PSYCHOLOGICAL PROBLEMS OF PRISONERS ON THE BASES OF THEIR UPON-RELEASE FUTURE EXPECTATIONS AND PERSONALITY CHARACTERISTICS: THE IMPORTANCE OF BEING PARENT AND TIME LEFT BEFORE RELEASE

ÖZLEM KARACA

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Approval of the Graduate School of Social Sciences

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

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ABSTRACT

PSYCHOLOGICAL PROBLEMS OF PRISONERS
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The main purpose of the study was to obtain an estimate of Upon-Release Future Expectations of prisoners, and to examine the associations between these expectations and prisoners' psychological problems. In addition, the effect of being parent, and of time left before release on Upon-Release Future Expectations of prisoners and their psychological problems were aimed to be examined. For these purposes, firstly, Upon-Release Future Expectations Scale was developed, and its reliability was investigated. Positive-Negative Affect Scale, Beck Depression Scale, the Trait Form of State-Trait Anxiety Inventory, and Hopelessness Scale were used to test its criterion-related validity. Then, in order to reveal the associations between the variables, two sets of regression analyses were conducted. In the first regression analysis, age, gender, time left before release, parental status (i.e., being a parent or not), and scores of Rosenbaum's Learned Resourcefulness Scale and Basic Personality Traits Inventory were used as independent variables, and revealed factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks, and Confidence in Coping) were entered as dependent variables. In the second regression analysis, besides the independent variables of the first analysis, factors of Upon-

Release Future Expectations were used as independent variables, and depression, trait anxiety, and hopelessness scores were entered as dependent variables. The results did not reveal a main effect for time left before release and parental status. Both the significant associations and the insignificant associations between the dependent and the independent variables were discussed. The study was conducted with 96 female and 84 male prisoners.

Keywords: Prisoners, Upon-Release Future Expectations, Basic Personality Traits, Learned Resourcefulness

ÖZ

TAHLİYE SONRASI GELECEK BEKLENTİLERİ VE KİŞİLİK ÖZELLİKLERİ TEMELİNDE HÜKÜMLÜLERİN PSİKOLOJİK SORUNLARI: EBEVEYN OLMANIN VE TAHLİYEYE KALAN SÜRENİN ÖNEMİ

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Bu çalışmanın temel amacı, hükümlülerin tahliye sonrası gelecek beklentilerine ilişkin bir ölçüm elde etmek ve bu beklentilerle hükümlülerin psikolojik yakınmaları arasındaki ilişkinin incelenmesidir. Bundan başka, ebeveyn olmanın ve tahliyeye kalan sürenin tahliye sonrası gelecek beklentileri ve psikolojik sorunları üzerindeki etkilerinin incelenmesi de amaçlanmıştır. Bu amaçla öncelikle bir Tahliye Sonrası Gelecek Beklentileri Ölçeği geliştirilmiş ve üç faktörlü bir yapı görülmüştür. Ölçek geçerlik ve güvenirliği bakımından da incelenmiştir. Ölçüt-bağımlı geçerlik incelemesi Pozitif-Negatif Duygu Ölçeği, Beck Depresyon Ölçeği, Sürekli Kaygı Ölçeği ve Umutsuzluk Ölçeği kullanılarak yapılmıştır. Daha sonra çalışmanın amaçları doğrultusunda öncelikle yaş, cinsiyet, ebeveyn olma durumu, tahliyeye kalan süre, Temel Kişilik Özellikleri ve Rosenbaum Öğrenilmiş Güçlülük Ölçeği'nden alınan puanlar bağımsız değişkenler, Tahliye Sonrası Gelecek Beklentileri Ölçeği'nin faktörleri bağımlı değişken alınarak regresyon analizi yapılmıştır. İkinci bir regresyon analizi daha yapılmış ve bu analizde ilk analizde kullanılan bağımsız değişkenleri ile Tahliye Sonrası Gelecek Beklentileri Ölçeği'nin faktörleri bağımsız değişken, depresyon, sürekli kaygı ve umutsuzluk bağımlı değişken alınmıştır. Sonuçlar, hükümlülerin gelecek beklentileri ya da psikolojik

sorunları üzerinde ebeveyn olma durumu ve tahliyeye kalan süreye ait belirgin bir etki göstermemiştir. Bağımlı ve bağımsız değişkenler arasındaki ilişkiye ilişkin sonuçlar tartışılmıştır. Çalışma, 96 kadın ve 84 erkek hükümlü ile yürütülmüştür.

Anahtar Kelimeler: Hükümlüler, Tahliye Sonrası Gelecek Beklentileri, Temel Kişik Özellikleri, Öğrenilmiş Güçlülük

In loving memory of my father, Aziz Karaca,
to my mother, Esin Karaca,
and to Buket

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CHAPTER I

1. INTRODUCTION

Institualization aims to deter crime and to prevent recidivism (Lippke, 2002). In order to fulfill the latter requirement, a succesful re-entry into society is neccessary for the released inmates. Apart from the concern for ex-inmates, social cohesion and community stability are also important issues underlying this aim (Seiter & Kadela, 2003). This aim can be accomplished by preparatory and/ or intervention programs or at best by programs specifically designed for re-entry. There is increasing concern for the correction and rehabilitation of inmates, and within this trend gender-specificity has emerged almost as a requirement for correctional and rehabilitative programs (Özkaya & Çağlar, 2002). Kirshstein and Best (as cited in Lichtenberger & Ogle, 2006) argue that, the effectiveness of correctional programs needs to be evident by outcomes not only in terms of preventing recidivism but also in terms of other attainments such as employment and education, so that fundings on correctional programs can continue. Whatever the type of program be, the issue of prediction underlies all of them, both in the process of development and application and also before the evaluation of the program. Who is to predict? Whose predictions should be taken into account? People involved in the legal system, such as clinicians, probation officers, and parole judges are normally responsible with prediction of risks to re-offence and of self-injurious behaviour. Hart (2000), presents two types of risk predictors that clinicians, researchers and probation officers can utilize to make predictions about the risk to recidivate. These risk factors are grouped as static factors and dynamic factors. Gender and criminal history are examples of static risk predictors. The dynamic type has two subfactors called stable (e.g., personality disorder, deviant sexual preferences) and acute factors (e.g., negative mood, intoxication) (Hanson & Haris, 1998 as cited in Hart, 2000).

Self-predictions of inmates should also be gained and assessed cautiously. In fact, prediction is a bias prone task. Janis and Nock (2008) suggest making use of social psychological literature on the biases and inaccuracies in predicting future

affect and behaviour while asking patients to forecast. There is no reason to disregard this suggestion in studying self-prediction in any context. Prison setting is one where self-prediction can provide valuable information for rehabilitative work and reentry practice.

1.1. Widely Investigated Issues in Prediction

The lack of variance of well-being across situations has led some researchers to conclude that it may not be a result of experience but rather a psychological process dominated by a positive view of life. Hence, they referred its not changing as a cognitive bias in relation to self-esteem, namely perceived control and optimism (Cummins R. A., & Nistico H., 2002).

Shortly explained, in positive cognitive bias of control, success is attributed to self whereas failure to other factors. However, this bias is utilized in chance tasks but not in skill tasks. Besides, people experiencing threat do not utilize this bias, either (Cummins R. A., & Nistico H., 2002).

Positive cognitive bias of optimism has been reported both for normal populations and for those experiencing adversity (Cummins R. A., & Nistico H., 2002). Unrealistic optimism (UOP) is defined as the tendency that people think they are less likely than others to experience negative events and more likely to experience positive events. For negative events, it has implications for risky and precautionary behaviour (Helweg-Larsen & Shepperd, 2001). In Wiebe and Black's study (1997, as cited in Radcliffe & Klein, 2010) people with optimistic bias were found to be more likely to avoid exposure to information if that information implicated their risk. However, prior experience with a negative event may cause people to overestimate the likelihood of its recurrance (Weinstein, 1989, as cited in Helweg-Larsen & Shepperd, 2001).

Psychological health includes an accurate knowledge of one's abilities, limitations, true estimation of one's degree of control, and a realistic consideration of negative events that may eventuate. Thus, this argument has been challenged by the link between positive cognitive biases and subjective well-being (Cummins & Nistico, 2002). While a drop in the extent of positive cognitive bias activity below an

optimum level brings about association with depression, an increase above the optimal causes delusional thoughts (Cummins & Nistico, 2002).

Self-enhancing beliefs are proposed to be dynamic constructs where their expression and magnitude depend on situational factors (Klein W. M. P., Monin M. M., & Steers-Wentzell K. L., 2006). In other words, people, in case of a recent trauma (Weinstein, Lyon, Rothman & Cutie, 2000, as cited in Klein et al., 2006) or at times experiencing sadness and anxiety are less self-enhancing (Salovey & Birnbaum, 1989, as cited in Klein et al., 2006). Besides, Klein and colleagues have suggested that people tend to be more self-enhancing on more ambiguous dimensions and upon comparison with unambiguous targets such as best friends. Prior experiences and belief systems may have an impact on self-related judgements (Klein W. M. P., Monin M. M., & Steers-Wentzell K. L., 2006).

Klein and Helweg-Larsen (2002) report that unrealistic optimism can not be investigated by looking at the difference between actual risk and perceived risk because of the difficulty of assessing the actual likelihood of an event (Kreuter & Stretcher, 1995; Rothman et al., 1996, as cited in Klein & Helweg-Larsen, 2002). Therefore, direct (i.e., comparing one's own perceived likelihood of experiencing a negative event to a target's) or indirect (i.e., indicating one's perceived risk and a target person's risk separately) methods (Weinstein, 1980 as cited in Aucote & Gold, 2005; Burger & Burns, 1988; Whitley & Hern, 1991 as cited in Aucote & Gold, 2005) are the commonly used ways to measure unrealistic optimism.

Theory of planned behaviour (TPB) is accepted as the most influential theory for understanding and predicting behaviour in the last few decades. It is derived from Fishbein's theory of reasoned action. The Theory of Planned Behaviour (Ajzen 1991, as cited in Rhodes & Courneya, 2004) suggests that one's intention is the proximal determinant of the enactment of his/ her behaviour. According to this theory it is only through intentions that attitudes (i.e. affective and instrumental evaluations of performing the behaviour by the person), and subjective norms (i.e. social pressures on the person to engage in or not to engage in a behaviour) can affect behaviour. Ajzen claims that Theory of Planned Behaviour, only predicts voluntary behaviour, so he suggests the use of perceived behavioural control (PBC)-"the extent to which a person believes the behaviour is under his control"- in Theory of Planned Behaviour

(TPB) (Ajzen, 1988, as cited in Trafimow et al., 2002), and proposes it as the third conceptually independent predictor of intention. Indeed, a study with 152 young offenders revealed that attitude and perceived behavioural control are necessary factors to predict intentions to re-offend (Kriakidis S. P., 2008). Helweg-Larsen and Shepperd (2001) indicate that perceptions of control decline as estimates of personal risks increase, and that in turn is related to a decrease in optimistic bias.

In the field of prediction, time has been questioned as an affecting factor. Temporal Construal Theory provides a framework within which the effect of time has been investigated. According to this theory, when people are asked to make predictions, their construal of conditions vary on the basis of temporality (i.e., proximity vs distance in time). Their contstruals of distal conditons lack details and are more abstract. This, may render their predictions bias prone. However, their construals of proximal conditions have the details of the conditions and are more concrete. Thus, they are more likely to be accurate in their predictions of proximal conditions (Nussbaum S., Liberman N., & Trope Y., 2003; Bar-Anan Y., Liberman N., & Trope Y., 2006). Even though, no measurement as to any bias-including unrealistic optimism-will be done, in the present research which started with an intention to reveal upon-release future expectations of prisoners, whether time (i.e., time left before release) would make a difference occured as the first part of the study question.

1.2. Forecasts of Imprisoners Regarding Reentry

Serious and Violent Offender Reentry Initiative (SVORI) in the U.S. funded many programs the effectiveness of which was evaluated (Visher & Lattimore, 2008). The evaluation revealed what male and female incarcerates and juveniles thought they would need after release. So far, only men's responses have been analysed. Education, general funding assistance, a driver's license, job training and employment were their most vital needs. Many reported transportation assistance, better money-management skills and the basics (food, clothing and housing) as their needs. Parenting classes, child care and help with resolving custody issues were reported by men with young children.

A study by Naser and Vigne (2006) on 413 male prisoners, showed that even though their post-release outcomes turned out to be far more below their pre-release job and money expectations, housing and family support they received were above their expectations and it was only these two factors which were indicated by the majority of the respondents as helping them stay out of prison.

In addition to forecasts of needs and expectations after release, and post-release outcomes, inmates' forecasts of success at reentry were investigated (Dhami et al., 2006). It was shown that inmates were unrealistically optimistic about the subject. Hence, researchers of the study warn the field against prisoners' forecasts and remark that unless they are made taking into account the risks to recidivate they can not reflect inmates' post-release success accurately.

1.3. Gender-Specificity Issue in Intervention or Preparatory Programs

Training programs aim at successful re-entry of ex-offenders into society. A highlighted issue for the efficiency of any intervention or training program is the requirement of gender-specificity aspect especially for female offenders' risk assesment and applicability in different correctional settings like probation, institutions and parole (Van Voorhis P., Salisbury E., Wright E., & Bauman A., 2007). Research and assessments have shown gender-responsive factors in institutional settings and community settings to be almost the same - depression, relationship support, family support and family conflict. A traditional predictor, criminal history, was reported to still be predictive of recidivism (Van Voorhis P., Salisbury E., Wright E., & Bauman A., 2007). In the relevant literature, the findings show that children of incarcerated parents, compared to those of non-incarcerates, are more likely to be involved in crime (Acoca, 2000; Acoca & Dedel, 1998; Reader 1995 as cited in Laughlin et al., 2008). There are more children affected by a father's incarceration than by a mother's, since the number of men in prison outweighs that of women. However, a mother's incarceration has been suggested to be the most threatening issue for a child's stability, another argument underlying gender-specificity (Moses, 2006). Different from male offenders, female offenders' parental rights are questioned because of having violated an idealization of women. Thus,

female offenders are likely to be labeled as “bad” mothers. This etiquette can also be internalized by the female inmates (Schram, 1999).

As cited in Dickow A., Robinson L., and Copeland K., (2007), Goffman, E. (1961) claimed that incarceration leads to disculturation- that is inmates lose or fail to acquire some of the habits currently required in the wider society. For example, male inmates are concerned about their feelings of a loss of power and independence (Brennan, 2007). This is not surprising because “being in prison” means “incorporating the norms of prison life into one’s habits, thinking, feeling and acting”. Hence, re-entery into society is a challenging process (Dickow A., Robinson L., & Copeland K., 2007).

Kim S. (2003), Lilly, Cullen, and Ball (1995) suggested that “female inmates feel lack of control during incarceration due to the separation from society, mandated uniformity, and the loss of physical freedom and the right for decision making”. Loss of the latter for Turkish female imprisoners may not be a consequence of incarceration to a similar extent as in the above-mentioned study by Lilly et al. Interestingly, a study conducted in İzmir, Muğla and Ödemiş Prisons, based on the feedback from female inmates indicated that 43.5% of them were decision makers about their life before incarceration. For 22.4%, husbands used to give decisions, for 11.8% in case of conflict, husbands were the decision makers and for 24.4%, family was the decision making unit (Özkaya M. O., & Caglar A., 2002). Therefore, it can be argued that for those who had not been decision makers even before imprisonment, a succesful reentry into community is a hard task unless they would be able to return to same people they used to live with. It can also be argued that not only the loss of decision making rights but also never having had the chance to be decision makers renders many women inmates in Turkey unable to control their lives.

Brennan (2007) claims that family contact matters for male and female offenders since both benefit from it. A finding that makes such visits promising as a protective factor is the existence of higher probability of recidivism of incarcerates without visitors (Laughlin J. S., Arrigo B. A., Blevins K. R., & Coston C. T.M. 2008). As a gender-specific factor however, subsequent visits of three or more relatives were shown to lower recidivism rates of women. Contact with visitors is not

only important as a protective factor from recidivism but also as a well-being factor for women. Maternal depressive symptoms were shown to increase with decreasing visits from children and early loss of relationship and associated trauma (Poehlmann J., 2005). Özkaya and Çağlar (2002) in their study, which was conducted in İzmir, Muğla, and Ödemiş prisons on female inmates, provided a supportive suggestion depending on their interviews with prison authorities. Incarcerates with regular visitors were reported as not having involved in problems whereas others were reported to suffer from loneliness. Parenting stress during incarceration-whether with or without visitors not considered-was found to be associated with elevated anxiety, depression and somatization in imprisoned mothers (Houck & Loper, 2002, as cited in Poehlmann, 2005). Taken together, the results of the few studies contrasting prison adjustment of mothers and non-mothers are inconclusive (Loper, 2006).

Arditti and Few claim that family support is an important factor in successful re-entry of prisoners into society and mothers feel themselves as close to their children as before incarceration (Arditti J. A., & Few A. L., 2006). Hagan and Dinowitzer (1999, as cited in Arditti & Few, 2006) report that residing with their children and resuming their mothering roles after release are the objectives of most of the women (Arditti & Few, 2006). However, the findings of Arditti and Few's study also revealed a shift in self-perceived ability of mothering as a result of incarceration and mother inmates reported themselves as not being good at mothering (Arditti J. A., & Few A. L., 2006). Collectively, these findings were the impetus to the present study, and with a need to look at a bigger picture that later arose because of practicality concerns in the process of developing a scale in prisoners sample, parenthood aspect was broadened to include fathers. Thus, "Do parent and non-parent imprisoners differ?" formed another part of the study question, which was still incomplete.

1.4. Personality Characteristics

1.4.1. Basic Personality Traits in Delinquency Studies

Eysenck's PEN model and Big Five model are two influential personality theories. Neuroticism and Extraversion are the common traits in both models. Different from Big Five, Eysenck's PEN involves Psychoticism, whereas Big Five

involves Agreeableness, Conscientiousness and Openness, which do not exist in PEN (Van Dam C., Janssens J. M.A.M., & De Bruyn E. E.J., 2005). As shown by Roberts et al. (as cited in Caspi et al., 2005) among the Big Five traits Agreeableness, Conscientioussness, and Extraversion had a positive association with age, and they positively correlated with increased personality consistency. The explanation brought for the latter finding was less likelihood of change of these traits due to their aspects.

In various studies about the common traits of two models with nonclinical samples, Neuroticism and Negative Emotion have been found to be related and stable over time and in different situations. Though, not as well documented as the former relation, Extraversion has been related to positive emotion (Spain J. S., Eaton L. G., & Funder D. C., 2000). Diener et al. (2003), have arrived at a different conclusion about the results of studies examining the relation between positive affect and Extraversion. They claim that a positive association between positive affect and Extraversion were consistently shown as well as a positive association between negative affect and Neuroticism by researchers. The relationship between personality and well-being was examined using NEO Personality Inventory (NEO-PI-R) and Beck Hopelessness Scale as study measures (Velting, 1999). Hopelessness was found to be positively related to Neuroticism, but negatively related to Extraversion and Conscientioussness. No relation between Hopelessness and Openness and Agreeableness traits was revealed. NEO Personality Inventory was also used to study the relationship between personality and depression (Chioqueta & Stiles, 2005). It was shown that depression, as measured by Hopkin's Symptom Checklist-25, was positively related to Neuroticism and Openness traits, whereas negatively related to Extraversion. In their examination of the relationship between personality and hopelessness, the researchers obtained the same results as did Velting (1999) using the same measures.

Recidivism has not been a common subject in studies relating personality to delinquency (Van Dam C., Janssens J. M.A.M., & De Bruyn E. E.J., 2005). It is not surprising, pointed at in the literature that the relationship between personality and behaviour has been rarely evidenced because of the practical difficulties of assessing behaviours (Heine & Buchtel, 2009). Formerly, Eysenck's PEN, but not Big Five, explicitly indicated a relation between personality traits and criminality. In studies

examining personality traits and criminality, data have been collected by referring to official records or through self reports. These two different data collection methods have revealed different results as to the relation between personality traits and criminality, and when investigated within the framework of either of the models (Van Dam C., Janssens J. M.A.M., & De Bruyn E. E.J., 2005). Considering the findings of their own study and of those they had reviewed, Van Dam et al. (2005) concluded that the percentage of explained variance of recidivism by personality dimensions was small.

The frequency of exposure to stressors, the type of stressors experienced, and appraisals are all claimed to be influenced by personality (Vollrath, 2001, as cited in Carver & Connor-Smith, 2010). Since, the present study will be conducted with inmates in prison- a stressful context-a six-factor model developed by Gençöz and Öncül (under review) in Turkish population will be considered to investigate the influence of personality traits on upon-release future expectations. Negative Valence trait in addition to the traits of Big Five is incorporated into this model.

1.4.2. Locus of Control and Learned Resourcefulness

Locus of control has been extensively studied as an individual variable associated with the symptoms of depression and anxiety and is significantly related to prison life stress and associated symptoms directly. Senol-Durak E., and Gencoz F., (2010), Benassi, Sweeney, and Dufour (1988); Lester, Castromayor, and Icli (1991); and Takakura and Sakihara (2001) showed that external locus of control was correlated with depression symptoms (as cited in Senol-Durak E., & Gencoz F., 2010). Similar correlation with some types of anxiety disorders such as phobic anxiety was shown by Hoffart and Martinsen (1991) as cited by Senol-Durak E., and Gencoz F., (2010). External locus of control was also found to be related with superstitious beliefs (Dağ, 1999; Tobacyk, Nagot & Miller, 1988; as cited in Dağ, 2002). On the other hand, the relevant literature documents an association between internal locus of control and a better emotional adjustment (i.e., absence of psychological problems), subjective well-being and a better coping with distress (Dağ, 1992; Hale & Cochran, 1987; Gomez, 1998; Klonowicz, 2001; Liu, Kurita, Uchiyama et al., 2000; Peacock & Wong, 1996; Petrosky & Birkimer, 1991; Scheier

& Carver, 1987; Watson, 1998 as cited in Dağ, 2002). Blatier (1999, as cited in Blatier, 2000), in her study conducted with prisoners in France compared those employed in outside buildings controlled by the penitentiary system with prisoners in jail. It was found that as the time spent in prison increased their internality decreased, and working outside contributed to regaining internal locus of control to some degree.

