



Research Paper

## The Social Adaptation of Delinquent Personalities

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*Motto: At the foundation of every individual lie the same two types of bricks: good and bad. The good bricks are compassion, kindness, patience, gratitude, friendship, purity of thought, honesty, moral rectitude, and other such virtues. The bad bricks, which negatively impact on our facades, are selfishness, greed, an overinflated ego, anger, brutality, and the list, unfortunately, goes on. Every one of us has larger or smaller weaknesses and flaws. And they come to the surface only when some very specific circumstances arise. Yet more often than not, they have similar underlying triggers, which are accessible through introspection. This process involves asking ourselves a series of questions: Why did I react like that? What triggered me to act that way? What part of me reacted to that? What part of me tricked me into acting that way? Ego-driven fear is the root cause of all internal "evils", but self-awareness helps to minimize its interference with our decisions and actions. It is possible to turn weaknesses into strengths, to replace bad bricks with good bricks. And the more good bricks lie at the foundation of our belief system, the more likely we are to be self-confident and appreciated by our peers.*

**Abstract:** *The deprivation of liberty through incarceration has a large impact on one's lifestyle both during and after imprisonment. Preparing the inmate for release is the ultimate goal of the social reintegration plan, which includes a series of cultural and educational activities in which the inmate participates while serving a sentence. These social (re)adaptation strategies aim to help the inmate to understand that seeking support and counsel from peers can contribute to overcoming internal and external problems, which could otherwise lead to emotional and societal tension or conflicts.*

**Keywords:** *the deprivation of liberty, cultural and educational activities, reintegration plan, social (re)adaptation, the human personality*

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The human being is a social being, who does not live in isolation from the rest of the world. For this reason, their attributes are not dependent solely on them. Rather, they are a by-product of their interaction with their peers, society, and especially with the environment.<sup>1</sup>

In order to survive, the individual must adapt as effectively as possible to this ever-changing world through a series of processes and activities. Needs and aspirations can be fulfilled only through adaptation to the environment in which we live. This integration process varies with the individual. Some adapt more easily, with minimal effort, while others find the process difficult, thus investing more time and energy in it. Some demonstrate a high level of adaptation to their environment, others struggle in this respect, and still others are highly deficient in point of social adjustment. In an environment marked by continuous change, adaptation requires considerable effort.

This is the reason why research into social adaptability aims at understanding the individual and their various psychological dimensions, with special focus on motivation, affectivity, and the study of personality in all its manifestations. In other words, the central object of study is human behaviour in its neurotypical and deviant forms, of which the latter are assessable solely in terms of probability of occurrence.

The human personality is extremely intricate, complex, with a high number of often contradictory parameters which do not allow a simplistic prediction of one's behaviour. To understand an individual means to recognize that natural endowments are unequal, that individuals are not born the same, that people have different learning styles. Prior knowledge of these givens helps to personalize (re)educational activities and strategies. To

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<sup>1</sup> Mărgineanu N., *Condiția umană*, St., Bucharest, 1973, p. 75

understand an individual means to recognize that social backgrounds are unequal and that they have a qualitative and quantitative impact on people, generating multiple types of personalities, with different needs and motivations.<sup>2</sup>

*To understand an individual means to recognize that their antisocial attitudes are largely reversible, that people can be rehabilitated through education.*

The peculiarities of delinquent personalities manifest in deviant behaviours, which result from the negative interaction between the non-integrated individual and their community. The crime thus stems from the deviant act of a concrete person, which, in turn, is an atypical reaction to a situation, an antisocial behaviour against which the community takes action by applying the proper sanctions<sup>3</sup>.

A socially acceptable behaviour must adhere to the precepts and mores of the community. The deviant behaviour refers to the attitudes and actions that go against the norms of a community and its established social roles and status.

Violence is not inherent to the human condition: it can be prevented and minimized, while limiting its repercussions. It is, however, a multifaceted phenomenon, with many psychological, social, cultural, and economic implications, to which we must respond by taking coordinated action and addressing all its dimensions. In a democratic society, any action against violence must respect human rights: these rights apply to all individuals, victims and perpetrators alike. The measures taken to combat everyday violence can have a long-term positive effect only insofar as they are democratically legitimate, and human rights are observed and given precedence. In this context, it should be noted that the Romanian lawmakers have elaborated an especially complex legal and contractual corpus, which covers various areas in which violence is witnessed, while also allowing for the establishment of multiple law enforcement bodies and mechanisms.

