies suggest that staff often demonstrates disrespectfulness in correctional institutions. This is aligned with the previous research that found that staff frequently scolded juvenile offenders without admissible reasons and imposed unreasonable physical punishment (Shong & Bakar, 2017). The condition is worsened since staff fairness is perceived as the foundation of positive interaction between offenders and correctional staff (Meško & Hacin, 2019). The articles reviewed identified that better treatment from staff would create a positive environment, warmth, and safety, resulting in better rehabilitation and reduced rule-violating behavior.

Other than the need for better treatment from the staff, the articles reviewed also identified better mental health services as one of the needs of juvenile offenders. The included studies reported that juvenile offenders are forced to participate in mental health treatment, and confidentiality is not ensured. However, when mental health services are done well, it would create a better rehabilitation outcome. Better facilities, such as free telephone calls, private rooms, learning facilities, and educational programs, have also been identified as the needs of juvenile offenders in correctional institutions. This finding is aligned with the previous study, which believes a well-developed telephone access policy should be implemented in juvenile offenders' correctional facilities. In addition, education on adaptive coping and enhanced vocational opportunities also needs to be developed (Lai, 2019). The positive interactions with

staff and family members may moderate imprisonment stress. In addition, learning facilities and educational programs help reduce boredom and bring positive growth in employment and cognitive skills (Vandala, 2019).

Limitations and future research suggestions

According to our knowledge, this is the initial systematic literature review that synthesizes qualitative studies focusing on the psychological experiences of juvenile offenders during their detention. One limitation of this study is the exclusion of non-English language publications due to limited translation resources. While including studies in other languages would provide a broader understanding, future research should consider incorporating research published in languages other than English. Additionally, most of the analyzed research was conducted in the United States or Europe (13 out of 16), which may hinder the generalizability of the results. Future studies should strive to include a more diverse geographical representation, encompassing regions such as Asia and the Middle East, to broaden our current understanding. Lastly, it was noted that there is a lack of extensive exploration into the feeling of uncertainty experienced by juvenile offenders, indicating an opportunity for deeper exploration.

Conclusion

The results illustrated various psychological experiences of juvenile offenders in correctional institutions. Juvenile offenders' positive experiences result from Adequate accommodations and educational programs, empathy, care, and positive behavior from correctional staff. Whereas negative experiences stem from strained relationships with staff and peers, leading to boredom, disruptive behavior, and a hypermasculine environment promoting aggression. Juvenile offenders need better mental health services with concerns about forced participation and inadequate confidentiality. Moreover, education on adaptive coping and expanded vocational opportunities, as well as positive interactions with staff, peers, and family members, are seen as potential moderators of imprisonment stress. Therefore, developing educational programs that reduce boredom, promote employment and cognitive skills, warmth, safety, and positive environments is essential.

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