The locus of control construct however, has met controversies one of which is about the way the construct is operationalized (Rotter, 1975; as cited in Leone & Burns, 2000). It has received criticisms on the grounds that sampling of the social contexts was inadequate during its presentation to the field (Coombs & Schroeder, 1988; Piotrowski, Dunn, Sherry, & Howell, 1983, as cited in Leone & Burns, 2000). Domain specificity of locus of control indices was another reason of controversy (Rotter, 1975; as cited in Leone & Burns, 2000).

Rotter's Internal-External Locus of Control Scale, a widely used measure of locus of control has been adapted to Turkish norms, and its reliability and validity have been shown (Dağ 1991a, as cited in Dağ, 2002). One of the measures of locus of control has been developed by Dağ (2002) in Turkish sample considering the firstly mentioned controversy above. Different from Rotter's which is a forced choice type, the new scale is in 5-item Likert format. Thus, it seems to be a good candidate both as a criterion related validity measure and as a variable in the present study. However, since it has 47 items, with a worry about exhausting participants further with already a laborious testing, it was not included. Moreover, the examination of the construct was excluded from the study. This decision was also a result of the preference for the inclusion of Rosenbaum's Learned Resourcefulness scale. It was thought that its results would be more potent to implications about how to intervene than the assessment of locus of control would be. On Rosenbaum's Learned Resourcefulness scale, behaviours considered as reflections of learned resourcefulness are rated to show the extent to which they are possessed. If they are habits, then they will be readily accessible in memory and for the sake of time, the behaviours true for each participant will be marked although there is still risk for social desirability in participants' answers. Items of Locus of Control Scale are more like reflections of attitudes and may not be answered at the required abstraction level

so as to reflect a reliable consistency. Furthermore, for some items to be answered, participants may lack the required attitude.

Learned resourcefulness is the collection of acquired repertoire of behaviours and skills (mostly cognitive) by which a person self-regulates internal responses (such as emotions and cognitions) that regulate the execution of a target behaviour. According to Learned Resourcefulness Theory, people high in learned resourcefulness may have better performance than less resourceful individuals. Underlying this suggestion is the expectancy that high resourcefulness can minimize the negative effect of stress on their performance (Rosenbaum, 1990, as cited in Akgün, 2004). In her study conducted with 255 undergraduate students, Akgün (2004) found that those who were highly resourceful were more likely to use problem-focused coping than avoidance coping compared with their less resourceful counterparts, although the perceived stress level did not differ between the two groups of subjects. According to this result (i.e., its being a resilient factor to distress), it seems that learned resourcefulness is worth being tested in prison population, where distressors are many, and unique. Unlike locus of control, which has been tested with prison life stress as mediator (Şenol-Durak & Gençöz, 2010), and against the time served in prison, in Turkish sample and French sample (Blatier, 1999, as cited in Blatier, 2000) respectively, learned resourcefulness has not been tested with these regards in the Turkish prisoners sample (i.e., no published study the researcher knows of), so far.

1.5. Well-being

Identification, elimination and prevention of psychopathology has been one major aim in the field of psychology since its foundation (Valle M. F., Huebner E. S., & Suldo S. M., 2006). Although well-being is one of the central issues in counseling and is a reference to determine psychopathology, it is less popular as a study topic compared to psychopathology (Christopher J. C., 1999). Judgements about life satisfaction and the level of positive affect exceeding the level of negative affect are accepted as two general (Christopher J. C., 1999) components of well-being, which is commonly named as subjective well-being. It has been suggested that Positive Affect can enhance problem solving and self-regulatory skills. This aspect is

important for the present study, since the above mentioned skills are thought to be useful in planning the future and through this way, they may lead to engagement in coping behaviour (Aspinwall L. G., 2005). High levels of positive emotions is regarded as a precursor to resilience by some researchers (Ong, Bergeman, Bisconti, & Wallace, 2006, as cited in Hambrick & McCord, 2010).

Hopelessness is one measure of psychological well-being, and in the conceptual sense it stands for feelings of pessimistic future expectancies (Beck et al., 1974, as cited in Cashin, Potter & Butler, 2008). It has also been identified as an important symptom of depression, suicidal ideation and completed suicide (Beck, Weissman, Lester & Trexler, 1974, as cited in Cheavens et al., 2006), but as measured by the Beck's Hopelessness Scale, more so of the latter two.

The research literature about delinquency in the field of psychology is no exception in its focus such that it presents itself with a main interest of pscychological problems. Since, higher scores on hopelessness scales were obtained by prisoners with a history of self-harm than demographic matched peers without such history (Mills & Kroner, 2005; Palmer & Connoly, 2005 as cited in Cashin, Potter & Butler, 2008) it is considered as an important issue related to prison population. Among imprisoners, psychiatric disorders have also been reported as prevalent (Bulten E., Nijman H., & Van der Staak C., 2009). The incidence of depression in incarcerated individuals compared to the non-incarcerated public is higher. Within the incarcerated population women's incidence of depression exceeds that of men's (Laishes, 2002, as cited in Zust, 2009). Loucks and Zamble (1999, as cited in Zust, 2009) using structured interviews also found moderate to severe depression as more prevalent in women inmates than in men inmates. The prevalence of depressive symptoms in clinical range among women inmates varied between approximately 50%-%90 (Keaveny & Zauszniewski, 1999; Martin et al., 1995 & McClellan et al., 1997 as cited in Poehlmann, 2005).

It is difficult to distinguish between depression and anxiety through empirical means (i.e., use of clinicians' ratings or self reports) despite their phenomenological distinctiveness (Clark & Watson, 1991a, as cited in Crawford & Henry, 2004). This difficulty is attributed to the measurement of a common factor-negative affectivity-by most of the self-report scales measuring each construct (Watson & Clark, 1984, as

cited in Crawford & Henry, 2004). Physiological hyperarousal is specific to anxiety, while low positive affect is the differentiating component of depression.

In the present study, despite the main concern of assessing future expectations of imprisoners Upon-Release, due to the need of relating the results of considered assessments to a construct, psychological problems, specifically Depression, Hopelessness and Trait Anxiety are included as dependent variables. The reason of choice was, the presence of studies in prisoners population regarding these psychological symptopathologies, besides the fact that many different theories of depression (Beck, 1967 as cited in Bryant & Cvengros, 2004)- subjective well-being (Bryant and Veroff, 1984, as cited in Bryant & Cvengros, 2004), and generalized outcome expectancies (Rotter, 1954, as cited in Bryant & Cvengros, 2004) among them- incorporated into their frameworks individual differences in future orientation (Bryant & Cvengros, 2004). Trait anxiety as well has been examined in relation to future orientation. Helweg-Larsen and Shepperd (2001) report the results of studies that they could find and decided to include considering the method of the studies (the number of these studies was five and three respectively) as the inclusion criterion. One of the studies (Welkenhuysen et al., as cited in Helweg-Larsen & Shepperd, 2001) found no relation between trait anxiety and optimistic bias. In two studies conducted by Butler and Mathews (as cited in Helweg-Larsen & Shepperd, 2001), and Eysenck and Derakshan (as cited in Helweg-Larsen & Shepperd, 2001) "anxious participants displayed less optimistic bias than non-anxious participants did for all events" (Helweg-Larsen & Shepperd, 2001).

Scales of Depression, Hopelessness and Trait Anxiety will be used as criterion-related measures in addition to Positive-Negative Affect Scale, because of their well supported reliability and validity (Beck et al., 1974; Beck, Kovacks & Weissman, 1979; Holden & Fekken, 1978, as cited in Velting, 1999). Hence, rather than inflating the set of inventories with other scales, these problems will be used both as dependent variables and as criterion-related measures.

1.6. Ways of Coping

Although it will not be included as a study variable, "coping" will be briefly explained under a special title in this section of the present study in case referrals

could be made in discussion because of its being an important consideration in studying psychological distress (Ireland et al., 2006), especially in prisons since the range of coping strategies is limited (Zamble & Porporino, 1988 as cited in Ireland et al., 2006) despite many stressors (Ireland et al., 2005; Nieland et al., 2001 as cited in Ireland et al., 2006).

A common definition for coping is "efforts to prevent or diminish threat, harm, and loss, or to reduce associated distress" (Carver & Connor-Smith, 2010). According to one view, the quality, timing and contextual appropriateness of a coping process determine its success (Lazarus, 1993, as cited in Brown & Ireland, 2006). Active attemps are helpful when confronted with controllable stressors, but not against uncontrollable stressors. On the contrary, they may be harmful (Aldridge & Roesch, 2007; Clarke, 2006, as cited in Carver & Connor-Smith, 2010). In such cases, emotional approach coping (e.g., self regulation and controlled expression) is more beneficial (Austenfeld & Stanton, 2004, as cited in Carver & Connor-Smith, 2010). In the short-term, avoidance coping is regarded an effective strategy, whereas it impedes psychological adjustment and increases distress symptoms in the long-term. Depression is one such symptom (Rhode, Lewinsohn, Tilson & Seeley, 1990; Bryant & Harvey, 1995; Holohan et al., 1995, as cited in Ireland & Ireland, 2005).

In line with another view concerning the determining factors of coping, Connor-Smith and Flachsbart (2007, as cited in Geisler et al., 2009) conducted a meta-analysis regarding the associations between personality and the differential use of coping strategies. The associations were small to moderate. The results revealed that there was a positive association between Extraversion, Openness to Experience, Conscientioussness and Agreeableness and primary (i.e., efforts to change conditions) and secondary control (i.e., efforts to change emotions) strategies. The association of Agreeableness was smaller, though. Neuroticism was positively associated with disengagement type coping, especially withdrawl, wishful thinking and with negative emotion focus. The personality traits which were most strongly associated with coping were Extraversion, Neuroticism and Conscientiousness.

Limitation of the range of coping strategies in prison, specifically avoidance-focused coping, leads inmates to pursue emotional, rational and detached coping strategies (Zamble & Porporino, 1988 as cited in Ireland et al., 2006). Changes

toward detachment and away from emotion coping are regarded as reflections of a prison culture characterized by values of self-reliance and the belief that emotional expression represents weakness (Gullone et al., 2000; Nurse et al., 2003 & Winfree et al., 2002, as cited in Brown & Ireland, 2006).

Apart from the above mentioned determining factors, positive affect has been claimed to be related to coping. Gervey et al. (2005, as cited in Aspinwall, 2005) cites in the experiments by Raghunathan and Trope (2002), Trope and Neter (1994), and Trope and Pomerantz (1998) all of which demonstrate that in positive mood people become more feedback-seeking about their weaknesses, yet they apply usefulness of the feedback information as a criterion before they consider it. With the combined focus of mood-as-resource theory and temporal construal theory (Liberman & Trope, 1998, as cited in Aspinwall, 2005) the studies mentioned above (Gervey et al., 2005, as cited in Aspinwall, 2005) suggest that positive affect enhances high-level means-ends construals and the appropriate responses to task goals. Furthermore, induced positive affect has recently been demonstrated to promote enjoyment and persistence on interesting tasks, and when they are said to be important even for less interesting tasks (Isen & Reeve, 2005, as cited in Aspinwall, 2005). In that recent study, response flexibility in determining goal priorities according to the situation is also suggested as an important aspect of positive affect (Aspinwall, 2005). In addition to this finding, Aspinwall (2005) reports that Fredrickson and Joiner's study (2002), reveals that "the relationship between positive affect and more broad-minded forms of coping" is prospective and reciprocal over time. Related with negative affect on the other hand, there is a trade-off of long-term goals for short-term-thinking (Gray, 1999; Leith & Baumeister, 1996, as cited in Aspinwall et al., 2005).

1.7. The Requirement for a Scale

There is no study or official record published so far on base rates of successful re-entry of released Turkish prisoners into the society. This fact necessitates the development of a scale which measures upon-release-expectations of imprisoners. This would as well enable the determination of strengths and weaknesses of inmates, risks they are vulnerable to and their awareness.

In spite of the importance and indications of unrealistic optimism in prisoners' self-predictions, in the present study, the conclusions will be drawn without information as to the presence or absence of optimistic bias in the responses that will be given to the items of the newly developed scale. Ideally, conclusions about the associations between the variables of the study should be drawn from bias free results. However, it can not be ensured.

Past serves as the context in which people acquire knowledge about future possibilities (Karniol & Ross, 1996). Osberg and Shrauger (1986, as cited in Gordon, 1990) found that people who tended to be more accurate in predicting their future behaviour were those who relied on their past behaviour and personal disposition information. Relying on these findings, in order to lead the respondents to give bias free responses, items were tried to be phrased in a way to lead them to make use of personal base rates and/ or present situation. Gordon's study (1990) reveals that this can be accomplished. In the study, intentions and expectations of undergraduate students regarding social, academic, and health-related behaviours were examined. Responses were made to a list of intention or expectation questions. Content analysis of the subjects' responses revealed that subjects who completed the expectation (self prediction) questionaire referred to their past behavior (i.e., personal base rate defined as "subject's assesment of the past frequency with which the behaviour or event occured") and circumstance information (defined as "the likelihood that a certain factor or condition would increase or decrease the probability of the behaviour or event occuring"). The examples given for each kind of information were "I've never done it before" and "I'm presently involved in a relationship" respectively. Apart from item phrase manipulation, during the item theme construction Ward's (2002) suggestion that different from persistent offenders, desisting individuals convey "a need to be embedded in the social network and to be viewed as a reformed or a new person by members of the community" was taken into account.

In their study Dhami et al. (2006) listed the findings of criminological research about recidivism under three titles: Pre-prison, in-prison and post-prison factors of recidivism. Criminal history, age, gender, marital status, education, which were among the pre-prison factors, were included as demographic variables in the

present study. Participating in prison activities such as education and employment, which were labeled as in-prison activities, were also included as demographic variables. Post-prison factors such as reestablishing personal relationships, finding suitable accomodation, gaining employment were considered as domains of the scale. Besides, Shivy et al. (2007) in their qualitative study, which investigates ex-offenders' reentry into workforce, determined offenders' need domains. They were about education, occupational possibilities, social networks, navigating the system, recognizing stress, challenges and motivators, coming to terms with offender status, dealing with substance abuse issues, addressing basic needs, having children and looking to own spiritual side. Except from substance abuse issues and looking to own spiritual side, their domains contributed to the construction of the present scale.

1.8. The Aim of the Present Study

The purpose of the present study is to investigate the psychological problems of imprisoners and the influences of their upon-release-future expectations on them.

In accordance with the theoretical and methodological issues aforementioned, the present study aims to investigate the associated factors to Upon-Release Future Expectations and psychological problems of parent and non-parent imprisoners. The specific aims are listed below:

I. The first aim of the study was to develop and to determine the factor structure and psychometric properties of a scale to measure Upon-Release Future Expectations of imprisoners
II. The second aim was to investigate the possible differences of different levels of demographic and control variables on the measures of the study, via variance analyses. The specific aims of these variance analyses were:

    1. To investigate gender difference in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

2. To investigate level of education differences in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

3. To investigate parental status difference in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

4. To investigate the differences of life partners before imprisonment in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

5. To investigate past criminal record differences in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

6. To investigate the differences of the way of contact with people outside in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

7. To investigate the differences of hobbies in prison in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

8. To investigate the difference of information status (i.e., being informed vs uninformed) about probation in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

9. To investigate age differences in terms of Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

10. To investigate the differences of time left before release in terms of personality characteristics, Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

11. To investigate marital status differences in terms of Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

12. To investigate the differences of number of children in terms of Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

13. To investigate the differences of age of first criminal record in terms of Upon-Release Future Expectations and psychological problems (i.e., Depression, Trait Anxiety and Hopelessness).

III. This study also aimed to examine the path of demographic and control variables linked with upon-release future expectations, which was also linked with observed psychological problems as the consequences. Thus, severeal regression analyses were conducted to examine this path with three global steps. The specific aims of these regression analyses were:

1. To investigate the association of age, gender, parental status, time left before release, and personality characteristics variables with the factors of Upon-Release Future Expectations Scale.

2. To investigate the association of factors of Upon-Release Future Expectations variables with psychological problems (i.e., Depression, Trait Anxiety and Hopelessness), after controlling for age, gender, parental status, time left before release, and personality characteristics (i.e., basic personality traits, and learned resourcefulness).

CHAPTER II

2. METHOD

2.1. Sample

The sample of the present study consisted of 180 participants from Ankara L Type Closed Prisons, Ankara Sincan Detention House for Women, Denizli Bozkurt Open Prison, İstanbul Bakırköy Detention House for Women, and Paşakapısı Prison. Out of these participants 25% (n = 46) were from L Type Closed Prisons, 12% (n = 22) were from Ankara Sincan Detention House for Women, 24% (n = 39) were from Denizli Bozkurt Open Prison, 19% (n = 35) were from İstanbul Bakırköy Detention House for Women and 21% (n = 38) were from Paşakapısı Prison.

2.1.1. General Characteristics

Out of the participants 53.3% (n = 96) were female and 46.7 % (n = 83) were male. The ages of the participants ranged between 19 and 65 (M = 35.49, SD = 10.18). Thus, in order to have comparable groups, participants were classified according to their ages. These groups are presented in Table 2.1. Participants were also grouped in terms of level of education (Table 2.2.) and marital status (Table 2.3.) for the same reason. The education levels were determined according to the last level of education completed. Illiterates, literates, primary school graduates, secondary school graduates, and those who left primary or secondary school were included in the low-educated group. Participants who left high school or graduated from high school or had a university degree were included in the highly educated group. As to marital status, widows, divorced participants and those who did not divorce but were apart were grouped as “once together”, married participants and participants who were not married but lived with someone were grouped as “married or has a partner” and singles remained as singles.

Parents made up 73.7% (n = 126) whereas non-parents made up 26.3% (n = 45) of the participants. The grouping of the parent subjects according to number of children led to three groups presented in Table 2.4. The children’s age, gender and

current residence varied for children of different birth orders, making it hard to have comparable groups.

A comparable grouping for presence of life partners before entering prison revealed a group of those who lived with spouse and child(ren) (if any) and which consisted of 50.08% (n = 91), and a group of those which consisted of 49.02% (n = 88) of the participants who had life partners other than spouse and child(ren).

Former job experience examination showed that 24.8% (n = 41) of the participants didn't have a former job experience, 69.7% (n = 112) of the participants had a job experience which was legal, and 7.3% (n = 12) of them had illegal job experience.

Table 2.1. Age Group Characteristics of the Sample (n = 179)

Source	Frequency	Percentage
19-29 years of age	61	34.1
30-39 years of age	59	33
40-65 years of age	59	33

Table 2.2. Level of Education Groups of the Sample (n = 180)

Source	Frequency	Percentage
Low	84	46.7
High	96	53.3

Table 2.3. Marital Status of the Sample (n = 180)

Source	Frequency	Percentage
Single	42	23.3
Married or has a partner	68	37.8
Once lived together	70	38.9

Table 2.4. Number of Children Groups of the Sample (n = 123)

Source	Frequency	Percentage
One child	45	36.6
Two children	48	39
More than two children	30	24.4

2.1.2. Demographic Variables Related to Criminality and Residing in Prison

Parent participants' views about re-uniting with their children after release varied for children of different birth order. Participants were asked whether they had a substitute in their pre-prison environment, fulfilling their roles and 76.7% (n = 138) of them answered "not" while 23.3 % (n = 42) answered that they had a substitute. The type of position filled/ roles fulfilled by subtitutes varied.

Regarding criminal history of the participants, 29.5% (n = 52) of them were judged and released before, whereas 70.05% (n = 124) of them were not. Besides, 79.4% (n = 135) of the participants were not judged and sentenced before, whereas 5.9% (n = 10) of the participants had been sentenced to paying money, and 14.7% (n = 25) had been sentenced to prison. Out of the participants who had been in prison before and consisted 15% (n = 28) of all participants, 71.4% (n = 20) had completed their sentence, whereas 28.6% (n = 8) had been released before their term. Here, it should be noted that the reason of mismatch between the number of participants who were sentenced to prison and of those who had been in prison before is that, among the participants there were some who were in prison since they had not paid the money fee. Although none of the participants responded with a need of clarification, after data collection, it was noticed by the researcher that the question asking the age of first crime had the potential to be understood both as the crime which did not come to court and as the first time official criminal record. Since age of first crime responses had a widespread distribution, they were grouped into 5 groups (see Table 2.5).

Type of crime led to different responses, so they were grouped. However, to have comparable groups they were further grouped. The eventual groups are provided in Table 2.6.

The time left before release ranged from 0 to 588 months. The grouping of participants regarding the time left before release are presented in Table 2.7.

Out of the participants, 28.1% (n = 50) contacted with people outside through their visitors, while 71.9% (n = 128) contacted through other means. Reading was a hobby of 54.2% (n = 96) of the participants, while 45.8% (n = 81) of the participants did not read. The groupings of participants according to their hobbies are presented in Table 2.8. While 86% (n = 154) of the participants indicated that they were given

preparatory education/ training, 14% (n = 25) indicated that they were not. 58.1% (n = 104) of the participants were informed about probation whereas 41.9% (n = 75) were uninformed.