If a behaviour is legally and/or morally unacceptable, it means there is a degree of deviance, i.e., violation of social norms, associated with it.

Fulfilling social needs requires effort and a conscious exercise of will, especially when faced with internal or external challenges, which generate tension and emotional conflicts. Social maladjustments include crimes, suicide, and functional mental disorders. Other types of maladjustment are flight or withdrawal from uncomfortable circumstances and the approaches that violate social norms.

At the core of human actions commonly lie a series of motives, a complex of intrinsic and extrinsic conditioning factors. This complexity of motivations translates into notions such as need, impulse, desire, intention, aspiration, and ideal. The psychophysiological concept of need<sup>4</sup> refers to the internal states that often signal a lack or deficit. The primary motives that constitute basic needs are the need for food, sleep, defense, safety, etc. The experiences stemming from human sensory deprivation and social isolation have highlighted the existence of these needs through the emergence of unbearable long-term subjective states. Thus, consistent external stimuli are needed to ensure proper psychological balance, avoid monotony, and activate brain functions.

The psychology of crime is strongly linked to the psychology of affectivity, as most offenders suffer from emotional disorders with certain quantitative and qualitative aspects. Criminal tendencies<sup>5</sup> are inborn (according to Mira Lopez), since offenders try to meet their needs without taking into account the damage they, in turn, incur to the environment. Only long-term education can teach the individual with criminal tendencies that, prior to taking any action, they have to negotiate between their needs and the needs of those around them to make sure that the former do not interfere with the latter. Through education, individuals learn to adapt to certain norms imposed by society and satisfy their needs in a way that does not conflict with the community. Such lessons do, however, depend on a series of factors, such as the environment where the educational act takes place, the strategies used to transmit information, the learner's capacity for discernment, and the strength or intensity of their instincts. Toto Mira Y. Lopez argues that when an individual's instinct to act is stronger than their awareness that the manifestation of their impulse will violate socially acceptable norms, there is a high likelihood that the individual will engage in antisocial or criminal actions. The fight against criminality must therefore be pursued in terms of forecast rather than correction.

The individual<sup>6</sup> who fails to adapt will try to take refuge or withdraw from the situations that emphasize their maladjustment. Both coping strategies are unfavorable to them and result in said person suffering and dealing with added stress. The individual will experience emotional symptoms, such as fear, shyness, and suspicion, which operate as coping mechanisms. In more severe cases, they will somatize these feelings or even commit suicide. Another strategy of handling maladjustment is to attack the uncomfortable

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<sup>2</sup> Petcu M., *Psihologie judiciară*, Argonaut, 1997, p. 8

<sup>3</sup> Bogdan T., *Probleme de psihologie judiciară*, St, București, 1973, p. 56

<sup>4</sup> Petcu M., op. cit, p. 50

<sup>5</sup> Mira y Lopez, *Manuel de psychologie juridique*, PUF Paris, 1959, apud Petcu M., *Psihologie judiciară*, Argonaut, 1997, p. 52

<sup>6</sup> Petcu M., op. cit, p. 13

situation, with a view to removing it and, in turn, achieving internal balance. This coping mechanism includes attitudes such as defiance of authority, disobedience in children, indiscipline, property violations, murder, etc. The maladjustment may stagnate or worsen. In serious forms of maladaptation, the balance between the individual and the environment is severed, while in mild cases it is only disturbed to some extent.

Research into the various manifestations of criminal phenomena has opened wide perspectives for the scientific explanation of triggering mechanisms and factors, allowing a realistic substantiation of general and special measures aimed at preventing and combating antisocial tendencies. Modern research in the psychology of the crime is multidisciplinary. A strictly psychological analysis of crimes focuses on the way in which the offender's personality (intelligence, affectivity, motivation, and will) manifests in the pre-, during, and post-crime.

The personality of the offender is the arena in which the defence and persecution meet in case of a legal battle. This is because the punishment is imposed on the offender and the sanction is dictated by their personality. Should the positive elements of the personality be highlighted more successfully during trial, the offender will receive a lighter sentence. Conversely, when the balance leans toward the negative traits, there is a higher likelihood of receiving a harsher sentence.