Table 2.5. Age of First Crime Groups of the Sample (n = 139)

Source	Frequency	Percentage
12-18 years of age	25	18
19-22 years of age	27	19.4
23-29 years of age	32	23
30-37 years of age	28	20.1
38-62 years of age	27	19.4

Table 2.6. Crime Groups of the Sample (n = 129)

Source	Frequency	Percentage
Victims are people	56	43.4%
Property offended	73	56.6%

Table 2.7. Time Left Before Release Groups of the Sample (n = 156)

Source	Frequency	Percentage
0-2 months	23	14.7
3-5 months	21	13.5
6-10 months	22	14.1
11-18 months	20	12.8
19-31 months	24	15.4
32-52 months	22	14.1
53 < months	24	15.4

Table 2.8. Hobby Groups of the Sample (n = 177)

Source	Frequency	Percentage
Reading	96	54.2
Others	81	45.8

2.2. Instruments

The instruments of the present study consisted of three parts. The first part was a demographic information form which included questions concerning general characteristics of the sample (e.g., age, gender, level of education, marital status, number of children) and demographic variables related to criminality and residing in prison. In the demographic information form, after a period of application, explanations were added to some of the items because of their indiscriminating nature which was not noticed until either one of the participant's clarification seeking question or the detection of conflicting information between related items by the reseacher. The explanations are in bold in Appendix B.

The second part included six inventories; Hopelessness Scale (HS) to measure hopelessness, Beck Depression Inventory to measure depression symptoms, Trait Anxiety Inventory to measure the level of trait anxiety, Positive-Negative Affect Scale to measure positive-negative affect, Basic Personality Traits Scale to assess the level of exhibition of basic personality traits, Rosenbaum's Learned Resourcefulness Scale to measure the level of learned resourcefulness, Upon-Release Future Expectations Scale to measure Upon-Release future expectations, Self-Perception of Parental Role Scale to measure self-perception of parental role. Hopelessness Scale, Beck Depression Inventory, Trait Anxiety Inventory and Positive-Negative Affect Scale were also used to test the criterion related validity of Upon-Release Future Expectations Scale.

Thoughts-About-Release Questionaire (Appendix K) was the third part of the study instruments. It was an open-ended questionaire intended to direct participants to think about life after release and to inspire them to generate their own answers so that the results of Upon-Release Future Expectations Scale would be better interpreted and that in turn could contribute to the development and / or to the elaboration of the Upon-Release Future Expectations Scale by giving insight into the imprisoners' inner world. During the study, participants were reluctant to fill out the form. Though incomplete, 139 participants filled it. The evaluation of the form required application of a qualitative technique which would be demanding while doing quantitative research. Thus, it was not used for the analyses.

All the psychometric properties of the scales in the present study are presented in the results section (Table 3.5) Criterion related validity measures and information about the factor structure of Upon-Release Future Expectations Scale (see Appendix J for URFES) are also presented in the results section (see also Table 3.1 and 3.2).

2.2.1. Hopelessness Scale (HS)

Hopelessness Scale is a true-false self-report measure, originally developed by Beck, Lesker and Trexler (1974) and its Turkish adaptation was made by Seber (1991) and Durak (1993) in order to assess negative future expectations. It consists of 20 items, 9 of which are reverse. Its internal consistency coefficient was found as .93 and item-total correlations ranged between .39 and .76. Criterion related correlation coefficient was .62. The Turkish Adaptation was conducted by Seber (1991) and Durak (1993). Internal consistency coefficient of the adaptation was found as .86 in a sample of 37 depressive patients and .85 in a sample of 373 depressive patients and a normal group. Seber found that item-total correlations ranged between .07-.72 (1991) and Durak found that their range was between .31-.67. (1994). Criterion related correlation coefficients with Beck Depression Inventory and Rosenberg's Self Respect Scale were .65 and .55 respectively. As to its construct validity, it was found to discriminate patient and control groups significantly (see Appendix C for HS).

2.2.2. Beck Depression Inventory (BDI)

BDI is a 21 item measure originally developed by Beck, Rush, Shaw and Emery (1979) in order to measure somatic, emotional, cognitive and motivational symptoms. Turkish adaptation was made by Tegin (1980) and Hisli (1988). It consists of 21 items. Its test-retest reliability was found to be .74 and split half reliability was found to vary between .60-.80 according to different studies. According to Hisli's study, its split half reliability was found as .74 in a sample of university students. Its criterion related correlation coefficient with MMPI-D Scale varied for different samples (i.e., .50 in a sample of university students, .47 in a sample of university students), with the Trait Form of the State-Trait Anxiety

Inventory (STAI-T) it was .55. It was .74 with Automatic Thoughts Scale (Şahin et.al, 1992) (see Appendix D for BDI).

2.2.3. Trait Anxiety Inventory (STAI-T)

Trait Anxiety Inventory is one of the two forms of State-Trait Anxiety Inventory (STAI) , originally developed by Spielberger, Gorsuch and Lushene (1970) in order to measure the level of state anxiety and trait anxiety both in normal and non-normal individuals. As its name reveals, STAI-T is the form which measures trait anxiety. It consists of 20 items, 7 of which are reverse. Applied in a sample of university students, its test-retest reliability after 1 hour, 20 days, and 104 days intervals was found to vary between .73 and .86. Its item-toal correlation in high school students, university first grade students, and university students at other grades was found to be .54, .46, and .53, respectively. Criterion related correlation coefficients of STAI-T in samples of 126 female university students, 80 male university students, and of 60 psychiatric patients varied between .52 and .80, .58 and .79, and .77 and .84 for each group, respectively. Test-retest reliability of its Turkish translation (LeCompte and Öner, 1975), after 10, 15, 30, 120, and 365 days interval applied in five groups of university students was found to vary between .71 and .86. Internal consistency coefficient of STAI-T varied between .83 and .87. Item-total correlation ranged between .34 and .72. Öner's (1977) examination of the construct validity of STAI with control group and with patients did not reveal a significant change in the level of trait anxiety before and after stress evoking events, whereby the level of state anxiety increased before such events, but decreased afterwards. These results were regarded as indications of construct validity (see Appendix E for STAI-T).

2.2.4. Positive-Negative Affect Scale (PANAS)

The scale was originally developed by Watson et al., (1988). The Turkish adaptation of Positive-Negative Affect Scale, which was originally developed by Watson and his colleagues, was done by Gençöz (2000). It has twenty items and 10 of the items were used to measure positive affect while the other ten items are used to measure negative affect. Positive Affect measures level of willingness, activity, and alertness. Negative Affect measures anger, exhaustion, guilt, and fear. Measures

of its internal consistencies were .83 and .86; and test-retest reliability coefficients were .40 and .54 sequentially. Regarding its criterion related validity, Positive Affect's correlation coefficients with Beck Depression Inventory and Beck Anxiety Inventory were found as -.48 and -.22. For Negative Affect they were found as .51 and .47 respectively (see Appendix F for PANAS).

2.2.5. Basic Personality Traits Inventory (BPTI)

BPTI was developed by Gençöz and Öncül (under review) in order to determine basic personality traits in Turkish Culture. It has 45 items and its factor structure was reported to have revealed 6 factors, namely Extraversion, Conscientiousness, Agreeableeness, Neuroticism, Openness to Experience, and Negative Valence. Internal consistency reliability of the factors were found as .89, .85, .85, .83, .80, .71 respectively. Test-retest reliability coefficients of the factors were reported as .84, .71, .80, .81, .83, and .72 respectively. Item-total correlations of the factors ranged between .57 and 77, .49 and.66, .46 and.66, .43 and.72, .41 and.68, and .32 and.54, respectively for each factor. As the construct validity, Scale's correlation coefficients with Rosenberg's Self Esteem Scale, Liebowitz Social Anxiety Scale- Fear/ Anxiety Dimension, Liebowitz Social Anxiety Scale-Avoidance Dimension, Beck Depression Scale, Reassurance Seeking Scale, State-Trait Anxiety- Trait Anxiety Scale, State-Trait Anxiety- State Anxiety Scale, Locus of Control Scale, Ways of Coping Inventory, Positive-Negative Affect Scale, Multidimensional Scale of Perceived Social Support Scale were significant in the expected direction (see Appendix G for BPTI).

2.2.6. Rosenbaum's Learned Resourcefulness Scale (RLRS)

RLRS was originally develeoped by Rosenbaum (1980) to measure the extent of individual's use of cognitive strategies in coping with stress. It has 36 items. Eleven of them are reverse items. Its internal consistency reliability was reported to vary between .48 and .82. Its test-retest reliability was reported to vary between .77 and .86. Its Turkish Adaptation was made by Siva (1991) and Dağ (1991) and found its Cronbach Alpha as .78 and .79 in two different samples. Its item-total correlations ranged between .11 and .51. The researchers found its test-retest reliability as .80

(1991). Its criterion related correlation coefficient was reported as -.29 (see Appendix H for RLRS).

2.2.7. Self-Perception of Parental Role Scale (SPPRS)

SPPRS was developed by MacPhee (1986) to measure self-perception of parental role. It was translated into Turkish by Karacan (2007). It consists of 22 items and has four factors; namely Satisfaction, Competence, Integration, and Investment. The correlation between Satisfaction and Competence ranges between .46 and .54. Its correlation with Positive Attitudes Subscale of Parent-Child Relationship Inventory ranges between .60 and .65. These correlations indicate convergent validity. Its correlation with 4 different measures about child rasing attitudes range between .23 and .35. Construct validity for Satisfaction, Competence, Integration and Investment were .80, .78, .76, .72 sequentially. Internal consistency reliability of the factors were found as .80, .78, .76 and .72 respectively were .88, .86, .92, .82 for the factors. Test-retest reliabilities after 21 days interval were .88, .86, .92, .82. (see Appendix I for SPPRS)

2.3. Procedure

In order to conduct the study, formal permission was obtained from the Ministry of Justice General Directorate of the Prisons and Detention Houses. In accordance with the security policies of the General Directorate of the Prisons and Detention Houses, the instruments were applied to the participants in a classroom or in the library or in the dining hall of the prison, under the supervision of a correctional officer. The supervising correctional officers were briefed about the procedure and ethical demands of the study. The participants were taken into the testing place in groups of three to ten, and were always from the same ward. Same ward almost always meant the same crime group. Only in one of the prisons, the consenting prisoner population filled out the forms at the same time together by the permission of the director of the prison.

Firstly, the participants were presented Informed Consent (see Appendix A). Then, those who consented were presented with the test instruments. After that, how to fill out the forms was explained and participants were requested to start with the

demographic information form and not to hesitate to ask questions about the forms. Sometimes, depending on either group or participant needs, before answering the questions of each scale, participants were lectured about the scale to come. Most often, test instruments were filled out in the testing place and checked for missings. On rare occasions, the study was interrupted because of illness of participants, visits of relatives or friends or due to facility duties. In such cases, some of the participants wanted to complete the task in their rooms and their request was accepted. Some of them sent their set of inventories after completing, by the correctional officer or the psychologist of the prison, and some dropped out. Illiterate subjects were interviewed separately and their answers were marked on the inventories by the researcher. The completion of the inventories and the demographic information form took 30 to 120 minutes.

2.4. Statistical Analysis

In the present study, data were analyzed through the Statistical Package of Social Sciences (SPSS), independent samples t-test, some of the univariate variance analysis, and some of the reliability analysis were done through version 13.0. Factor analysis, some of the univariate variance analysis, some of the reliability analysis, Pearson's Correlation analysis, multivariate analysis, and regression analysis were done through version 15.0. Participants who had more than pre-determined missing cases in at least one of the inventories were excluded from the study. Except for Self-Perception of Parental Role Scale, Conscientiousness factor of Basic Personality Traits and Upon-Release Future Expectations Scale, 20% missing was allowed and the average score of the cases for the instrument replaced with the remaining missing data. The exception of the above mentioned scales might have resulted from a failure in computing which went unnoticed until reporting. For Self-Perception of Parental Role Scale and Conscientiousness factor of Basic Personality Traits no missing was allowed. For Upon-Release Future Expectations Scale, out of 34 items 4 missing cases were allowed. Due to an editing mistake not detected while checking print-outs of instruments before reproduction, 18^{th} item of Rosenbaum's Learned Resourcefulness Scale was left out.

Prior to the main analysis, factor analyses were performed for the Upon-Release Future Expectations Scale developed for the study purpose. Rosenbaum's Learned Resourcefulness Scale was also suggested to factor analyses to decrease the number of its subscales. Reliability analyses of these scales and the other scales used in the study were done. Afterwards, independent-samples t test was done to reveal the differences of the two category demographic variables (i.e., gender, level of education, parental status, presence of life partners, past criminal record, way of contact with people outside, hobbies in prison and information status about probation) on hopelessness, depression, trait anxiety, self-perception of parental role and Upon-Release future expectations. Then, in order to reveal differences of demographic variables with more than two categories (i.e., age groups, time left before release, marital status and number of children) on hopelessness, depression, trait anxiety, self-perception of parental role and Upon-Release future expectations, one-way Analysis of Variance (ANOVA) was conducted. Subsequently, to reveal both the two category and more than two category variable differences on positive-negative affect, basic personality traits, learned resourcefulness and factors of Upon-Release future expectations, Multivariate Analysis of Variance was conducted. Finally, associated factors of Upon-Release future expectations (i.e., future conditions, perceived risks and confidence in coping) and psychological problems were investigated through a series of hierarchical regression analysis.

CHAPTER III

3. RESULTS

3.1. Factor Analysis for Upon-Release Future Expectations Scale

Initially whole scale's (with 48 items) internal consistency coefficient was examined. This examination led to the exclusion of 3 items due to some comprehension problems. With the remaining 45 items the alpha coefficient was found as .85. Initially, in order to verify the suitability of the data for factor analysis, Kaiser-Meyer Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity values were checked out. Afterwards, these 45 items concerning imprisoners' Upon-Release future expectations were suggested to Principal Component Factor Analysis with varimax-rotation. Based on scree-plot and distribution of item loadings, 3-factor solution was determined. These 3 factors with 45 items explained 27.45 % of the total variance. The first factor accounted for 11.48 %, the second factor accounted for 8.10 %, and the third factor accounted for 7.87 % of the variance. For the distribution of items through the factors, if the loading of an item was .35 or higher than .35 under a component, the item was accepted under this factor. As shown in Table 3.1., although three items were loaded under two factors (i.e., had cross-loadings), the difference between the two loadings were not greater than .10. These items were placed under the factor where it had the highest loading considering the criterion mentioned above. This preference was also consistent with semantic content of the items. Item 35 loaded under both factor 1 (with a loading of .45) and factor 2 (with a loading of .42). Item 36 also loaded under both factor 1 (with a loading of .38) and factor 2 (with a loading of .48), while Item 27 loaded under both factor 1 (with a loading of .44) and factor 3 (with a loading of .47). Item 35 was included in factor 1, item 36 was included in factor 2, and item 27 was included in factor 3. Nine items had loadings lower than .35, thus were not included into these factors. Semantic content was considered in order to name the factors. Factor 1 was named as "Assumptions about Future Conditions", Factor 2 was named as "Perceived Risks" and Factor 3 were named as "Confidence In Coping".

After the analyses of factors and loadings, reliability coefficients of these factors were evaluated. For factor 1 Cronbach's alpha was .84, for factor 2 it was .67 , and for factor 3 it was .73 (see Table 3.1.). Item-total correlation range for factor 1 was between .20 and .58, item-total-correlation range for factor 2 was between .25 and .53, and item-total-correlation range for factor 3 was between .22 and .52. Item-total correlation range for the whole scale was between .04 and .60.

Table 3.1. Factor Analyses for Upon-Release Future Expectations of Imprisoners

Factors	**Factor 1 Loadings**	**Factor 2 Loadings**	**Factor 3 Loadings**	**Cronbach's Alpha**
Factor 1 (11.48 % of variance) **Assumptions about Future Conditions** (Eigenvalue = 5.17)				**.84**
Item 5	**.43**	.19	.09	
Item 6	**.48**	.23	.09	
Item 8	**.64**	.02	.07	
Item 9	**.64**	.15	.14	
Item 11	**.54**	.07	-.01	
Item 12	**.39**	.10	.22	
Item 13	**.54**	.33	.20	
Item 15	**.48**	.21	-.01	
Item 17	**.57**	.13	-.07	
Item 20	**.37**	-.07	.15	
Item 23	**.44**	.35	.19	
Item 25	**.48**	.29	.29	
Item 26	**.59**	.11	-.04	
Item 32	**.46**	-.15	.01	
Item 35	**.45**	**.42**	.11	
Item 48	**.48**	-.18	-.01	
Factor 2 (8.10 % of variance) **Perceived Risks** (Eigenvalue = 3.64)				**.67**
Item 31	.18	**.38**	-.02	
Item 34	-.05	**.71**	-.14	

Table 3.1.Continued

Factors	Factor 1 Loadings	Factor 2 Loadings	Factor 3 Loadings	Cronbach's Alpha
Item 36	**.38**	**.48**	-.08	
Item 37	.06	**.56**	.10	
Item 41	.20	**.53**	.09	
Item 42	.13	**.59**	.10	
Item 44	-.10	**.40**	.11	
Factor 3 (7.8 % of variance) **Confidence In Coping** (Eigenvalue = 3.54)				**.73**
Item 4	.26	-.02	**.41**	
Item 7	-.12	.03	**.47**	
Item 14	.30	.18	**.38**	
Item 16	.02	.29	**.53**	
Item 19	.25	.24	**.50**	
Item 21	-.07	-.25	**.46**	
Item 22	.11	.11	**.52**	
Item 24	.01	.27	**.45**	
Item 27	**.44**	.09	**.47**	
Item 28	.12	-.29	**.39**	
Item 30	-.03	-.22	**.49**	
Item 40	.25	.14	**.50**	
Item 43	-.07	.08	**.38**	

Note. Items 1, 2, 10, 18, 29, 33, 38, 45, 46 did not load under any of the factors with a loading higher than .35. Moreover, three items (i.e., items 3, 39 and 47) were excluded due to some comprehension problem.

3.2. Criterion Related Validity Measures of Upon-Release Future Expectations Scale

In order to measure the criterion related validity of the Upon-Release Future Expectations Scale, Pearson's correlations of the whole scale and the scale's revealed 3 factors were examined. Accordingly, Pearson's correlations among the whole scale and the scale's revealed 3 factors and Hopelessness (Hopelessness Scale), Positive-Negative Affect (PANAS), Trait Anxiety (Trait Form of the State-Trait Anxiety Scale) and Depression (Beck Depression Inventory) were examined. Correlations were found in line with the expectations (Table 3.2).

Table 3.2. Pearson's Correlations of Upon-Release Future Expectations Scale and Its Factors with Positive Affect, Negative Affect, Trait Anxiety and Hopelessness

Variables	URFE	FA1	FA2	FA3
H	**-.47***	**-.39***	**.30***	**-.34***
PA	**.26***	.19	-.06	**.31***
NA	**-.49***	**-.48***	**.42***	-.16
TA	**-.52***	**-.47***	**.43***	**-.24***
D	**-.56***	**-.46***	**.44***	**-.33***

Note1.*p < .001. Note2. H: Hopelessness (N = 180), PA: Positive Affect (N = 179), NA: Negative Affect (N = 179), TA: Trait Anxiety (N = 180), D: Depression (N = 180), URFE: Upon-Release Future Expectations (N = 180), FA1: Future Conditions (Factor 1 of Upon-Release Future Expectations) (N = 180), FA2: Perceived Risks (Factor 2 of Upon-Release Future Expectations) (N = 180), FA3: Confidence in Coping (Factor 3 of Upon-Release Future Expectations) (N = 180). Note 3. The correlation coeffcients that were higher than .20 are in bold.

3.3. Factor Analysis for Rosenbaum's Learned Resourcefulness Scale

In the present study, 38 items of the Learned Resourcefulness, were suggested to Principal Component Factor Analysis with varimax-rotation. Initially, in order to verify the suitability of the data for factor analysis, Kaiser-Meyer Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity values were checked out. Based on scree-plot and distribution of item loadings 2-factor solution was determined. These factors explained 29.78 % of the total variance. Factor 1 accounted for 19.76 % and Factor 2 accounted for 10.02% of the total variance. The eigenvalues of Factor1 and Factor 2 were 6.92 and 3.51, respectively. In order to examine the items under these two components, rotated component matrix was analysed and loadings of the items were examined. For the distribution of items through the factors, if the loading of an item was .35 or greater than .35 under a component, the item was accepted under this factor. None of the items had cross-loadings. Thus, each item was accepted under the factor where it had the highest loading. Two items had loadings lower than .30, thus they were not included in either of the factors. Semantic content was considered in order to name the factors. Factor 1 was named as "Internally-Generated Resources" and Factor 2 was named as "Externally-Generated Resources".

After the analyses of factors and loadings, reliability coefficients of these factors were evaluated. For Factor 1 Cronbach's alpha was .89 and for Factor 2 it

was .76. (see Table 3.3.). Item-total-correlation range for Factor 1 was between .31 and .63 and for Factor 2 it was between .28 and .62.

Table 3.3. Factor Analyses for Learned Resourcefulness of Imprisoners

Factors	**Factor 1 Loadings**	**Factor 2 Loadings**	**Cronbach's Alpha**
Factor 1 (11.48 % of variance) **Assumptions about Future Conditions** (Eigenvalue = 6.92)			**.89**
Item 1	**.38**	.06	
Item 2	**.54**	-.01	
Item 5	**.55**	.01	
Item 7	**.65**	.02	
Item 10	**.50**	.29	
Item 11	**.53**	.10	
Item 12	**.64**	.11	
Item 13	**.69**	-.04	
Item 15	**.52**	.27	
Item 17	**.55**	.19	
Item 21	**.52**	.11	
Item 22	**.36**	.12	
Item 23	**.50**	.28	
Item 24	**.65**	.13	
Item 25	**.67**	-.06	
Item 26	**.59**	-.12	
Item 27	**.55**	-.12	
Item 29	**.54**	.07	
Item 30	**.47**	.11	
Item 31	**.43**	-.17	
Item 32	**.50**	-.06	
Item 33	**.53**	-.02	
Factor 2 (8.10 % of variance) **Perceived Risks** (Eigenvalue = 3.51)			**.76**
Item 4	-.07	**.43**	
Item 6	.09	**.49**	
Item 8	-.12	**.38**	
Item 14	-.01	**.52**	
Item 16	-.11	**.53**	
Item 18	.17	**.65**	
Item 19	.29	**.48**	
Item 20	.07	**.62**	
Item 28	.01	**.40**	
Item 34	.08	**.74**	
Item 35	.30	**.37**	

Note. Items 3 and 9 did not load under any of the factors.

3.4. Descriptive Information for The Measures of The Study

In order to examine the descriptive characteristics of the measures means, Standard deviations and minimum-maximum ranges were provided for Hopelessness Scale (HS); Beck Depression Inventory (BDI); Stait-Trait Anxiety Inventory Trait

Form (STAI-T); Self Perceptions of The Parental Role Scale (SPPRS-Short Form); Positive-Negative Affect Scale (PANAS) with subscales of Negative Affect and Positive Affect; Self Generated Resources Subscale and Externally Generated Resources Subscale-two subscales of Rosenbaum's Learned Resourcefulness Scale (RLRS) revealed by factor analysis; Subscales of Basic Personality Traits Scale-Extraversion, Conscientiouesness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence; Upon-Release Future Expectations Scale (URFES) and its subscales (i.e., Future Conditions, Perceived Risks and Confidence in Coping) (See Table 3.4.) and open-ended Thoughts Concerning Release Questionaire, which will be discussed further.

Table 3.4. Descriptive Information for the Measures

Measures		N	Mean	SD	Min-Max Values
HS		180	4.43	4.29	0-19
BDI		180	17.40	9.79	0-45
STAI-T		180	46.82	9.69	24-76
SPPRS		126	19.82	4.61	8-25
PANAS					
	Positive-Affect	179	33.35	7.50	14-48
	Negative-Affect	179	23.85	7.71	10-47
RLRS					
	Self-Generated Resources	179	79.35	15.14	37-110
	Externally-Generated Resources	179	27.75	8.42	11-54
BPTI					
	Extraversion	179	29.11	6.97	8-40
	Conscientiousness	180	26.14	3.78	9-30
	Agreeableness	180	36.36	3.31	26-40
	Neuroticism	179	24.30	8.02	9-42
	Openness to experience	180	24.58	3.48	11-30
	Negative Valence	179	8.79	2.68	6-22
URFES					
	Whole Scale	179	135.24	19.47	81-175
	Future Conditions	180	59.64	11.96	24-80
	Perceived Risks	180	17.69	6.26	7-35
	Confidence in Coping	180	51.26	7.70	28-65

Note. HS: Hopelessness Scale, BDI: Beck Depression Inventroy, STAI-T: Stait-Trait Anxiety Inventory- Trait Subscale, SPPRS: Self-Perception of Parental Role Scale, PANAS: Positive-Negative Affect Scale, RLRS: Rosenbaum's Learned Resourcefulness Scale, BPTI: Basic Personality Traits Inventory, URFES: Scale.

3.5. Psychometric Properties of The Scales

Regarding the psychometric properties of the measures, internal consistency (alpha) coefficients and range for item total correlations were computed for all scales and subscales (see Table 3.5.).

3.5.1. Psychometric Properties of the Hopelessnes Scale (HS)

The alpha coefficient for the Hopelessness Scale was found to be .89, and item-total correlations ranged between .24 and .73.

3.5.2. Psychometric Properties of the Beck Depression Inventory (BDI)

The alpha coefficient for the Beck Depression Inventory was found to be .85, and item-total correlations ranged between .22 and .63.

3.5.3. Psychometric Properties of the State-Trait Anxiety Inventory-Trait Form (STAI-T)

The alpha coefficient for the State-Trait Anxiety Inventory-Trait Form was found to be .85, and item-total correlations ranged between .22 and .65.

3.5.4. Psychometric Properties of the Self-Perception of Parental Role Scale (SPPRS)

The alpha coefficient for the Self-Perception of Parental Role Scale was found to be .70, and item-total correlations ranged between .39 and .50.

3.5.5. Psychometric Properties of the Positive-Negative Affect Scale (PANAS)

The alpha coefficients for the Positive-Affect Subscale and Negative-Affect Subscale were found to be .76 and .75 respectively. For the Positive-Affect Subscale item-total correlations ranged between .26 and .72. The range of item-total correlations for the Negative-Affect Subscale was .26 and .53.

3.5.6. Psychometric Properties of the Rosenbaum's Learned Resourcefulness Scale (RLRS)

Two newly revealed subscales for the study's aim were Self-Generated Resources Subscale and Externally-Generated Resources Subscale. The former subscale's alpha coefficient was .89 and its item-total correlations ranged between .31and .63. Alpha coefficient for the Externally-Generated Resources Subscale was .76 and item-total correlations ranged between .28-.62.

3.5.7. Psychometric Properties of the Basic Personality Traits Scale (BPTS)

Basic Personality Traits Scale had six subcales. Their names and the respective alpha coefficients were for Extraversion .80, for Conscientiousness .74, for Agreeableness .70, for Neuroticism .83, for Openness to experience .60, and for Negative Valence .46. Item-total correlations for the subscales ranged between .35 and .69, .28 and .58, .28 and .58, .28 and .68, .10 and .51, .14 and .42 respectively for Extraversion, for Conscientiousness, for Agreeableness, for Neuroticism, for Openness to experience, and for Negative Valence. Since the scale didn't have a total score alpha coefficient and item-total correlations range were not computed for the total scale.

Table 3.5. Psychometric Properties of the Measures Used in the Study

Measures		Internal Consistency (alpha) Coefficients	Item-Total Correlations Range
HS		.89	.24-.73
BDI		.85	.22-63
STAI-T		.85	.22-.65
SPPRS		.70	.39-.50
PANAS			
	Positive-Affect	.76	.26-.72
	Negative-Affect	.75	.26-.53
RLRS			
	Self-Generated Resources	.89	.31-.63
	Externally-Generated Resources	.76	.28-.62
BPTI			
	Extraversion	.80	.35-.69
	Conscientiousness	.74	.28-.58
	Agreeableness	.70	.28-.58
	Neuroticism	.83	.28-.68
	Openness to experience	.60	.10-.51
	Negative Valence	.46	.14-.42

Table 3.5. Continued

Measures		Internal Consistency (alpha) Coefficients	Item-Total Correlations Range
URFES	Whole Scale	.85	.04-.60
	Future Conditions	.84	.20-.58
	Perceived Risks	.67	.25-.53
	Confidence in Coping	.73	.22-.52

Note. HS: Hopelessness Scale, BDI: Beck Depression Inventroy, STAI-T: Stait-Trait Anxiety Inventory- Trait Subscale, SPPRS: Self-Perception of Parental Role Scale, PANAS: Positive-Negative Affect Scale, RLRS: Rosenbaum's Learned Resourcefulness Scale, BPTI: Basic Personality Traits Inventory, URFES: Scale.

3.6. Differences Among Categories of Demographic Variables on the Measures of the Study

In order to determine whether the categories of demographic variables have different effects on the dependent variables (i.e., the measures of the study), independent samples t-test, univariate analysis of variance, and multivariate analysis of variance were done where appropriate. Demographic variables were categorized and as a result of this categorization the number of categories for different variables changed and depending on the number of categories for the independent variables and the nature of the scale (with or without subscales) the appropriate analysis were conducted. Categorizations of demographic variables, number of cases in each category and and their percentages were given in Table 3.6. Differences of these categorized variables were examined on hopelesness, depression, anxiety, self-perception of parental role, positive-negative affect, learned resourcefulness, Turkish personality chracteristics, and Upon-Release future expectations.

Table 3.6. Categorization of the Demograhic Variables

Variables		n	%
Gender			
	Female	96	53.3
	Male	84	46.7
Level of Education			
	Left High School, High School Graduate and University Graduate	84	46.7
	Graduate of Secondary School or below	96	53.3
Parental Status			
	Non-parent	45	26.3
	Parent	126	73.7

Table 3.6. Categorization of the Demograhic Variables

Variables			n	%
Presence ofLife Partners Before Imprisonment				
	Spouse and child(ren) (if any)		91	50.8
	People other than spouse and child(ren)		88	49.2
Past Criminal Record				
	Judged and released		52	29.5
	Not judged and released		124	70.5
Way of Contact with People Outside				
	Visits of people outside		50	28.1
	Not visits Visits of people outside		128	71.9
Hobbies In Prison				
	Reading books		96	54.2
	Other than reading books		81	45.8
Information Status About Probation				
	Not informed/ Not heard about before		104	58.1
	Informed/ Heard about before		75	41.9
Age Group				
	19-29 years of age		61	34.1
	30-39 years of age		59	33
	40-65 years of age		59	33
Time Left Before Release				
	0-2 months		23	14.7
	3-5 months		21	13.5
	6-10 months		22	14.1
	11-18 months		20	12.8
	19-31 months		24	15.4
	32-52 months		22	14.1
	53 months ≤		24	15.4
Marital Status				
	Single		42	23.3
	Married or has a life partner		68	37.8
	Once lived together		70	38.9
Number of Children				
		One child	45	36.6
		Two children	48	39.0
		Three and more children	30	24.4
Age of First Criminal Record				
		12-18 years of age	25	18.0
		19-22 years of age	27	19.4
		23-29 years of age	32	23.0
		30-37 years of age	28	20.1
		38-62 years of age	27	19.4

3.6.1. Differences Among Categories of Demographic Variables on Hopelesness

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about

probation, age group, time left before release, marital status, number of children and age of first criminal record on hopelessness were examined.

3.6.1.1. The Effect of Gender on Hopelessness

In order to examine the effect of gender on hopelessness, Independent Samples t-test was conducted. The analysis revealed there that was no significant difference between female and male subjects, t (178) = -0.52*, ns*.

3.6.1.2. The Effect of Level of Education on Hopelessness

In order to examine the effect of level of education on hopelessness, Independent Samples t-test was conducted. The analysis revealed there was no significant difference between low-educated subjects and high educated subjects, t (178) = 0.67, *ns*.

3.6.1.3. The Effect of Parental Status on Hopelessness

In order to examine the effect of parental status on hopelessness, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between parents and non-parents, t (169) = -0.66, *ns*.

3.6.1.4. The Effect of Presence of Life Partners Before Imprisonment on Hopelessness

In order to examine the effect of presence of life partners before imprisonment on hopelessness, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who used to live with their spouse and child(ren) (if any) before imprisonment and the subjects who used to live with people other than spouse and child(ren) , t (177) = -0.46, *ns*.

3.6.1.5. The Effect of Past Criminal Record on Hopelessness

In order to examine the effect of past criminal record on hopelessness, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who had been judged and released, and those who had not been judged and released, t (174) = -1.10, *ns*.

3.6.1.6. The Effect of the Way of Contact With People Outside on Hopelessness

In order to examine the effect of way of contact with people outside on hopelessness, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who contacted with people outside through their visits and those who contacted with people outside through different means, t (176) = 1.70, *ns*.

3.6.1.7. The Effect of the Hobbies In Prison on Hopelessness

In order to examine the effect of hobbies in prison on hopelessness, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects whose hobbies included reading books and the subjects who did not read in prison, t (175) = 1.13, *ns*.

3.6.1.8. The Effect of Information Status About Probation on Hopelessness

In order to examine the effect of ınformation status about probation on hopelessness, Independent Samples t-test was conducted. The analysis revealed that the subjects who were not informed/ had not heard about probation (M = 5.07) had significantly higher hopelessness scores than those who were informed/ had heard about probation (M = 3.57), t (177) = 2.33, p < .05.

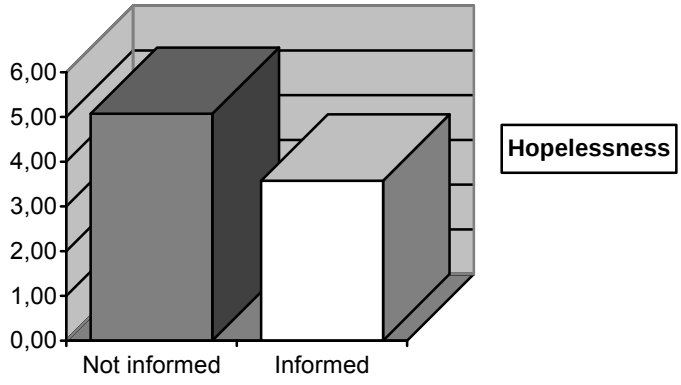


Figure 3.1. Main Effect for Information Status about Probation in Terms of Hopelessness

3.6.1.9. The Effect of Age Groups on Hopelessness

In order to examine the effect of age groups on hopelessness, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the younger group and other age groups. The difference between the contextually middle aged group and the older group was not significant either, F (2, 176) = 0.16, *ns*.

Table 3.7. Analysis of Variance for Hopelessnes

Source	df	SS	MS	F	η^2
Age	2	5.75	2.87	1.55	.01
Error	176	3271.96	18.59		

3.6.1.10. The Effect of Time Left Before Release on Hopelessness

In order to examine the effect of time left before release on hopelessness, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (6, 149) = 1.71, *ns*.

Table 3.8. Analysis of Variance for Hopelessnes

Source	df	SS	MS	F	η^2
Time Left Before Release	6	175.21	29.20	1.71	.07
Error	149	2537.87	17.03		

3.6.1.11. The Effect of Marital Status on Hopelessness

In order to examine the effect of marital status on hopelessness, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (2, 177) = 0.08, *ns*.

Table 3.9. Analysis of Variance for Hopelessnes

Source	df	SS	MS	F	η^2
Marital Status	2	2.98	1.49	0.08	.01
Error	177	3286.55	18.57		

3.6.1.12. The Effect of Number of Children on Hopelessness

In order to examine the effect of number of children on hopelessness, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (2, 120) = 1.84, *ns*.

Table 3.10. Analysis of Variance for Hopelessness

Source	df	SS	MS	F	η^2
Number of Children	2	78.00	39.00	1.84	.03
Error	120	2539.95	21.17		

3.6.1.13. The Effect of Age of First Criminal Record on Hopelessness

In order to examine the effect of age of first criminal record on hopelessness, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (4, 134) = 0.65, *ns*.

Table 3.11. Analysis of Variance for Hopelessnes

Source	df	SS	MS	F	η^2
Age of First Criminal Record	4	47.18	11.80	0.65	.02
Error	134	2438.31	18.20		

3.6.2. Differences Among Categories of Demographic Variables on Depression

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record on depression were examined.

3.6.2.1. The Effect of Gender on Depression

In order to examine the effect of gender on depression, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between female and male subjects, t (178) = 0.64, *ns*.

3.6.2.2. The Effect of Level of Education on Depression

In order to examine the effect of level of education on depression, Independent Samples t-test was conducted. The analysis revealed that low-educated subjects (M = 19.17) had higher depression scores than highly educated subjects (M = 15.85) , t (178) = 2.30, p <.05.

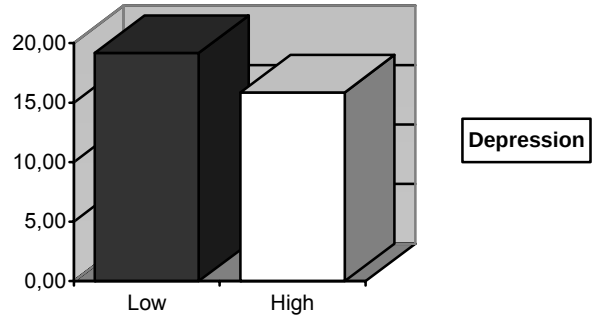


Figure 3.2. Main Effect for Level of Education in Terms of Depression

3.6.2.3. The Effect of Parental Status on Depression

In order to examine the effect of parental status on depression, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between parents and non-parents, t (169) = -1.30, *ns*.

3.6.2.4. The Effect of Presence of Life Partners Before Imprisonment on Depression

In order to examine the effect of presence of life partners before imprisonment on depression, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who used to live with their spouse and child(ren) (if any) before imprisonment and the subjects who used to live with people other than spouse and child(ren), t (177) = -0.63, *ns*.

3.6.2.5. The Effect of Past Criminal Record on Depression

In order to examine the effect of past criminal record on depression, Independent Samples t-test was conducted. The analysis revealed that there was no

significant difference between the subjects who had been judged and released and those who had not been judged and released, t (174) = -1.54, *ns*.

3.6.2.6. The Effect of the Way of Contact With People Outside on Depression

In order to examine the effect of way of contact with people outside on depression, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who contacted with people outside through their visit and those who contacted with people outside through different means, t (176) = 0.69, *ns*.

3.6.2.7. The Effect of the Hobbies In Prison on Depression

In order to examine the effect of hobbies in prison on depression, Independent Samples t-test was conducted. The analysis revealed that the subjects who did not read in prison (M = 19.01) had significantly higher depression scores than those who preferred reading as one of their hobbies (M = 15.83) in prison, t (175) = 2.17, p < .05.

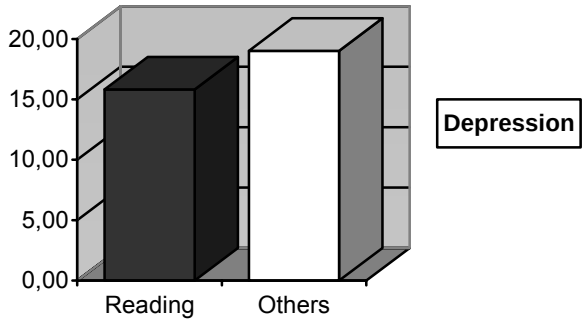
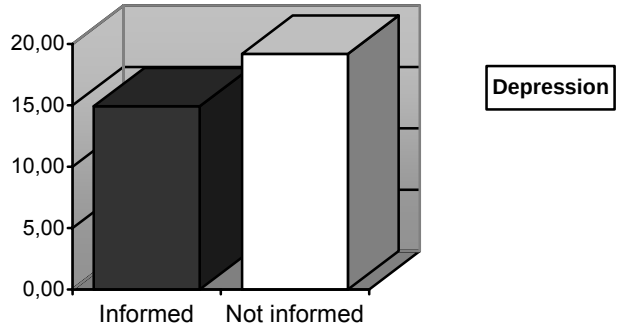


Figure 3.3. Main Effect for Hobbies In Prison in Terms of Depression

3.6.2.8. The Effect of Information Status About Probation on Depression

In order to examine the effect of information status about probation on depression, Independent Samples t-test was conducted. The analysis revealed that the subjects who were not informed/ had not heard about probation (M = 19.20) had

significantly higher depression scores than those who were informed/ had heard about probation (M = 14.92), t (177) = 2.94, p < .01.



Fgure 3.4. Main Effect for Information Status about Probation in Terms of Depression

3.6.2.9. The Effect of Age Groups on Depression

In order to examine the effect of age groups on depression, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the younger group and other age groups. The difference between the contextually middle aged group and the older group was not significant either, F (2, 176) = 1.35, *ns*.

Table 3.12. Analysis of Variance for Depression

Source	df	SS	MS	F	η^2
Age	2	258.45	129.23	1.35	.02
Error	176	16834.82	95.65		

3.6.2.10. The Effect of Time Left Before Release on Depression

In order to examine the effect of time left before release on depression, one-way ANOVA was conducted. The analysis revealed that the subjects who had 3 to 5 months left before release (M = 12.92) had significantly lower depression scores than the subejects who had 6 to 10 months left (M = 22.37) and those who had to wait 53

months or more (M = 21.64) before release, F (6. 149) = 2.86, p < .05. There was no significant difference between other groups of subjects.

Table 3.13. Analysis of Variance for Depression

Source	df	SS	MS	F	η^2
Time Left Before Release	6	1606.70	267.78	2.86*	.10
Error	149	13937.84	93.54		

*p < .05

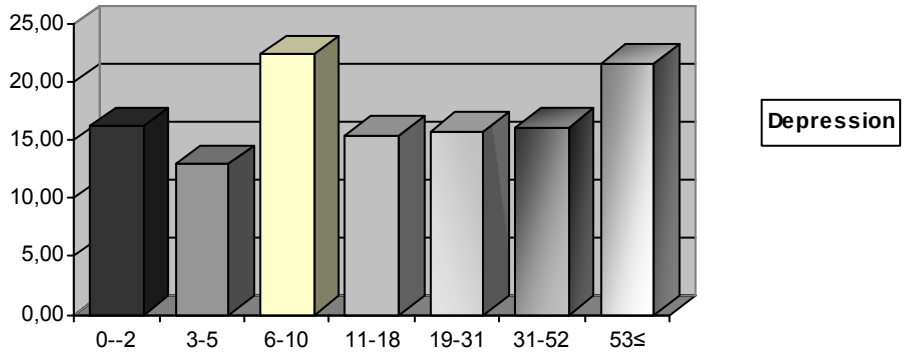


Figure 3.5. Main Effect for Time Left Before Release (in months) in Terms of Depression

3.6.2.11. The Effect of Marital Status on Depression

In order to examine the effect of marital status on depression, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (2,177) = 1.09, *ns*.