Due to negative life events, poor education in the family, and acquired antisocial behaviours, the offender becomes an emotionally unstable individual, who displays discontinuity, unmotivated shifts from one extreme to another, and inconstancy in how they react to stimuli. This instability is an essential feature of the adult or minor offender's disharmoniously structured personality. This lack of consistency is a clearer indicator of past trauma than the cognitive component.

Emotional instability is one of the manifestations of the offender's disturbed affect, which is characterized by a lack of affective autonomy, insufficient affective self-control, poor development of higher emotions and feelings, such as moral virtues, etc.

In turn, these are linked to a lack of (self-)evaluation competences and of objectivity towards oneself and others.

It is common knowledge that any criminal is a maladapted person. Maladjusted individuals, especially those who are resistant to being educated from whose ranks deviants usually sprang, are people whose education was carried out in unfavourable and unsatisfactory conditions.

The anamneses to which offenders are subjected show that, in most cases, they come from disorganized families (deceased or divorced parents/caretakers, parents who are themselves offenders or struggle with addictions), where the living conditions are harsh and the parents/caretakers lack the skills or availability to educate the children.

In the cases where the family's socio-cultural background is inadequate, where proper attention is not afforded to developing healthy routines in children, there is a higher likelihood of the offspring dealing with social maladjustment sooner or later in their lives.

Antisocial attitudes resulting from the negative impact of the environment on one's education promote negative habits, which can be activated when certain circumstances are experienced and lead to deviance and ultimately to crime. The crime is etiologically a symptom of maladaptation and behaviourally an atypical reaction.<sup>7</sup>

The deprivation of liberty through incarceration has a large impact on the offender's lifestyle both during and after imprisonment.<sup>8</sup>

The individuals who violate the rules and rights of discipline laid out a state's law are likely to be convicted and prosecuted in specialized institutions. It is of the utmost importance not only to sanction offenders in accordance with their crime, but also to re-educate them, with a view to ensuring that they return to society psychologically and socially rehabilitated. Penitentiaries afford special attention to this aspect of incarceration. The word "penitentiary" refers to one's attitude towards sanction, which is primarily of a legal nature. The penitentiary<sup>9</sup> is, in itself, a specialized institution, established to enforce the functions of the criminal sentence, while contributing to inmates' rehabilitation and re-education. These programmes follow the guidelines of a specific branch of social pedagogy, i.e., prison pedagogy, which focuses on the challenges that arise when educating inmates during their imprisonment. It studies the possibility and extent to which education can contribute to overcoming deviant behaviours in inmates while they are incarcerated. Specialized literature also uses the expression "correctional pedagogy" to indicate this branch of education. In other words, this type of

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<sup>7</sup><http://negraru.blogspot.com/2014/05/profilul-personalitatii-infractorului.html>, Accessed 11 March 2020

<sup>8</sup> Bălan A., Stanisor E., Minca M., *Penologie*, Oscar Print, Bucharest, 2002, p. 28

<sup>9</sup>The penitentiary is an outrageous, fascinating universe, a world in a perpetual psychological implosion, whose coordinates are crime, failure, pathology, stress, despair, helplessness. At first sight, prison life seem to be simple, in that the personnel provides services to the inmates: food, accommodation, hygiene, clothing, recreation, culturalization, security.

pedagogy refers to the organizational activities aimed at rehabilitating the individuals who have committed crimes and have been sentenced as a result.<sup>10</sup>

The re-education process is aimed at preparing the inmate for the environment in which they will live after release. This is one of the most difficult challenges an educator usually faces, as re-education takes place during incarceration, away from real-life situations. The inmate may find it difficult to re-enter society after being released or the community may be reluctant to receive them back, which can lead to recidivism. Educators are instructed to help inmates restore their ties with society through frequent updates on domestic and international political affairs, by broadening their social and political interests, and advising them on how to develop positive social skills. The inmates' adaptation to current societal concerns and their involvement in work and social activities contribute as well to their reintegration process.

Incarceration or other legal measures that separate offenders from society constitute forms of punishment, which deprive them of the right to self-determination upon admission to the correctional facility. For this reason, the penitentiary system, with the exception of the justified actions taken to maintain discipline, must not aggravate the suffering inherent in this situation.

The purpose<sup>11</sup> and justification of a prison sentence or other similar measures is to protect society from crime. This can only be achieved when the term of imprisonment is used to ensure that, after release and upon re-entering society, the ex-offender will want and be able to lead a normal life and obey the law. To this end, the correctional institution must offer proper personalized educational, moral, and spiritual guidance. In the context of prison pedagogy, any aspect that distinguishes life in the correctional facility from that in society must be minimized.

To better understand the risks associated with inmates' social rehabilitation, it is necessary to be aware of the effects of incarceration.

The consequences of incarceration<sup>12</sup> are:

- Victimisation - the act of turning someone into a victim; it is the reaction people have when an offensive action is inflicted on them. It causes physical, emotional, and psychological traumas, some of which can be long lasting and difficult to treat. Victims may feel insecure, fearful, nervous, confused, frustrated, and suspicious of others. The physical effects of victimization can be classified as minor (bruising, scratching), moderate (dislocations, burns), and severe (stabbing, gunshot wounds). Although much research has been done on the causes, effects, and methods of preventing victimisation, too little attention has been paid to the occurrence of this phenomenon in prisons. Victimisation is a large part of the incarceration experience. The forms of victimization that appear in this context include physical, sexual, and psychological abuse. They occur both between inmates and between inmates and the prison staff. Two types of victimization deserve special attention: sexual abuse and victimisation at the hands of the guards. Sexual victimisation is a delicate topic, with male inmates opting to hide or deny that they have been molested during incarceration. Abuses of this kind cause intense trauma, leading to isolation, shame, and social stigma.
- Stress is a phenomenon that has been extensively studied by researchers. It refers to the act of experiencing events that are perceived as dangerous for a person's physical and mental well-being. The events that cause stress are traumatic, unpredictable, uncontrollable, and extremely impactful on one's life. Stress can be classified according to the events leading to its occurrence:<sup>13</sup>
- Acute stress - it is triggered by major life events, which involve changes that are independent of one's will and to which one must learn to adapt.
- Chronic stress - it is generated by mundane life events. They produce physical and mental overload in the individual and can be classified according to the source: professional, family, or environmental stress.
- Post-traumatic stress - it is produced by catastrophic experiences, such as wars, earthquakes, car accidents, being the victim of a crime, etc.
- Anxiety is one of the emotions generated by stress, with its symptoms being a natural response of the body, which prepares to either fight or flee from the uncomfortable situation. Anxiety becomes problematic when it occurs very often and the emotions are too intense and unpleasant, which compel the individual to isolate. Depersonalisation, loss of contact with the environment, irritability, and fatigue are some of the psychological effects of anxiety. Incarceration and long terms of imprisonment are stressful events because they cause critical changes in the offenders' lifestyle, which they cannot control.

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<sup>10</sup>The origins of correctional pedagogy can be traced back to 1841, in the first colony of juvenile offenders at St. Petersburg, where A.I. Gerdt, in collaboration with the pedagogues and educators, put forward the concept of re-education through work and self-management.

<sup>11</sup>[http://usem.md/uploads/files/Facultatea\\_de\\_Drept/Suport\\_Didactic/Ciclul\\_II/Note\\_de\\_Curs/006\\_-\\_Problemele\\_dezvoltarii\\_legislatiei\\_executional\\_penale.pdf](http://usem.md/uploads/files/Facultatea_de_Drept/Suport_Didactic/Ciclul_II/Note_de_Curs/006_-_Problemele_dezvoltarii_legislatiei_executional_penale.pdf), Accessed 11 March 2020

<sup>12</sup><http://ultrapsihologie.ro/2015/02/11/rolul-pedepsei-si-efectele-privarii-de-libertate/>, Accessed 12 March 2020

<sup>13</sup>Băban, A., *Stres și personalitate*, Presa Universitară Clujeană, Cluj-Napoca, 1998, p. 56

-Depression is an affective disorder, which has negative emotional (sadness, loss of pleasure), cognitive (hopelessness, negative self-image), motivational (passivity, lack of determination), and physical effects (fatigue, changes in appetite and sleep pattern). Depression is a condition that the offender can develop in the correctional environment, which deteriorates their mental balance and may even continue to affect it after release and re-entry into society. The diversity of the symptoms associated with depression and their different ranges of intensity can lead to a wide variety of negative consequences for the person experiencing them. Suicide and self-harm can occur in the penitentiary. When it manifests after prison release, depression negatively influences both the ex-offender's quality of life and that of their family members and/or friends. Its most common symptoms are persistent insomnia, anxiety, and irritability. Suicide ideation and suicide attempts are the main consequences of depression among inmates. Both individual and environmental factors are responsible for the high suicide rate among offenders; the psychological impact of incarceration, drug use, social isolation, and some prison regulations can exacerbate the symptoms of depression.