Table 3.14. Analysis of Variance for Depression

Source	df	SS	MS	F	η^2
Marital Status	2	207.82	103.91	1.09	.01
Error	177	16940.54	95.71		

3.6.2.12. The Effect of Number of Children on Depression

In order to examine the effect of number of children on depression, one-way ANOVA was conducted. The analysis revealed that the depression scores of the

subjects with one child (M =20.81) had significantly higher depression scores than the subjects with two children (M =15.56), F (2,120) = 3.09, p < .05. The difference between other groups was not significant.

Table 3.15. Analysis of Variance for Depression

Source	df	SS	MS	F	η^2
Number of Children	2	641.89	320.94	3.09*	.05
Error	120	12447.06	103.73		

*p < .05

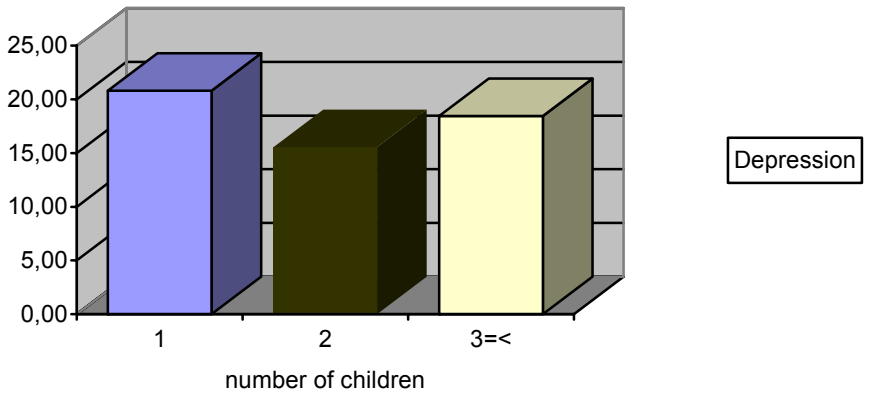


Figure 3.6. Main Effect for Number of Children in Terms of Depression

3.6.2.13. The Effect of Age of First Criminal Record on Depression

In order to examine the effect of age of first criminal record on depression, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (4,134) = 1.42, *ns*.

Table 3.16. Analysis of Variance for Depression

Source	df	SS	MS	F	η^2
Age of First Criminal Record	4	563.66	140.92	1.42	.04
Error	134	13275.39	99.07		

3.6.3. Differences Among Categories of Demographic Variables on Trait Anxiety

Differences between gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record on anxiety levels were examined.

3.6.3.1.The Effect of Gender on Trait Anxiety

In order to examine the effect of gender on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between female and male subjects, t (178) = 0.57, *ns*.

3.6.3.2. The Effect of Level of Education on Trait Anxiety

In order to examine the effect of level of education on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that low educated subjects (M = 48.98) had higher anxiety scores than highly educated subjects (M = 44.93), t (178) = 2.85, p< .01.

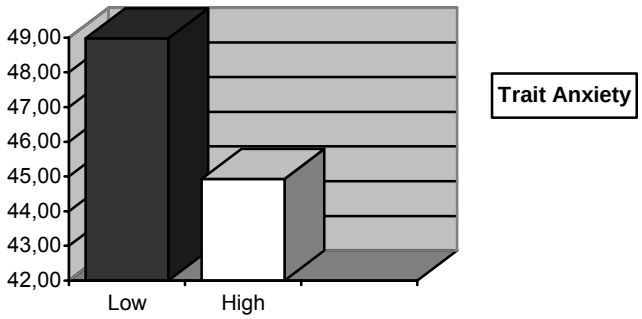


Figure 3.7. Main Effect for Level of Education in Terms of Trait Anxiety

3.6.3.3. The Effect of Parental Status on Trait Anxiety

In order to examine the effect of parental status on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between parents and non-parents, t (169) = 0.32, *ns*.

3.6.3.4. The Effect of Presence of Life Partners Before Imprisonment on Trait Anxiety

In order to examine the effect of presence of life partners before imprisonment on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who used to live with their spouse and child(ren) (if any) before imprisonment and the subjects who used to live with people other than spouse and child(ren), $\underline{t}$ (177) = -0.14, *ns*.

3.6.3.5. The Effect of Past Criminal Record on Trait Anxiety

In order to examine the effect of past criminal record on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that the subjects who had been judged and released ($\underline{M}$ = 49.72) had significantly higher anxiety scores than those who had not been judged and released ($\underline{M}$ = 45.74), $\underline{t}$ (174) = -2.52, $\underline{p} < .05$.

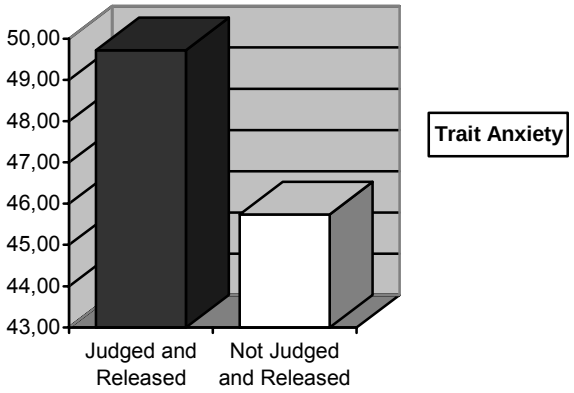


Figure 3.8. Main Effect for Past Criminal Record in Terms of Trait Anxiety

3.6.3.6. The Effect of the Way of Contact With People Outside on Trait Anxiety

In order to examine the effect of way of contact with people outside on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who contacted with people outside

through their visit and those who contacted with people outside through different means, t (176) = 1.70, *ns*.

3.6.3.7. The Effect of the Hobbies In Prison on Trait Anxiety

In order to examine the effect of hobbies in prison on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who preferred reading as one of their hobbies in prison and those who did not read in prison, t (175) = 0.80, *ns*.

3.6.3.8. The Effect of Information Status About Probation on Trait Anxiety

In order to examine the effect of information status about probation on trait anxiety, Independent Samples t-test was conducted. The analysis revealed that the subjects who were not informed/ had not heard about probation (M = 48.62) had significantly higher anxiety scores than those who were informed/ had heard about probation (M = 20.58), t (177) = 2.92, p< .01.

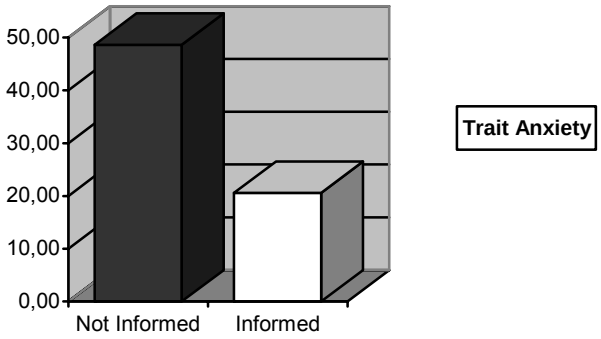


Figure 3.9. Main Effect for Information Status About Probation in Terms of Trait Anxiety

3.6.3.9. The Effect of Age Groups on Trait Anxiety

In order to examine the effect of age groups on trait anxiety, one-way ANOVA was conducted. The analysis revealed that the younger group (M = 49.34) had significantly higher anxiety scores than the older group (M = 44.14), F (2, 176) =

4.55, p < .05.The difference between the contextually middle aged group did not differ from either of other two groups significantly.

Table 3.17. Analysis of Variance for Trait Anxiety

Source	df	SS	MS	F	η^2
Age	2	815.37	407.68	4.55*	.05
Error	176	15760.37	89.55		

*p < .05

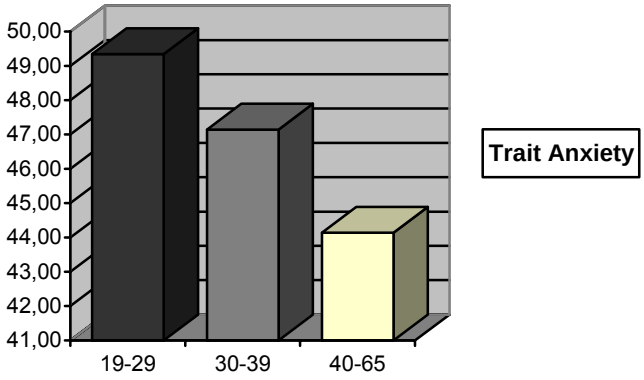


Figure 3.10. Main Effect for Age Groups in Terms of Trait Anxiety

3.6.3.10. The Effect of Time Left Before Release on Trait Anxiety

In order to examine the effect of time left before release on trait anxiety, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (6, 149) = 1.23, *ns*.

Table 3.18. Analysis of Variance for Trait Anxiety

Source	df	SS	MS	F	η^2
Time Left Before Release	6	654.88	109.15	1.23	.05
Error	149	13217.97	88.71		

3.6.3.11. The Effect of Marital Status on Trait Anxiety

In order to examine the effect of marital status on trait anxiety, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (2, 177) = 0.39, *ns*.

Table 3.19. Analysis of Variance for Trait Anxiety

Source	df	SS	MS	F	η^2
Marital Status	2	72.74	36.71	0.36	.01
Error	177	16723.74	94.48		

3.6.3.12. The Effect of Number of Children on Trait Anxiety

In order to examine the effect of number of children on trait anxiety, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between either of the groups, F (2, 120) = 2.56, *ns*.

Table 3.20. Analysis of Variance for Trait Anxiety

Source	df	SS	MS	F	η^2
Number of Children	2	478.16	239.08	2.56	.04
Error	120	11216.23	93.47		

3.6.3.13. The Effect of Age of First Criminal Record on Trait Anxiety

In order to examine the effect of age of first criminal record on trait anxiety, one-way ANOVA was conducted. The analysis revealed that the anxiety scores of the subjects who had commited crime for the first time between ages 23 and 29 (M = 50.18) had significantly higher anxiety scores than the subjects who had committed crime for the first time between ages 30 and 37 (M = 43.06), F (4, 134) = 2.46, p < .05 The anxiety scores of the subjects who had commited crime for the first time between ages 23 and 29 did not differ from other groups significantly. There was not a significant difference between other groups of subjects.

Table 3.21. Analysis of Variance for Trait Anxiety

Source	df	SS	MS	F	η^2
Age of First Criminal Record	4	881.57	220.39	2.46	.07
Error	134	12023.56	89.73		

* $\underline{p} < .05$

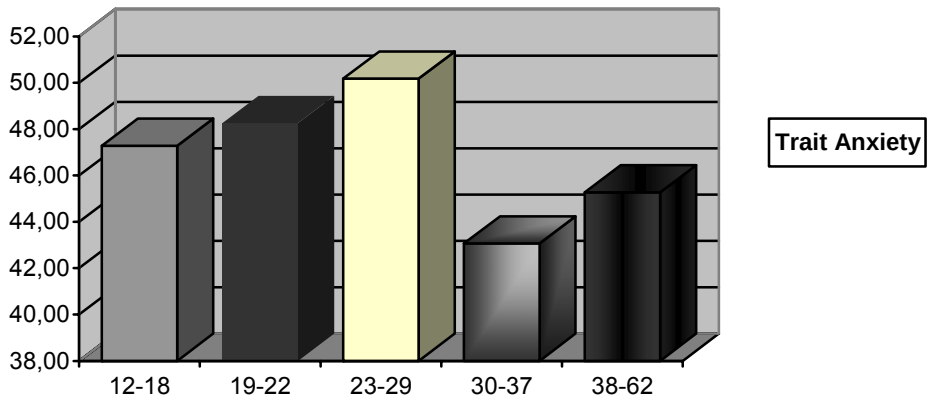


Figure 3.11. Main Effect for Age of First Criminal Record in Terms of Trait Anxiety

3.6.4. Differences Among Categories of Demographic Variables on Self-Perception of Parental Role

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children, and age of first criminal record on self-perception of parental role were examined.

3.6.4.1. The Effect of Gender on Self-Perception of Parental Role

In order to examine the effect of gender on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between female and male subjects, $\underline{t}$ (124) = -0.18, *ns*.

3.6.4.2. The Effect of Level of Education on Self-Perception of Parental Role

In order to examine the effect of level of education on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between low-educated subjects and high educated subjects, t (124) = 1.45, *ns*.

3.6.4.3. The Effect of Parental Status on Self-Perception of Parental Role

In order to examine the effect of parental status on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between parents and non-parents, t (124) = 0.85, *ns*.

3.6.4.4. The Effect of Presence of Life Partners Before Imprisonment on Self-Perception of Parental Role

In order to examine the effect of presence of life partners before imprisonment on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who used to live with their spouse and child(ren) (if any) before imprisonment and the subjects who used to live with people other than spouse and child(ren) , t (177) = -0.82, *ns*.

3.6.4.5. The Effect of Past Criminal Record on Self-Perception of Parental Role

In order to examine the effect of past criminal record on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who had been judged and released and those who had not been judged and released, t (120) = 1.16, *ns*.

3.6.4.6. The Effect of the Way of Contact With People Outside on Self-Perception of Parental Role

In order to examine the effect of way of contact with people outside on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who contacted

with people outside through their visit and those who contacted with people outside through different means, t (176) = -1.53*, ns*.

3.6.4.7. The Effect of the Hobbies In Prison on Self-Perception of Parental Role

In order to examine the effect of hobbies in prison on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed that there was no significant difference between the subjects who preferred reading as one of their hobbies in prison and those who did not read in prison, t (175) = -0.27*, ns*.

3.6.4.8. The Effect of Information Status About Probation on Self-Perception of Parental Role

In order to examine the effect of information status about probation on self-perception of parental role, Independent Samples t-test was conducted. The analysis revealed no significant effect between the subjects who were not informed/ had not heard about probation and those who were informed/ had heard about probation, t (123) = -1.62, *ns*

3.6.4.9. The Effect of Age Groups on Self-Perception of Parental Role

In order to examine the effect of age groups on self-perception of parental role, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the younger group and other age groups. The difference between the contextually middle aged group and the older group was not significant either, F (2, 122) = 0.88, *ns*.

Table 3.22. Analysis of Variance for Self-Perception of Parental Role

Source	df	SS	MS	F	η^2
Age of	2	37.42	18.71	0.88	.01
Error	122	2591.12	21.24		

3.6.4.10. The Effect of Time Left Before Release on Self-Perception of Parental Role

In order to examine the effect of time left before release on self-perception of parental role, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the groups, F (6, 101) = 0.91, *ns*.

Table 3.23. Analysis of Variance for Self-Perception of Parental Role

Source	df	SS	MS	F	η^2
Time Left Before Release	6	115.95	19.33	0.91	.05
Error	101	2138.36	21.17		

3.6.4.11. The Effect of Marital Status on Self-Perception of Parental Role

In order to examine the effect of marital status on self-perception of parental role, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the groups, F (2, 123) = 0.86, *ns*.

Table 3.24. Analysis of Variance for Self-Perception of Parental Role

Source	df	SS	MS	F	η^2
Marital Status	2	36.41	18.21	0.86	.01
Error	123	2619.22	21.29		

3.6.4.12. The Effect of Number of Children on Self-Perception of Parental Role

In order to examine the effect of number of children on self-perception of parental role, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the groups, F (2, 116) = 1.45, *ns*.

Table 3.25. Anaysis of Variance for Self-Perception of Parental Role

Source	df	SS	MS	F	η^2
Number of Children	2	63.74	31.87	1.45	.02
Error	116	2555.53	22.03		

3.6.4.13. The Effect of Age of First Criminal Record on Self-Perception of Parental Role

In order to examine the effect of age of first criminal record on self-perception of parental role, one-way ANOVA was conducted. The analysis revealed that there was no significant difference between the groups, F (4, 91) = 0.17, *ns*.

Table 3.26. Analysis of Variance for Self-Perception of Parental Role

Source	df	SS	MS	F	η^2
Age of First Criminal Record	4	14.89	3.72	0.17	.01
Error	91	1971.20	21.66		

3.6.5. Differences Among Categories of Demographic Variables on Positive-Negative Affect

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record in Positive-Negative affect were examined.

3.6.5.1. The Effect of Gender on Positive-Negative Affect

In order to examine the effect of Gender on subscales of Positive-Negative Affect (i.e. Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of Gender [*Multivariate F* (2, 176) = 0.08, *ns*, Wilks' Lambda = 1.00, η^2 = .01] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.27. MANOVA for Positive-Negative Affect and Gender

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
GENDER	1.00	0.08	2, 176	.01			
Positive Affect					0.10	1, 177	.01
Negative Affect					0.08	1, 177	.01

3.6.5.2. The Effect of Level of Education on Positive-Negative Affect

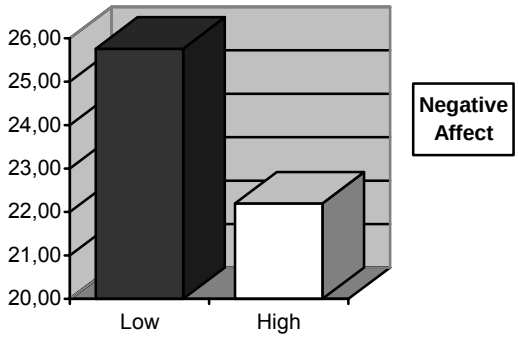
In order to examine the effect of Level of Education on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. The results revealed a significant main effect of level of education [*Multivariate F* (2, 176) = 7.33, $\underline{p} < .01$, Wilks' Lambda = 0.92, $\eta^2 = .08$] on Positive-Negative Affect.

Following multivariate analyses, univariate analyses were performed for significant level of education main effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .03 (found by dividing alpha level by the number of subscales, i.e., .05/2 = .025 and rounded up to .03) were considered to be significant with this correction. Based on this correction, the results indicated Level of Education main effect only for Negative Affect, $\underline{F}$ (1, 177) = 1.00, $\underline{p} < .03$, $\eta^2 = .05$. Accordingly, low-educated participants ($\underline{M}$ = 25.76) had higher Negative Affect scores than highly-educated participants ($\underline{M}$ = 22.20).

Table 3.28. MANOVA for Positive-Negative Affect and Level of Education

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
LEVEL OF EDUCATION	0.92	7.33*	2, 176	.08	-	-	-
Positive Affect					2.14	1, 177	.01
Negative Affect					1.00**	1, 177	.05

*$\underline{p}$ < .01, ** $\underline{p}$ < .03



3.12. Main Effect for Level of Education in Terms of Positive-Negative Affect

3.6.5.3. The Effect of Parental Status on Positive-Negative Affect

In order to examine the effect of Parental Status on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of Parental Status [*Multivariate F* (2, 167) = 0.21, *ns*, Wilks' Lambda = 1.00, η^2 = .01] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.29. MANOVA for Positive-Negative Affect and Parental Status

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
PARENTAL STATUS	1.00	0.21	2, 167	.01	-	-	-
Positive Affect					0.32	1, 168	.01
Negative Affect					0.18	1, 168	.01

3.6.5.4. The Effect of Presence of Life Partners Before Imprisonment on Positive-Negative Affect

In order to examine the effect of presence of Life Partners Before Imprisonment on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of Life Partners Before Imprisonment [*Multivariate F* (2, 175) = 0.02, *ns*, Wilks' Lambda = 1.00, η^2 = .01] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.30. MANOVA for Positive-Negative Affect and Presence of Life Partners Before Imprisonment

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	ff	η^2
LIFE PARTNERS BEFORE IMPRISONMENT	1.00	0.02	2, 175	.01	-	-	-
Positive Affect					0.02	1, 176	.01
Negative Affect					0.02	1, 176	.01

3.6.5.5. The Effect of Past Criminal Record on Positive-Negative Affect

In order to examine the effect of Past Criminal Record on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of Past Criminal Record [*Multivariate F* (2, 172) = 1.90, *ns*, Wilks' Lambda = 1.00, η^2 = .02] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.31. MANOVA for Positive-Negative Affect and Past Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PAST CRIMINAL RECORD	1.00	1.90	2, 172	.02	-	-	-
Positive Affect					0.77	1, 173	.01
Negative Affect					2.40	1, 173	.01

3.6.5.6. The Effect of the Way of Contact With People Outside on Positive-Negative Affect

In order to examine the effect of the Way of Contact With People Outside on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of the Way of Contact With People Outside [*Multivariate F* (2, 174) = 1.66, *ns*, Wilks' Lambda = 1.00, η^2 = .02] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.32. MANOVA for Positive-Negative Affect and Way of Contact With People Outside

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
WAY OF CONTACT WITH PEOPLE OUTSIDE	1.00	1.66	2, 174	.02	-	-	-
Positive Affect					1.23	1, 175	.01
Negative Affect					2.66	1, 175	.02

3.6.5.7. The Effect of the Hobbies In Prison on Positive-Negative Affect

In order to examine the effect of the Hobbies In Prison on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of the Hobbies In Prison [*Multivariate F* (2, 173) = 2.94, *ns*, Wilks' Lambda = 0.98, η^2 = .03] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.33. MANOVA for Positive-Negative Affect and the Hobbies In Prison

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
HOBBIES IN PRISON	0.98	2.94	2, 173	.03	-	-	-
Positive Affect					1.73	1, 174	.01
Negative Affect					3.00	1, 174	.02

3.6.5.8. The Effect of Information Status About Probation on Positive-Negative Affect

In order to examine the effect of Information Status About Probation on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. The results revealed a significant main effect of Information Status About Probation [*Multivariate F* (2, 175) = 3.53, $\underline{p} < .05$, Wilks' Lambda = 0.96, $\eta^2 = .04$] on Positive-Negative Affect.