-Suicide in rehabilitation facilities, in prisons, is common, and has become a social problem because these locations have the role of ensuring the inmates' safety. Imprisoned offenders are a subgroup at high risk of suicide, with the estimated rate in prisons being six times higher than the general population<sup>14</sup>.

-Aggressiveness. The starting point of any aggression is the intention, which is followed by the voluntary action of causing physical, mental, or material damage to another person. An extreme form of aggression is violence, which can manifest itself through acts of rape, murder, physical assault, etc. Violence has many causes, including low resistance to frustration, stress, lack of guilt, and emotional lability and indifference.

- Frustration is a common cause of anger, which activates aggressive tendencies. It is a feeling of tension that occurs when an individual's efforts to achieve a goal are blocked. Frustration does not always have a known or tangible source, in which case the aggression is displaced and can affect an innocent person or object. The frustration-aggression<sup>15</sup> hypothesis posits that frustration can be defined as not obtaining an expected gratification.

-The instigation to aggression through frustration is a tendency towards hostility or anger. Aggression can also be triggered by negative experiences. Berkowitz (1988) argues that there are several stages an individual goes through when experiencing emotional reactions and aversive behaviours. Firstly, the aversive event has negative effects (which give rise to a variety of emotions, motor reactions, thoughts, and memories) and produces a fight or flight response, in accordance with one's own tendencies. Then, the cognitive processes begin, whereby the individual tries to find the cause of the unpleasant event, control their feelings and actions, and define them.

-Interpersonal relationships, the lack of information, and the prison regime are felt as violations of the offender's integrity as human being.

-The contact with the prison subculture encourages the inmate to develop a new self-perspective and a survival strategy based on a consent-integration behaviour (passive compliance).

An awareness of the psychosocial phenomena that can occur within the privative environment is necessary, as the psychosocial profile of the facilities specialised in the execution of custodial sanctions differs from that of any other institution or group organized by people. Upon entering the penitentiary, the offender feels, to a greater or lesser extent depending on their age, psychological structure, social maturity, and level of culture, the effects of the deprivation of liberty, reacting to this new situation in a very personal way.

Penitentiaries<sup>16</sup> carry out various activities aimed at the social reintegration of the persons sentenced to custodial sanctions. In ensuring that inmates receive purposeful educational services, these activities were developed so as to pursue three major objectives: keeping the offenders occupied for as long as possible, while improving their quality of life during incarceration and making sure they acquire useful skills, knowledge, attitudes, and social behaviours.

The socio-educational activity aims to mitigate the negative impact of the deprivation of liberty on the inmates' personality by identifying and developing skills and abilities that will allow them to experience a normal social life after release. The objectives of this activity include adaptation to the custodial regime, educational and professional training, moral support, behavioral rehabilitation and the cultivation of self-respect, the development of socially acceptable means of expression and the ability to communicate with others, as well as assistance in and monitoring of the socio-professional reintegration after release.

Before the sentence expires, it is advisable to take the necessary steps to ensure that the inmates experience a gradual reintegration into society. This goal can be met through a pre-release programme offered by the same or a similar institution, whereby the soon-to-be ex-offenders are removed from the correctional facility under the surveillance of special bodies, which also provide them with social assistance measures.

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<sup>14</sup>World Health Organization, "Preventing Suicide in Jails and Prisons", WHO Press, Geneva, 2007

<sup>15</sup>Berkowitz, L. (1988), "Frustrations, Appraisals, and Aversively Stimulated Aggression," *Aggressive Behavior*, pp. 3-11.

<sup>16</sup><https://legeaz.net/dictionar-juridic/activitati-penitenciar-reintegrare-sociala-condamnati>, Accessed 12 March 2020

Society's contribution does not begin or end with the inmate's release. There must exist private or government agencies capable of providing the ex-inmate with the necessary care and support to remove damage and help them reintegrate into society.