Following multivariate analyses, univariate analyses were performed for significant Information Status About Probation effects with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .03 (found by dividing alpha level by the number of subscales, i.e., .05/2 = .025 and rounded up to .03) were considered to be significant with this correction. Based on this correction, the results indicated Information Status About Probation main effect only for Negative Affect, $\underline{F}$ (1, 176) = 7.06, $\underline{p} < .03$, $\eta^2 = .04$. Accordingly, participants who were not informed about probation ($\underline{M}$ = 25.17) had higher Negative Affect scores than informed participants ($\underline{M}$ = 22.10).

Table 3.34. MANOVA for Positive-Negative Affect and Information Status About Probation

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
INFORMATION STATUS ABOUT PROBATION	0.96	3.53*	2, 175	.04	-	-	-
Positive Affect					0.47	1, 176	.01
Negative Affect					7.06**	1, 176	.04

*$\underline{p} < .05$, **$\underline{p} < .03$

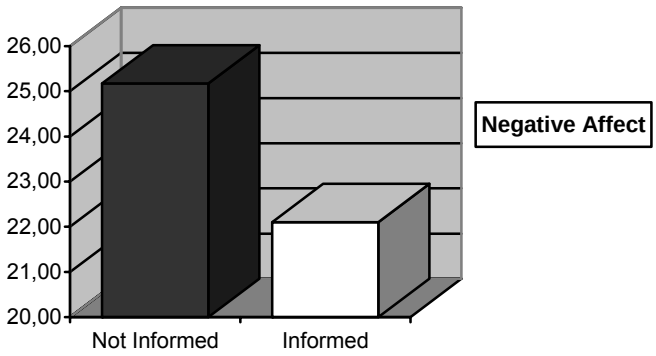


Figure 3.13 Main Effect for Information Status about Probation in Terms of Negative Affect

3.6.5.9. The Effect of Age Groups on Positive-Negative Affect

In order to examine the effect of Age Groups on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. The results revealed a significant main effect of Age Groups [*Multivariate F* (4, 348) = 2.87, $\underline{p} < .05$, Wilks' Lambda = 0.94, $\eta^2 = .03$] on Positive-Negative Affect.

Following multivariate analyses, univariate analyses were performed for significant Age Groups effects with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .03 (found by dividing alpha level by the number of subscales, i.e., .05/2 = .025 and rounded up to .03) were considered to be significant with this correction. Based on this correction, the results indicated Age Groups main effect only for Negative Affect, $\underline{F}$ (2, 175) = 3.70, $\underline{p} < .03$, $\eta^2 = .04$. According to the post-hoc comparisons conducted with Tukey's HSD, participants who were between 19 to 29 years of age ($\underline{M}$ = 25.72) had higher Negative Affect scores than participants who were aged between 40 to 65 years of age ($\underline{M}$ = 21.98). Participants aged between 30 to 39 years of age ($\underline{M}$ = 24.03) did not differ from the two other age groups in terms of their Negative Affect scores.

Table 3.35. MANOVA for Positive-Negative Affect and Age Groups

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
AGE GROUPS	0.94	2.87*	4, 348	.03	-	-	-
Positive Affect					2.72	2, 175	.03
Negative Affect					3.70**	2, 175	.04

*p < .05, ** p < .03

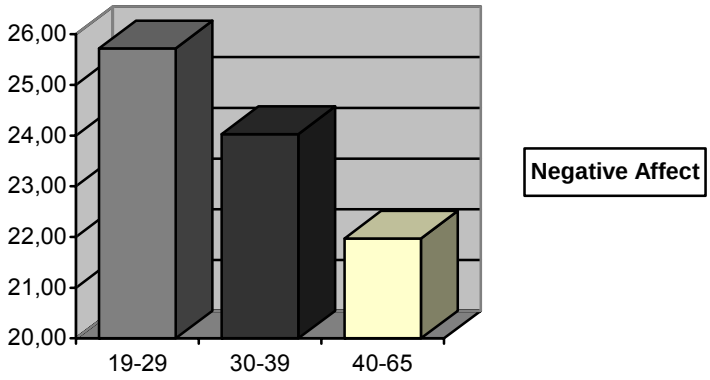


Figure 3.14. Main Effect for Age Groups in Terms of Negative Affect

3.6.5.10. The Effect of the Time Left Before Release on Positive-Negative Affect

In order to examine the effect of the Time Left Before Release on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of the Time Left Before Release [*Multivariate F* (12, 294) = 1.16, *ns*, Wilks' Lambda = 0.91, η^2 = .05] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.36. MANOVA for Positive-Negative Affect and the Time Left Before Release

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
TIME LEFT BEFORE RELEASE	0.91	1.16	12, 194	.05	-	-	-
Positive Affect					1.30	6, 148	.05
Negative Affect					1.15	6, 148	.05

3.6.5.11. The Effect of Marital Status on Positive-Negative Affect

In order to examine the effect of Marital Status on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. According to the results, there was no main effect of Marital Status [*Multivariate F* (4, 350) = 0.61, *ns*, Wilks' Lambda = 0.98, η^2 = .01] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.37. MANOVA for Positive-Negative Affect and Marital Status

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
MARITAL STATUS	0.98	0.61	4, 350	.01	-	-	-
Positive Affect					0.86	2, 176	.01
Negative Affect					0.35	2, 176	.01

3.6.5.12. The Effect of Number of Children on Positive-Negative Affect

In order to examine the effect of Number of Children on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. The results did not reveal a significant main effect of Number of Children [*Multivariate F* (4, 238) = 2.32, *ns*, Wilks' Lambda = 0.93, η^2 = .04] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.38. MANOVA for Positive-Negative Affect and Number of Children

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
NUMBER OF CHILDREN	0.93	2.32	4, 238	.04	-	-	-
Positive Affect					2.19	2, 120	.04
Negative Affect					3.32	2, 120	.05

3.6.5.13. The Effect of Age of First Criminal Record on Positive-Negative Affect

In order to examine the effect of Age of First Criminal Record on subscales of Positive-Negative Affect (i.e., Positive Affect and Negative Affect) MANOVA was conducted. The results did not reveal a significant main effect of Age of First Criminal Record [*Multivariate F* (8, 264) = 0.58, *ns*, Wilks' Lambda = 1.00, η^2 = .02] on Positive-Negative Affect. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.39. MANOVA for Basic Personality Traits and Age of First Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE OF FIRST CRIMINAL RECORD	1.00	0.58	8, 264	.01	-	-	-
Positive Affect					0.60	4, 133	.02
Negative Affect					0.60	4, 133	.02

3.6.6. Differences Among Categories of Demographic Variables on Basic Personality Traits

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record on Basic Personality Traits were examined.

3.6.6.1. The Effect of Gender on Basic Personality Traits

In order to examine the effect of Gender on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was a main effect of Gender [*Multivariate F* (6, 172) = 3.22, $\underline{p} < .05$, Wilks' Lambda = 0.90, $\eta^2 = .10$] on Basic Personality Traits. However, following the Bonferroni correction univariate analyses did not reveal any significant outcomes.

Table 3.40. MANOVA for Basic Personality Traits and Gender

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
GENDER	0.90	3.22*	6, 172	.10	-	-	-
Extraversion					1.67	1, 177	.01
Agreeableness					0.79	1, 177	.01
Conscientiousness					5.26	1, 177	.03
Neuroticism					0.06	1, 177	.01
Openness to Experience					0.71	1, 177	.01
Negative Valence					0.01	1, 177	.01

*$\underline{p} < .05$

3.6.6.2. The Effect of Level of Education on Basic Personality Traits

In order to examine the effect of Level of Education on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. The results revealed a main effect of level of education [*Multivariate F* (6, 172) = 6.04, $\underline{p} < .001$, Wilks' Lambda = 0.83, $\eta^2 = .17$] on Basic Personality Traits.

Following multivariate analyses, univariate analyses were performed for significant Level of Education effects with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .01 (found by dividing alpha level by the number of subscales, i.e., .05/6 = .008 and rounded up to .01) were considered to be significant with this correction. Based on this correction, the results indicated Level of Education main effect for Extraversion, $\underline{F}$ (1, 177) = 13.47, $\underline{p} < .001$, $\eta^2 = .07$. Accordingly, participants who were highly educated ($\underline{M}$ = 30.82) had higher Extraversion scores than participants who were low educated ($\underline{M}$ = 27.12). In

addition, a significant main effect was found for Agreeableness, F (1, 177) = 9.81, $\underline{p} < .01$, $\eta^2 = .05$, which indicated higher Agreeableness scores for low educated participants ($\underline{M} = 37.19$) than for highly educated participants ($\underline{M} = 35.67$). The groups did not differ on the basis of other subscales.

Table 3.41. MANOVA for Basic Personality Traits and Level of Education

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
LEVEL OF EDUCATION	0.83	6.04*	6, 172	.17	-	-	-
Extraversion					13.47*	1, 177	.07
Agreeableness					9.81**	1, 177	.05
Conscientiousness					3.95	1, 177	.02
Neuroticism					0.05	1, 177	.01
Openness to Experience					0.28	1, 177	.01
Negative Valence					0.15	1, 177	.01

*$\underline{p} < .001$, **$\underline{p} < .01$

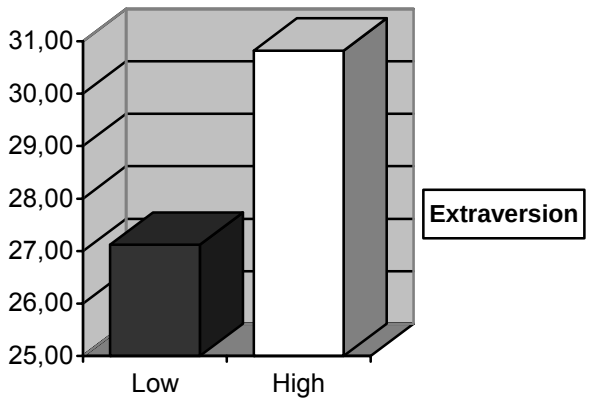


Figure 3.15. Main Effect for Level of Education in Terms of Extraversion

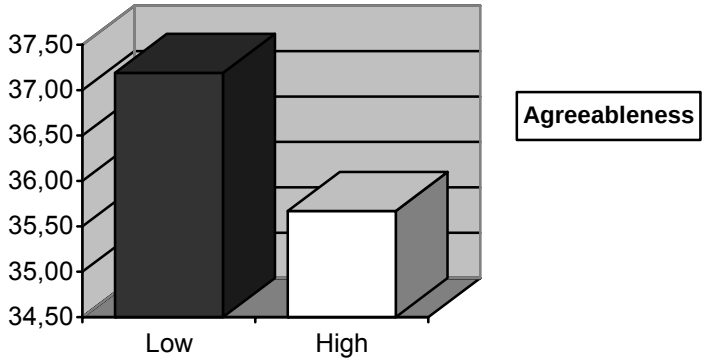


Figure 3.16. Main Effect for Level of Education in Terms of Agreeableness

3.6.6.3. The Effect of Parental Status on Basic Personality Traits

In order to examine the effect of Parental Status on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was no main effect of Parental Status [*Multivariate F* (6, 163) = 1.48, *ns*, Wilks' Lambda = 0.95, η^2 = .05] on Turkish Personality Characters. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.42. MANOVA for Basic Personality Traits and Parental Status

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PARENTAL STATUS	0.95	1.48	6, 173	.05	-	-	-
Extraversion					0.13	1, 168	.01
Agreeableness					0.05	1, 168	.01
Conscientiousness					4.47	1, 168	.03
Neuroticism					4.07	1, 168	.02
Openness to Experience					0.74	1, 168	.01
Negative Valence					0.15	1, 168	.01

3.6.6.4. The Effect of Presence of Life Partners Before Imprisonment on Basic Personality Traits

In order to examine the effect of presence of Life Partners Before Imprisonment on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was no main effect of Life Partners Before Imprisonment [*Multivariate F* (6, 171) = 0.18, *ns*, Wilks' Lambda = 1.00, η^2 = .01] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.43. MANOVA for Basic Personality Traits and Presence of Life Partners Before Imprisonment

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PRESENCE OF LIFE PARTNERS BEFORE IMPRISONMENT	1.00	0.18	6, 171	.01	-	-	-
Extraversion					0.15	1,176	.01
Agreeableness					0.06	1, 176	.01
Conscientiousness					0.38	1, 176	.01
Neuroticism					0.10	1, 176	.01
Openness to Experience					0.10	1, 176	.01
Negative Valence					0.13	1, 176	.01

3.6.6.5. The Effect of Past Criminal Record on Basic Personality Traits

In order to examine the effect of Past Criminal Record on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, a main effect of Past Criminal Record [*Multivariate F* (6, 168) = 3.00, $\underline{p} < .05$, Wilks' Lambda = 0.90, $\eta^2 = .10$] on Basic Personality Traits was found.

Following multivariate analyses, univariate analyses were performed for significant Past Criminal Record effects with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .01 (found by dividing alpha level by the number of subscales, i.e., .05/6 = .008 and rounded up to .01) were considered to be significant with this correction. Based on this correction, the results did not indicate Past Criminal Record main effect for any of the subscales.

Table 3.44. MANOVA for Basic Personality Traits and Past Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PAST CRIMINAL RECORD	0.90	3.00*	6,168	.10	-	-	-
Extraversion					1.62	1,173	.01
Agreeableness					4.21	1, 173	.02
Conscientiousness					0.22	1, 173	.01
Neuroticism					4.43	1, 173	.03
Openness to Experience					0.87	1, 173	.01
Negative Valence					5.93	1, 173	.03

*$\underline{p} < .05$

3.6.6.6. The Effect of the Way of Contact With People Outside on Basic Personality Traits

In order to examine the effect of the Way of Contact With People Outside on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was no main effect of the Way of Contact With People Outside [*Multivariate F* (6, 170) = 1.18, *ns*, Wilks' Lambda = 0.96, $\eta^2 = .04$] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.45. MANOVA for Basic Personality Traits and Way of Contact With People Outside

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
WAY OF CONTACT WITH PEOPLE OUTSIDE	0.96	1.18	6, 170	.04	-	-	-
Extraversion					2.77	1,175	.02
Agreeableness					1.27	1, 175	.01
Conscientiousness					0.03	1, 175	.01
Neuroticism					1.26	1, 175	.01
Openness to Experience					2.26	1, 175	.01
Negative Valence					2.20	1, 175	.01

3.6.6.7. The Effect of the Hobbies In Prison on Basic Personality Traits

In order to examine the effect of the Hobbies In Prison on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was no main effect of the Hobbies In Prison [*Multivariate F* (6, 169) = 1.88, *ns*, Wilks' Lambda = 0.94, $\eta^2 = .06$] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.46. MANOVA for Basic Personality Traits and Hobbies In Prison

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
HOBBIES IN PRISON	0.94	1.88	6, 169	.06	-	-	-
Extraversion					2.96	1,174	.02
Agreeableness					1.75	1, 174	.02
Conscientiousness					4.44	1, 174	.03
Neuroticism					0.08	1, 174	.01
Openness to Experience					0.60	1, 174	.01
Negative Valence					0.47	1, 174	.01

3.6.6.8. The Effect of Information Status About Probation on Basic Personality Traits

In order to examine the effect of Information Status About Probation on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. The results did not reveal a significant main effect of Information Status About Probation [*Multivariate F* (6, 171) = 1.16, *ns*, Wilks' Lambda = 0.96, η^2 = .04] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.47. MANOVA for Basic Personality Traits and Information Status About Probation

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
INFORMATION STATUS ABOUT PROBATION	0.96	1.16	6, 171	.04	-	-	-
Extraversion					0.49	1,176	.01
Agreeableness					0.80	1, 176	.01
Conscientiousness					1.15	1, 176	.01
Neuroticism					0.36	1, 176	.01
Openness to Experience					0.32	1, 176	.01
Negative Valence					0.24	1, 176	.01

3.6.6.9. The Effect of Age Groups on Basic Personality Traits

In order to examine the effect of Age Groups on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. The results revealed a significant main effect of Age Groups [*Multivariate F* (12, 340) = 2.11, $\underline{p} < .05$, Wilks' Lambda = 0.87, $\eta^2 = .07$] on Basic Personality Traits.

Following multivariate analyses, univariate analyses were performed for significant Age Groups effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .01 (found by dividing alpha level by the number of subscales, i.e., .05/6 = .008 and rounded up to .01) were considered to

be significant with this correction. Based on this correction, the results indicated Age Groups main effect only for Neuroticism, F (2, 175) = 10.75, p < .001, η^2 = .11. Accordingly, participants who were between 19 to 29 years of age (M = 27.76) had higher Neuroticism scores than participants who were aged between 30 to 39 years of age (M = 21.35) and participants aged between 40 to 65 years of age (M = 23.86). Participants who were aged between 30 to 39 years of age (M = 21.35) and participants aged between 40 to 65 years of age (M = 23.86) did not differ in terms of Neuroticism.

Table 3.48. MANOVA for Basic Personality Traits and Age Groups

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE GROUPS	0.87	2.11*	12, 340	.07	-	-	-
Extraversion					4.36	2,175	.05
Agreeableness					0.93	2, 175	.01
Conscientiousness					1.86	2, 175	.02
Neuroticism					10.75**	2, 175	.11
Openness to Experience					1.19	2, 175	.01
Negative Valence					1.88	2, 175	.02

*p < .05, **p < .001

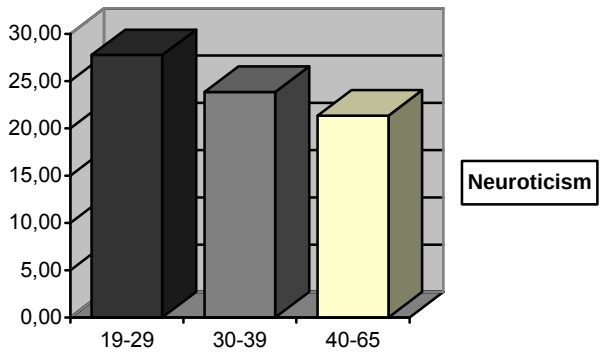


Figure 3.17. Main Effect for Age Groups in Terms of Neuroticism

3.6.6.10. The Effect of the Time Left Before Release on Basic Personality Traits

In order to examine the effect of the Time Left Before Release on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was no main effect of the Time Left Before Release [*Multivariate F* (36, 630.72) = 0.77, *ns*, Wilks' Lambda = 0.83, η^2 = .03] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.49. MANOVA for Basic Personality Traits and Time Left Before Release

	Multivariate				**Univariate**		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
TIME LEFT BEFORE RELEASE	0.83	0.77	36, 630.72	.03	-	-	-
Extraversion					1.37	6, 148	.05
Agreeableness					0.25	6, 148	.01
Conscientiousness					0.91	6, 148	.04
Neuroticism					1.37	6, 148	.05
Openness to Experience					0.67	6, 148	.03
Negative Valence					0.94	6, 148	.04

3.6.6.11. The Effect of Marital Status on Basic Personality Traits

In order to examine the effect of Marital Status on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. According to the results, there was no main effect of Marital Status [*Multivariate F* (12, 342) = 0.95, *ns*, Wilks' Lambda = 0.94, η^2 = .03] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.50. MANOVA for Basic Personality Traits and Marital Status

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
MARITAL STATUS	0.94	0.95	12, 342	.03	-	-	-
Extraversion					1.23	2, 176	.01
Agreeableness					0.82	2, 176	.01
Conscientiousness					3.42	2, 176	.04
Neuroticism					0.20	2, 176	.01
Openness to Experience					1.52	2, 176	.02
Negative Valence					1.44	2, 176	.02

3.6.6.12. The Effect of Number of Children on Basic Personality Traits

In order to examine the effect of Number of Children on subscales of Basic Personality Traits (i.e. Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. The results did not reveal a significant main effect of Number of Children [*Multivariate F* (12, 230) = 1.34, *ns*, Wilks' Lambda = 0.87, η^2 = .07] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.51. MANOVA for Basic Personality Traits and Number of Children

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
NUMBER OF CHILDREN	0.87	1.34	12, 230	.07	-	-	-
Extraversion					1.73	2, 120	.03
Agreeableness					0.05	2, 120	.01
Conscientiousness					1.48	2, 120	.02
Neuroticism					5.00	2, 120	.08
Openness to Experience					0.19	2, 120	.01
Negative Valence					1.47	2, 120	.02

3.6.6.13. The Effect of Age of First Criminal Record on Basic Personality Traits

In order to examine the effect of Age of First Criminal Record on subscales of Basic Personality Traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence) MANOVA was conducted. The results did not reveal a significant main effect of Age of First Criminal Record [Multivariate F (24, 447.75) = 1.30, *ns*, Wilks' Lambda = 0.79, η^2 = .06] on Basic Personality Traits. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.52. MANOVA for Basic Personality Traits and Age of First Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE OF FIRST CRIMINAL RECORD	0.79	1.30	24, 447.75	.06	-	-	-
Extraversion					1.82	4, 133	.05
Agreeableness					1.10	4, 133	.03
Conscientiousness					0.75	4, 133	.02
Neuroticism					1.74	4, 133	.05
Openness to Experience					0.25	4, 133	.01
Negative Valence					1.49	4, 133	.04

3.6.7. Differences Among Categories of Demographic Variables on Learned Resourcefulness

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record on Learned Resourcefulness were examined.

3.6.7.1. The Effect of Gender on Learned Resourcefulness

In order to examine the effect of Gender on subscales of Rosenbaum's Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, there was no main effect of Gender [*Multivariate F* (2, 176)= 1.84, *ns*, Wilks' Lambda = 0.98, $\eta^2 = .02$] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.52. MANOVA for Learned Resourcefulness and Gender

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
GENDER	0.98	1.84	2, 176	.02	-	-	-
Self-Generated Resources					0.77	1, 177	.01
Externally-Generated Resources					2.10	1, 177	.01

3.6.7.2. The Effect of Level of Education on Learned Resourcefulness

In order to examine the effect of Level of Education on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. The results did not reveal a main effect of level of education [*Multivariate F* (2, 176)= 2.28, *ns*, Wilks' Lambda = 0.98, η^2 = .03] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.53. MANOVA for Learned Resourcefulness and Level of Education

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
LEVEL OF EDUCATION	0.98	2.28	2, 176	.03	-	-	-
Self-Generated Resources					2.28	1, 177	.01
Externally-Generated Resources					3.29	1, 177	.01

3.6.7.3. The Effect of Parental Status on Learned Resourcefulness

In order to examine the effect of Parental Status on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated

Resources) MANOVA was conducted. According to the results, there was no main effect of Parental Status [*Multivariate F* (2, 167) = 1.76, *ns*, Wilks' Lambda = 0.98, η^2 = .02] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.54. MANOVA for Learned Resourcefulness and Parental Status

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PARENTAL STATUS	0.98	1.76	2, 167	.02	-	-	-
Self-Generated Resources					3.32	1, 168	.02
Externally-Generated Resources					0.01	1, 168	.01

3.6.7.4. The Effect of Presence of Life Partners Before Imprisonment on Learned Resourcefulness

In order to examine the effect of Life Partners Before Imprisonment on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, there was no main effect of Life Partners Before Imprisonment [*Multivariate F* (2, 175) = 1.40, *ns*, Wilks' Lambda = 0.98, η^2 = .02] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.55. MANOVA for Learned Resourcefulness and Life Partners Before Imprisonment

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
LIFE PARTNERS BEFORE IMPRISONMENT	0.98	1.40	2, 175	.02	-	-	-
Self-Generated Resources					0.20	1, 176	.01
Externally-Generated Resources					2.16	1, 176	.01

3.6.7.5. The Effect of Past Criminal Record on Learned Resourcefulness

In order to examine the effect of Past Criminal Record on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, a main effect of Past Criminal Record [*Multivariate F* (2, 172) = 3.38, $\underline{p}$ <.05, Wilks' Lambda = 0.96, η^2 = .04] on Learned Resourcefulness was found.

Following multivariate analyses, univariate analyses were performed for significant Past Criminal Record effects with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .03 (found by dividing alpha level by the number of subscales, i.e., .05/2 = .025 and rounded up to .03) were considered to be significant with this correction. Based on this correction, the results indicated Past Criminal Record main effect only for Externally-Generated Resources, $\underline{F}$ (1, 173)= 5.18, $\underline{p}$ < .03, η^2 = .03, indicating that the participants who had been judged and released before ($\underline{M}$ = 30.10) were more external reource seeking than the participants who had not been judged and released ($\underline{M}$ = 26.91).

Table 3.56. MANOVA for Learned Resourcefulness and Past Criminal Record

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
PAST CRIMINAL RECORD	0.96	3.38*	2, 172	.04	-	-	-
Self-Generated Resources					0.42	1, 173	.01
Externally-Generated Resources					5.18**	1, 173	.03

*p <.05, **p < .03

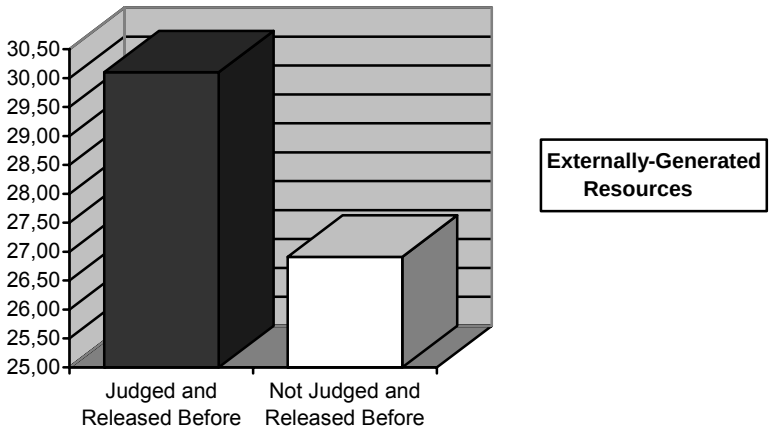


Figure 3.18. Main Effect for Past Criminal Record in Terms of Externally-Generated Resources

3.6.7.6. The Effect of the Way of Contact With People Outside on Learned Resourcefulness

In order to examine the effect of the Way of Contact With People Outside on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, there was no main effect of the Way of Contact With People Outside [*Multivariate F* (2, 174) = 0.10, *ns*, Wilks' Lambda = 1.0, η^2 = .01] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.57. MANOVA for Learned Resourcefulness and Way of Contact With People Outside

	Multivariate				Univariate		
Source	Wilks' Lambd	F	df	η^2	F	df	η^2
WAY OF CONTACT WITH PEOPLE OUTSIDE	1.00	0.10	2, 174	.01	-	-	-
Self-Generated Resources					0.14	1, 175	.01
Externally-Generated Resources					0.11	1, 175	.01

3.6.7.7. The Effect of the Hobbies In Prison on Learned Resourcefulness

In order to examine the effect of the Hobbies In Prison, specifically book reading, on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, there was no main effect of the Hobbies In Prison, specificly book reading [*Multivariate F* (2, 173) = 0.50, *ns*, Wilks' Lambda = 1.00, η^2 = .01] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.58. MANOVA for Learned Resourcefulness and Hobbies In Prison

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
HOBBIES IN PRISON	1.00	0.50	2, 173	.01	-	-	-
Self-Generated Resources					0.85	1, 174	.01
Externally-Generated Resources					0.21	1, 174	.01

3.6.7.8. The Effect of Information Status About Probation on Learned Resourcefulness

In order to examine the effect of Information Status About Probation on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. The results revealed a significant main effect of Information Status About Probation [*Multivariate F* (2, 175) = 3.60, $\underline{p} < .05$, Wilks' Lambda = 0.96, $\eta^2 = .04$] on Learned Resourcefulness.

Following multivariate analyses, univariate analyses were performed for significant Information Status About Probation main effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .03 (found by dividing alpha level by the number of subscales, i.e., .05/2 = .025 and rounded up to .03) were considered to be significant with this correction. Based on this correction, the results indicated Information Status about Probation main effect only for Externally-Generated Resources, $\underline{F}$ (1, 176) = 5.70, $\underline{p} < .03$, $\eta^2 = .03$. Accordingly, participants who were not informed about probation ($\underline{M}$ = 29.06) seeked Externally-Generated Resources more than participants who were informed about ($\underline{M}$ = 26.06).

Table 3.59. MANOVA for Learned Resourcefulness and Information Status About Probation

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
INFORMATION STATUS ABOUT PROBATION	0.96	3.60*	2, 175	.04	-	-	-
Self-Generated Resources					0.43	1, 176	.01
Externally-Generated Resources					5.70**	1,176	.03

*$\underline{p} < .05$, **$\underline{p} < .03$

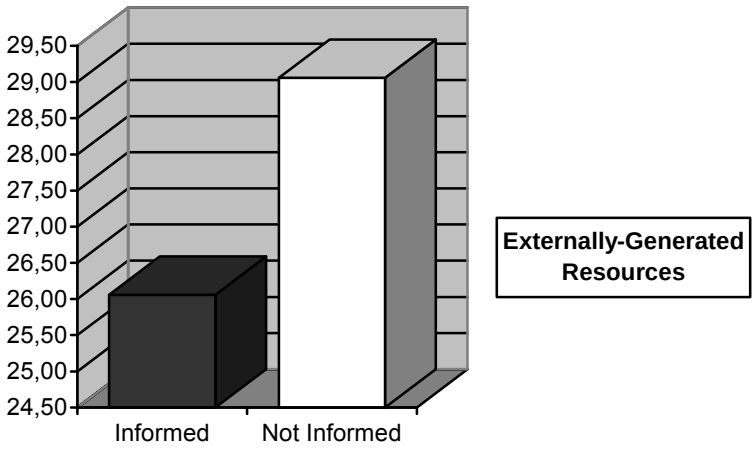


Figure 3.19. Main Effect for Information Status about Probation in Terms of Externally-Generated Resources

3.6.7.9. The Effect of Age Groups on Learned Resourcefulness

In order to examine the effect of Age Groups on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. The results did not reveal a significant main effect of Age Groups [*Multivariate F* (4, 348) = 1.59, *ns*, Wilks' Lambda = 0.96, η^2 = .02] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.60. MANOVA for Learned Resourcefulness and Age Groups

	Multivariate				**Univariate**		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE GROUPS	0.96	1.59	4, 348	.02	-	-	-
Self-Generated Resources					1.68	2, 175	.02
Externally-Generated Resources					0.80	2, 175	.01

3.6.7.10. The Effect of the Time Left Before Release on Learned Resourcefulness

In order to examine the effect of the Time Left Before Release on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, there was no main effect of the Time Left Before Release [*Multivariate F* (12, 294) = 1.60, *ns*, Wilks' Lambda = 0.88, η^2 = .06] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.61. MANOVA for Learned Resourcefulness and Time Left Before Release

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
TIME LEFT BEFORE RELEASE	0.88	1.60	12, 294	.06	-	-	-
Self-Generated Resources					1.44	6, 148	.06
Externally-Generated Resources					2.00	6, 148	.08

3.6.7.11. The Effect of Marital Status on Learned Resourcefulness

In order to examine the effect of Marital Status on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. According to the results, there was a main effect of Marital Status [*Multivariate F* (4, 350) = 2.42, $\underline{p} <$ .05, Wilks' Lambda = 0.95, η^2 = .03] on Learned Resourcefulness.

Following multivariate analyses, univariate analyses were performed for significant Marital Status main effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .03 (found by dividing alpha level by the number of subscales, i.e., .05/2 = .025 and rounded up to .03) were considered to be significant with this correction. Based on this correction, the results did not indicate Marital Status main effect for any of the participant groups.

Table 3.62. MANOVA for Learned Resourcefulness and Marital Status Release

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
MARITAL STATUS	0.95	2.42*	4, 350	.03	-	-	-
Self-Generated Resources					3.10	2, 176	.03
Externally-Generated Resources					0.88	2, 176	.01

*$\underline{p}$ < .05

3.6.7.12. The Effect of Number of Children on Learned Resourcefulness

In order to examine the effect of Number of Children on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. The results did not reveal a significant main effect of Number of Children [*Multivariate F* (4, 238) = 2.10, *ns*, Wilks' Lambda = 0.93, η^2 = .03] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.63. MANOVA for Learned Resourcefulness and Number of Children

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
NUMBER OF CHILDREN	0.93	2.10	4, 238	.03	-	-	-
Self-Generated Resources					0.36	2, 120	.01
Externally-Generated Resources					3.40	2, 120	.05

3.6.7.13. The Effect of Age of First Criminal Record on Learned Resourcefulness

In order to examine the effect of Age of First Criminal Record on subscales of Learned Resourcefulness (i.e., Self-Generated Resources and Externally-Generated Resources) MANOVA was conducted. The results did not reveal a significant main effect of Age of First Criminal Record [*Multivariate F* (8, 264) = 1.50, *ns*, Wilks' Lambda = 0.92, η^2 = .04] on Learned Resourcefulness. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.64. MANOVA for Learned Resourcefulness and Age of First Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE OF FIRST CRIMINAL RECORD	0.92	1.50	8, 264	.04	-	-	-
Self-Generated Resources					1.66	4, 133	.05
Externally-Generated Resources					1.20	4, 133	.04

3.6.8. Differences Among Categories of Demographic Variables on Upon-Release Future Expectations

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record on Upon-Release Future Expectations were examined.

3.6.8.1. The Effect of Gender on Upon-Release Future Expectations

In order to examine the effect of gender on the Upon-Release Future Expectations (i.e., Total Expectations Score), Independent Samples T-test was

conducted. The analysis revealed that there was no significant difference between female and male subjects, t (177) = -0.23, *ns*.

3.6.8.2. The Effect of Level of Education on Upon-Release Future Expectations

In order to examine the effect of level of education on the Upon-Release Future Expectations, Independent Samples T-test was conducted. The analysis revealed that highly educated subjects (M = 138.59) had sinificantly higher Future Expectations total scores than low educated subjects (M = 131.38), t (177) = -2.51, p < .05.

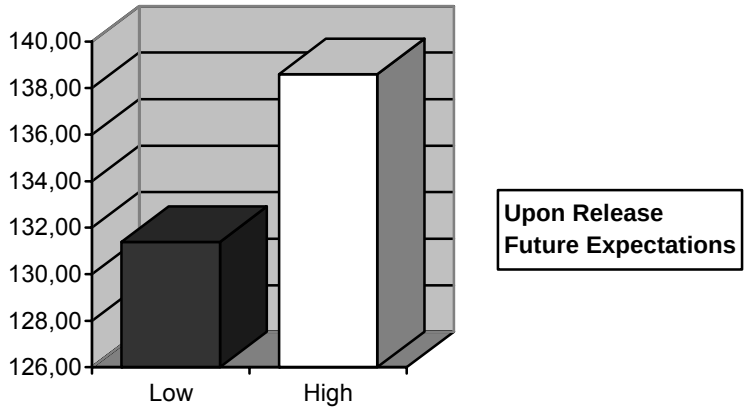


Figure 3.20. Mean Scores for Level of Education in Terms of Upon-Release Future Expectations

3.6.8.3. The Effect of Parental Status on Upon-Release Future Expectations

In order to examine the effect of parental status on the Upon-Release Future Expectations, Independent Samples T-test was conducted. The analysis revealed that there was no significant difference between parent and non-parent subjects, t (177) = -.26, *ns*.

3.6.8.4. The Effect of Presence of Life Partners Before Imprisonment on Upon-Release Future Expectations

In order to examine the effect of presence of life partners before imprisonment on the Upon-Release Future Expectations, Independent Samples T-test

was conducted. The analysis did not a reveal a significant difference between the subjects who used to live with their spouse and child(ren) and those who used to have life partners other than spouse and child(ren), t (176) = -1.10, *ns*.

3.6.8.5. The Effect of Past Criminal Record on Upon-Release Future Expectations

In order to examine the effect of past criminal record on the Upon-Release Future Expectations, Independent Samples T-test was conducted. The analysis did not reveal a significant difference between the subjects who had been judged and released before and those who had not, t (173) = 1.38, *ns*.

3.6.8.6. The Effect of the Way of Contact With People Outside on Upon-Release Future Expectations

In order to examine the effect of way of contact with people outside on the Upon-Release Future Expectations, Independent Samples T-test was conducted. The analysis revealed that the subjects who had contact with people outside through their visits (M = 138.75) had sinificantly higher Future Expectations total scores than the subjects who had contact with people outside through other means (M = 125.97), t (175)= -4.05, p < .001.

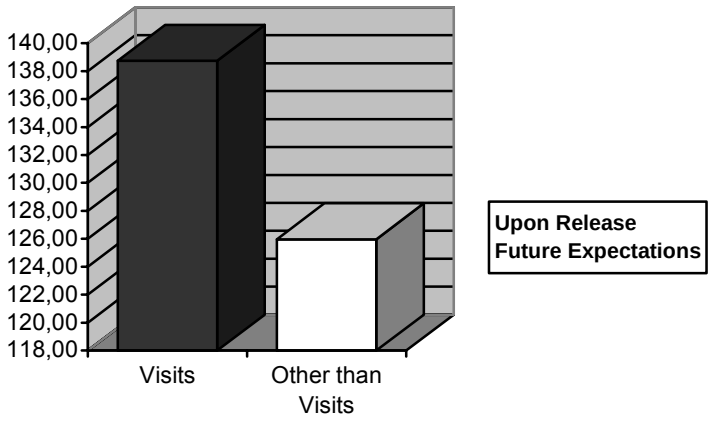


Figure 3.21. Mean Scores for Way of Contact in Terms of Upon-Release Future Expectations

3.6.8.7. The Effect of the Hobbies In Prison on Upon-Release Future Expectations

In order to examine the effect of hobbies in prison on the Upon-Release Future Expectations, Independent Samples T-test was conducted. The analysis revealed that there was not a significant difference between the subjects who read and those who did not, $\underline{t}$ (174) = -1.25, *ns*.

3.6.8.8. The Effect of Information Status About Probation on Upon-Release Future Expectations

In order to examine the effect of information status about probation on the Upon-Release Future Expectations, Independent Samples T-test was conducted. The analysis revealed that the subjects who were informed ($\underline{M}$ = 139.65) had sinificantly higher Future Expectations total scores than the uninformed subjects ($\underline{M}$ = 132.10), $\underline{t}$ (176) = -2.58, $\underline{p} < .05$.

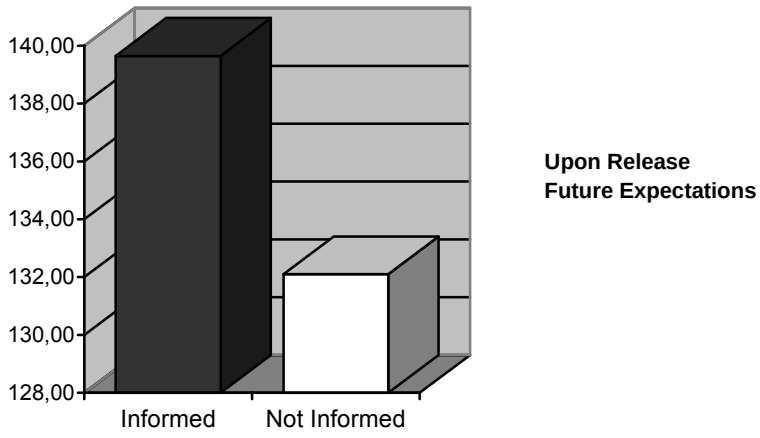


Figure 3.22. Mean Scores for Information Status about Probation in Terms of Upon-Release Future Expectations

3.6.8.9. The Effect of Age Groups on Upon-Release Future Expectations

In order to examine the effect of age groups on Upon-Release Future Expectations, one-way ANOVA was conducted. The analysis did not reveal a significant differerence between either of the groups, $\underline{F}$ (2, 175) = -.66, *ns*.

Table 3.65. Analysis of Variance for Upon-Release Future Expectations

Source	df	SS	MS	F	η^2
Age	2	507.83	253.92	0.66	.01
Error	175	66937.09	382.50		

3.6.8.10. The Effect of the Time Left Before Release on Upon-Release Future Expectations

In order to examine the effect of time left before release on the Upon-Release Future Expectations, one-way ANOVA was conducted. The analysis revealed that Future Expectations total scores of the subjects who had 3 to 5 months left before relase ($\underline{M}$ = 144.77) were significantly higher than the subjects who had a 32 to 58 months waiting time before release ($\underline{M}$ = 126.19), $\underline{F}$ (6, 148)= 2.73, $\underline{p}$ < .05. There was not a significant difference between other groups of subjects.

Table 3.66. Analysis of Variance for Upon-Release Future Expectations

Source	df	SS	MS	F	η^2
Time Left Before Release	6	6025.86	1004.31	2.73*	.10
Error	148	54395.14	367.54		

*$\underline{p}$ < .05

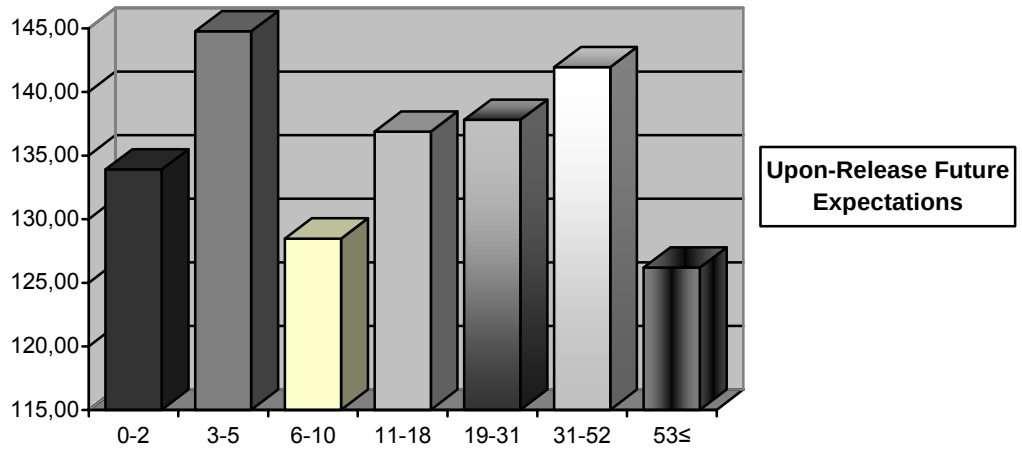


Figure 3.23. Mean Scores for Time Left Before Rlease (in months) in Terms of Upon-Release Future Expectations

3.6.8.11. The Effect of Marital Status on Upon-Release Future Expectations

In order to examine the effect of marital status on Upon-Release Future Expectations, one-way ANOVA was conducted. The analysis revealed that the difference between none of the groups was significant, F (2,176)= 2.32, *ns*.

Table 3.67. Analysis of Variance for Upon-Release Future Expectations

Source	df	SS	MS	F	η^2
Marital Status	2	1729.86	864.93	2.32	.03
Error	176	65748.38	373.57		

3.6.8.12. The Effect of Number of Children on Upon-Release Future Expectations

In order to examine the effect of number of children on Upon-Release Future Expectations, one-way ANOVA was conducted. Although the analysis indicated a significant difference between the groups, F (2, 119) = 3.50, p < .05, Multiple Comparisons did not reveal that.