The inmates' adaptation to social life involves, during incarceration, a treatment aimed at the readjustment to a moral and law-abiding behaviour. To this end and in accordance with the term of imprisonment, the sentence must be configured so as to cultivate the will to lead a normal life by observing the established laws and norms. The inmates must be encouraged to develop self-confidence and a sense of responsibility. In this regard, a variety of means and techniques of socialization can be deployed, including religious education (in the countries where such services can be offered), vocational assistance and training, employment guidance, physical development and promoting the inmate's proactivity. Every such programme should be personalized according to the inmates' specific needs, their criminal and social history, mental and physical abilities and skills, their temperament, duration of sentence, and post-release forecast. The release must be accompanied by a series of obligations the ex-inmate must observe (to obtain a job, to attend a qualification course, to participate in an anti-drug programme, etc.), which can increase their chances of (re-)entering the labour market. Inmates tend to have a low level of education, which raises challenges when attempting to receive a professional qualification.

The adaptation to the social environment must, first and foremost, provide former inmates with a set of survival skills and for this reason, a key element of the rehabilitation process is to facilitate access to the labour market by recommending the elimination of the criminal record as a requirement for employment, which is discriminatory in its current form and in urgent need of legislative emendation.

Among the mechanisms involved in the inmates' reintegration process, social assistance in the community plays an important role, in that these services should contact the soon-to-be ex-inmates and elaborate individualized intervention plans. These programmes must be active after release and provide the former inmates with normal living conditions, such as shelter (if need be), psychological counseling, social vouchers (distributed by the police or social services), and access to social canteens (provided that the former offenders have obtained a job).

The development of relevant actions aimed at creating common strategies and practices for ex-inmates involves, above all, the implementation of not only a national professional training policy but also a national public awareness policy through social media, across all geographical regions and especially in disadvantaged areas. A higher degree of familiarity with legislative and regulatory texts should constitute a goal for a wider Romanian audience: decision makers, human rights professionals, representatives of the authorities involved in education, civil society in general, as well as parents and children.

The elements considered important when preparing the criminally convicted for re-entry into society are as follows:

- family relationships – family members' support contributes to successful integration, whereas a disorganised family can become a challenge in this regard;
- friendships – friends who do not abide by the law can lure former offenders into new crimes;
- self-motivation – if the former offender does not want to work or change their behaviour, their reintegration is difficult, if not impossible;
- criminal record – the chances of reintegration are higher for first offenders than repeat offenders and those who do not have criminal role models in their families;
- age – young people are more likely to effectively reintegrate into society;<sup>17</sup>
- technological advances – after serving long sentences, there is a possibility that ex-offenders may not know how to use the latest technologies.

The rate of criminal recidivism is a tell-tale indicator that the criminal sentence to deprivation of liberty does not have a positive result; the offender has not learned anything, has not changed their behaviour, and the time spent behind bars was but a period when they were provided for by the state, without acquiring a better understanding of and appreciation for societal values. This confirms that the frequent use of repressive methods (surveillance and isolation) to the detriment of resocialization is the root cause of recidivism.

This is where the capacity of society to adapt to and understand crimes and their repercussions can make a difference. Communities systematically incur human casualties due to crimes (victims of criminal acts and the offender's relatives). Offenders do not have the possibility to recover the damage caused as a result of a crime (i.e., the effective execution of enforceable titles). After release from penitentiaries, offenders are not able to re-integrate into the labour market and contribute to the economic development of the country by paying taxes. Instead, the state repeatedly spends budget funds to provide for offenders in correctional facilities.

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<sup>17</sup>[http://irp.md/uploads/files/2014-06/1402576373\\_1242890807\\_ro.pdf](http://irp.md/uploads/files/2014-06/1402576373_1242890807_ro.pdf), Accessed 11 March 2020

In conclusion, the largest problem in this case is the lack of a coherent socio-professional reintegration policy, which can be personalized according to the inmates' needs and the requirements of the labour market, while providing access to a diversified range of vocational training programmes and employment opportunities for former inmates. Most ex-offenders have a low level of schooling and vocational training and, in turn, lower chances of being successfully reintegrated on the labour market. Their criminal record tends to affect their credibility and interaction with potential employers, which often leads to their exclusion from the labour market due to prejudices and stereotypes. These have a negative influence on the social reintegration process and require extensive public awareness campaigns aimed at spreading knowledge of the rehabilitation activities in which inmates participate. These programmes should also be accompanied by cohesive events focused on preventing crime and delinquency, which should include interactions with (former) inmates. The negative social perception of inmates and ex-inmates is grounded in a general lack of information on the topic, which often leads to negative consequences for both parts. Society must be aware that ex-offenders' social reintegration is essential, since the former inmates' return to prison automatically entails committing new crimes, which negatively impact on the community.

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