Table 3.68. Analysis of Variance for Upon-Release Future Expectations

Source	df	SS	MS	F	η^2
Number of Children	2	2431.28	1215.64	3.50	.06
Error	119	41282.16	346.91		

3.6.8.13. The Effect of Age of First Criminal Record on Upon-Release Future Expectations

In order to examine the effect of first criminal record on Upon-Release Future Expectations, one-way ANOVA was conducted. The analysis revealed that the difference between none of the groups was significant, F (4, 133) = 2.36, *ns*.

Table 3.69. Analysis of Variance for Upon-Release Future Expectations

Source	df	SS	MS	F	η^2
Age of First Criminal Record	4	3537.59	884.40	2.36	.06
Error	133	49931.47	375.43		

3.6.9. Differences Among Categories of Demographic Variables on The Factors of Upon-Release Future Expectations

Differences between different categories of gender, level of education, parental status, presence of life partners before imprisonment, past criminal record, way of contact with people outside, hobbies in prison, information status about probation, age group, time left before release, marital status, number of children and age of first criminal record on the factors of Upon-Release Future Expectations were examined.

3.6.9.1. The Effect of Gender on The Factors of Upon-Release Future Expectations

In order to examine the effect of Gender on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of Gender [*Multivariate F* (3, 176) = 0.51, *ns*, Wilks' Lambda = 0.99, $\eta^2 = .01$] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.70. MANOVA for The Factors of Upon-Release Fututre Expectations and Gender

	Multivariate					Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
GENDER	0.99	0.51	3, 176	.01	-	-	-
Future Conditions					0.35	1, 178	.01
Perceived Risks					0.43	1, 178	.01
Confidence in Coping					0.03	1, 178	.01

3.6.9.2. The Effect of Level of Education on the Factors of Upon-Release Future Expectations

In order to examine the effect of level of education on the Factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks, Confidence in Coping) MANOVA was conducted. The results revealed a significant main effect of level of education [*Multivariate F* (3, 176) = 10.66, $\underline{p} < .001$, Wilks' Lambda = 0.85, $\eta^2 = .15$] on the factors of Upon-Release Future Expectations.

Following multivariate analyses, univariate analyses were performed for significant level of education main effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .02 (found by dividing alpha level by the number of subscales, i.e., .05/3 = .016 and rounded up to .02) were considered to be significant with this correction. Based on this correction, the results indicated Level of Education main effect both for Future Conditions, $\underline{F}$ (1, 178) = 6.62, $\underline{p} < .02$, $\eta^2 = .04$ and for Perceived Risks $\underline{F}$ (1, 178) = 26.08, $\underline{p} < .02$, $\eta^2 = .13$. Accordingly, low-educated participants ($\underline{M}$ = 57.22) had significantly lower Future Conditions (i.e., Factor 1 of) scores than highly-educated participants ($\underline{M}$ = 61.25), but their scores ($\underline{M}$ = 20.07) for Perceived Risks were significantly higher than those of highly educated ($\underline{M}$ = 15.60). The two groups did not differ significantly in terms of Confidence in Coping.

Table 3.71. MANOVA for the Factors of Upon-Release Future Expectations and Level of Education

	Multivariate				Univariate		
Source	Wilks' Lambda	F	df	η^2	F	df	η^2
LEVEL OF EDUCATION	0.85	10.66*	3, 176	.15	-	-	-
Future Conditions					6.62**	1, 178	.04
Perceived Risks					26.08**	1, 178	.13
Confidence in Coping					2.12	1, 178	.01

*p < .001, **p < .02

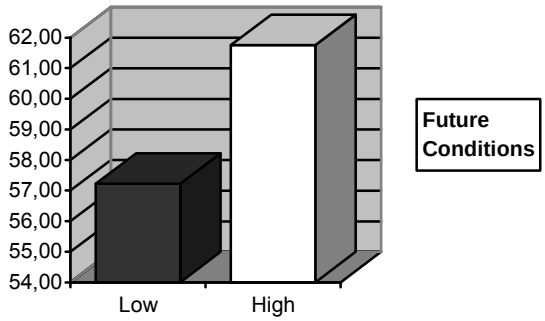


Figure 3.24. Main Effect for Level of Education in Terms of the Future Conditions Factor of Upon-Release Future Expectations

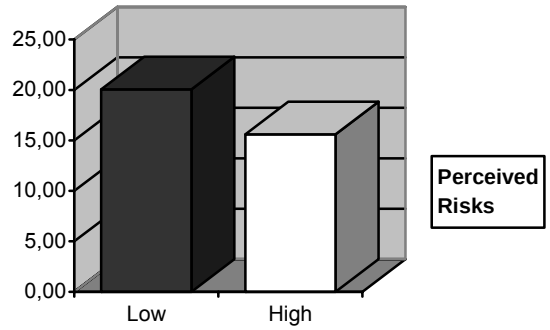


Figure 3.25. Main Effect for Level of Education in Terms of the the Perceived Risks Factor of Upon-Release Future Expectations

3.6.9.3. The Effect of Parental Status on the Factors of Upon-Release Future Expectations

In order to examine the effect of parental status on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of parental status [*Multivariate F* (3, 167) = 1.09, *ns*, Wilks' Lambda = 0.98, η^2 = .02] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.72. MANOVA for The Factors of Upon-Release Future Expectations and Parental Status

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PARENTAL STATUS	0.98	1.09	3, 167	.02	-	-	-
Future Conditions					0.14	1, 169	.01
Perceived Risks					1.86	1, 169	.01
Confidence in Coping					0.05	1, 169	.01

3.6.9.4. The Effect of Presence of Life Partners Before Imprisonment on the Factors of Upon-Release Future Expectations

In order to examine the effect of presence of life partners before imprisonment on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of life partners before imprisonment [*Multivariate F* (3, 175) = 0.62, *ns*, Wilks' Lambda = 0.99, η^2 = .01] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.73. MANOVA for The Factors of Upon-Release Fututre Expectations and Life partners Before Imprisonment

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
PRESENCE OF LIFE PARTNERS BEFORE IMPRISONMENT	0.99	0.62	3, 175	.01	-	-	-
Future Conditions					1.50	1, 177	.01
Perceived Risks					1.18	1, 177	.01
Confidence in Coping					0.01	1, 177	.01

3.6.9.5. The Effect of Past Criminal Record on the Factors of Upon-Release Future Expectations

In order to examine the effect of past criminal record on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks, Confidence in Coping) MANOVA was conducted. The results revealed a significant main effect of past criminal record [*Multivariate F* (3, 172) = 3.73, $\underline{p} < .05$, Wilks' Lambda = 0.94, $\eta^2 = .06$] on the factors of Upon-Release Future Expectations.

Following multivariate analyses, univariate analyses were performed for significant past criminal record main effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .02 (found by dividing alpha level by the number of subscales, i.e., .05/3= .016 and rounded up to .02) were considered to be significant with this correction. Based on this correction, the results indicated past criminal record main effect only for Perceived Risks, $\underline{F}$ (1, 174) = 10.05, $\underline{p} < .02$, $\eta^2 = .02$. Accordingly, the participants who had been judged and released before ($\underline{M}$ = 19.95) had significantly higher Perceived Risks scores than the participants who had not ($\underline{M}$ = 16.78).

Table 3.74. MANOVA for the Factors of Upon-Release Future Expectations and Past Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
LEVEL OF EDUCATION	0.94	3.73*	3, 172	.06	-	-	-
Future Conditions					1.27	1, 174	.01
Perceived Risks					10.05**	1, 174	.02
Confidence in Coping					0.49	1, 174	.01

*$\underline{p}$ < .05, **$\underline{p}$ < .02

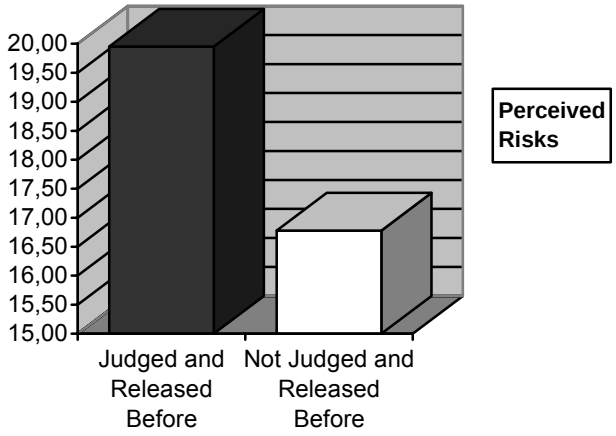


Figure 3.26. Main Effect for Past Criminal Record in Terms of the the Perceived Risks Factor of Upon-Release Future Expectations

3.6.9.6. The Effect of Way of Contact with People Outside on the Factors of Upon-Release Future Expectations

In order to examine the effect of way of contact with people outside on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks, Confidence in Coping) MANOVA was conducted. The results revealed a

significant main effect of way of contact with people outside [*Multivariate F* (3, 174) = 6.34, $\underline{p} < .001$, Wilks' Lambda = 0.90, $\eta^2 = .10$] on the factors of Upon-Release Future Expectations.

Following multivariate analyses, univariate analyses were performed for significant way of contact with people outside main effect with Bonferroni correction. Thus, for the univariate analyses, the alpha values that were lower than .02 (found by dividing alpha level by the number of subscales, i.e., .05/3= .016 and rounded up to .02) were considered to be significant with this correction. Based on this correction, the results indicated way of contact with people outside main effect for Future Conditions $\underline{F}$ (1, 176) = 17.72, $\underline{p} < .02$, $\eta^2 = .09$. Accordingly, the participants who contacted with people outside through their visits ($\underline{M}$ = 61.88) had significantly higher Future Conditions (Factor 1 of) scores than the participants who contacted with people outside by other means and those who did not contact at all ($\underline{M}$ = 53.81). Based on Bonferroni correction the results also indicated a main effect for Perceived Risks, $\underline{F}$ (1, 176) = 9.18, $\underline{p} < .02$, $\eta^2 = .05$. Accordingly, the participants who contacted with people outside through their visits ($\underline{M}$ = 16.90) had significantly lower Perceived Risks scores than the participants who contacted with people outside by other means and those who did not contact at all ($\underline{M}$ = 19.98).

Table 3.75. MANOVA for the Factors of Upon-Release Future Expectations and Way of Contact with People Outside

	Multivariate				**Univariate**		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
WAY of CONTACT with PEOPLE OUTSIDE	0.90	6.34*	3, 174	.10	-	-	-
Future Conditions					17.72**	1, 176	.09
Perceived Risks					9.18**	1, 176	.09
Confidence in Coping					1.50	1, 176	.01

*$\underline{p} < .001$, **$\underline{p} < .02$

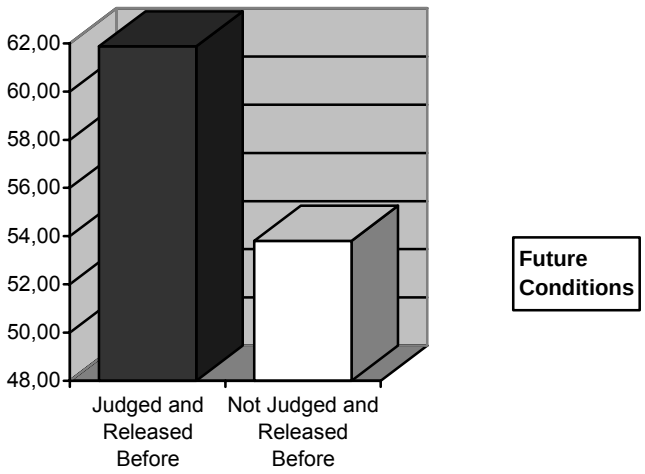


Figure 3.27. Main Effect for Way of Contact with People Outside in Terms of the Future Conditions Factor of Upon-Release Future Expectations

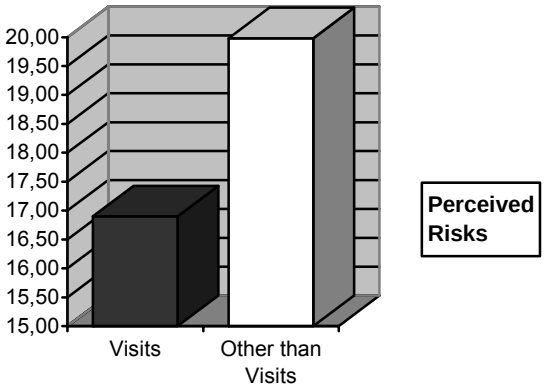


Figure 3.28. Main Effect for Way of Contact with People Outside in Terms of the Perceived Risks Factor of Upon-Release Future Expectations

3.6.9.7. The Effect of Hobbies in Prison on the Factors of Upon-Release Future Expectations

In order to examine the effect of hobbies in prison on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there

was no main effect of hobbies in prison [*Multivariate F* (3, 173) = 2.62, *ns*, Wilks' Lambda = 0.96, $\eta^2 = .04$] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.76. MANOVA for The Factors of Upon-Release Future Expectations and Hobbies in Prison

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
HOBBIES in PRISON	0.96	2.62	3, 173	.04	-	-	-
Future Conditions					2.88	1, 175	.02
Perceived Risks					4.62	1, 175	.03
Confidence in Coping					1.17	1, 175	.01

3.6.9.8. The Effect of Information Status about Probation on the Factors of Upon-Release Future Expectations

In order to examine the effect of information status about probation on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. Although *Multivariate F* was significant according to the results, following the Bonferroni correction univariate analyses did not reveal a significant main effect for any of the factors [*Multivariate F* (3, 175) = 3.30, $\underline{p} < .05$, Wilks' Lambda = 0.95, $\eta^2 = .05$] of Upon-Release Future Expectations.

Table 3.77. MANOVA for The Factors of Upon-Release Future Expectations and Information Status About Probation

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
INFORMATION STATUS ABOUT PROBATION	0.96	2.62	3, 173	.04	-	-	-
Future Conditions					2.30	1, 177	.01
Perceived Risks					1.83	1, 177	.01
Confidence in Coping					8.81	1, 177	.05

3.6.9.9. The Effect of Age Groups on the Factors of Upon-Release Future Expectations

In order to examine the effect of age groups on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of age groups [*Multivariate F* (6, 348) = 1.35, *ns*, Wilks' Lambda = 0.96, η^2 = .02] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.78. MANOVA for The Factors of Upon-Release Future Expectations and Age Groups

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE GROUPS	0.96	1.35	6, 348	.02	-	-	-
Future Conditions					0.51	2, 176	.01
Perceived Risks					2.49	2, 176	.03
Confidence in Coping					0.10	2, 176	.01

3.6.9.10. The Effect of Time Left Before Release on the Factors of Upon-Release Future Expectations

In order to examine the effect of time left before release on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of time left before release [*Multivariate F* (18, 416.26) = 1.60, *ns*, Wilks' Lambda = 0.83, η^2 = .06] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.79. MANOVA for The Factors of Upon-Release Future Expectations and Time Left Before Release

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
TIME LEFT BEFORE RELEASE	0.83	1.60	18, 416.26	.06	-	-	-
Future Conditions					1.52	6, 149	.06
Perceived Risks					3.55	6, 149	.13
Confidence in Coping					0.97	6, 149	.04

3.6.9.11. The Effect of Marital Status on the Factors of Upon-Release Future Expectations

In order to examine the effect of marital status on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of marital status [*Multivariate F* (6, 350) = 1.28, *ns*, Wilks' Lambda = 0.96, η^2 = .02] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.80. MANOVA for The Factors of Upon-Release Future Expectations and Marital Status

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
MARITAL STATUS	0.96	1.28	6, 350	.02	-	-	-
Future Conditions					2.19	2, 177	.02
Perceived Risks					1.26	2, 177	.01
Confidence in Coping					1.03	2, 177	.01

3.6.9.12. The Effect of Number of Children on the Factors of Upon-Release Future Expectations

In order to examine the effect of number of children on the factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of number of children [*Multivariate F* (6, 236) = 1.26, *ns*, Wilks' Lambda = 0.94, η^2 = .03] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.81. MANOVA for The Factors of Upon-Release Future Expectations and Number of Children

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
NUMBER OF CHIILDREN	0.94	1.26	6, 236	.03	-	-	-
Future Conditions					2.27	2, 120	.04
Perceived Risks					2.76	2, 120	.04
Confidence in Coping					0.82	2, 120	.01

3.6.9.13. The Effect of Age of First Criminal Record on the Factors of Upon-Release Future Expectations

In order to examine the effect of age of first criminal record on the factors of Upon-Release Future Expectations (i.e. Future Conditions, Perceived Risks and Confidence in Coping) MANOVA was conducted. According to the results, there was no main effect of age of first criminal record [*Multivariate F* (12, 349.53) = 1.44, *ns*, Wilks' Lambda = 0.88, η^2 = .04] on the factors of Upon-Release Future Expectations. Since, the *Multivariate F* was not significant univariate analyses were not examined.

Table 3.82. MANOVA for The Factors of Upon-Release Future Expectations and Age of First Criminal Record

	Multivariate				Univariate		
Source	**Wilks' Lambda**	**F**	**df**	**η^2**	**F**	**df**	**η^2**
AGE OF FIRST CRIMINAL RECORD	0.88	1.44	12, 349.53	.04	-	-	-
Future Conditions					1.72	4, 134	.05
Perceived Risks					2.11	4, 134	.06
Confidence in Coping					1.53	4, 134	.04

3.7. Inter-correlations Between Groups of Variables

Before the Regression Analyses, in order to examine the relationship between depression, anxiety, hopelessness, self-perception of parental role, Basic Personality Traits subscales, Positive-Negative Affect subscales, Learned Resourcefulness subscales, Upon-Release Future Expectations subscales and the whole scale, Pearson correlation analyses were carried out.

Considering the large sample size, among the significant correlations only those having a correlation coefficient larger than .20 were interpreted. According to the results shown in Table 3.83. Hopelessness indicated significant negative correlations with Positive Affect ($\underline{r}$ = -.26, $\underline{p}$ < .001), Self-Generated-Resources ($\underline{r}$ = -.30, $\underline{p}$ < .001), Self-Perception of Parental Role ($\underline{r}$ = -.21, $\underline{p}$ < .05), Upon-Release Future Expectations Total ($\underline{r}$ = -.47, $\underline{p}$ < .001), Upon-Release Future Expectations Factor 1 (i.e., Future Conditions) ($\underline{r}$ = -.39, $\underline{p}$ < .001), Factor 3 (i.e., Confidence in Coping) ($\underline{r}$ = -.34, $\underline{p}$ < .001), Extraversion ($\underline{r}$ = -.39, $\underline{p}$ < .001), Conscientiousness ($\underline{r}$ = -.24, $\underline{p}$ < .001) and Opennes to Experience ($\underline{r}$ = -.30, $\underline{p}$ < .001); significant positive correlations with Negative Affect ($\underline{r}$ = .34, $\underline{p}$ < .001), Externally-Generated Resources ($\underline{r}$ = .25, $\underline{p}$ < .001), Trait Anxiety ($\underline{r}$ = .57, $\underline{p}$ < .001), Depression ($\underline{r}$ = .51, $\underline{p}$ < .001), Upon-Release Future Expectations Factor 2 (i.e., Perceived Risks) ($\underline{r}$ = .30, $\underline{p}$ < .001) and Neurotisicm ($\underline{r}$ = .28, $\underline{p}$ < .001). Thus, as Hopelessness increased Negative Affect, Externally-Generated Resources, Trait Anxiety, Depression,

Perceived Risks and Neuroticism also increased, however Positive Affect, Self-Generated Resources, Self-Perception of Parental Role, Upon-Release Future Expectations, Future Conditions, Confidence in Coping, Extraversion, Conscientiousness and Openness to Experience decreased.

According to the results shown in Table 3.83 Trait Anxiety indicated significant negative correlations with Self-Perception of Parental Role ($r = -.20$, $p < .05$), Upon-Release Future Expectations Total ($r = -.52$, $p < .001$), Factor 1 of Upon-Release Future Expectations (i.e., Future Conditions) ($r = -.47$, $p < .001$), Factor 3 of Upon-Release Future Expectations (i.e., Confidence in Coping) ($r = -.24$, $p < .001$), Extraversion ($r = -.49$, $p < .001$), Conscientiousness ($r = -.22$, $p < .005$) and Openness to Experience ($r = -.39$, $p < .001$); significant positive correlations with Depression ($r = .58$, $p < .001$), Factor 2 of Upon-Release Future Expectations (i.e., Perceived Risks) ($r = .43$, $p < .001$), Neuroticism ($r = .45$, $p < .001$) and Negative Valence ($r = .32$, $p < .001$). Thus, as Trait Anxiety increased Depression, Perceived Risks, Neuroticism and Negative Valence also increased, however Self-Perception of Parental Role, Upon-Release Future Expectations, Future Conditions, Confidence in Coping, Extraversion, Conscientiousness and Openness to Experience decreased.

According to the results shown in Table 3.83 Depression indicated significant negative correlations with Self-Perception of Parental Role ($r = -.32$, $p < .001$), Upon-Release Future Expectations Total ($r = -.56$, $p < .001$), Factor 1 of Upon-Release Future Expectations (i.e., Future Conditions) ($r = -.46$, $p < .001$), Factor 3 of Upon-Release Future Expectations (i.e., Confidence in Coping) ($r = -.33$, $p < .001$), Extraversion ($r = -.38$, $p < .001$) and Openness to Experience ($r = -.21$, $p < .01$); significant positive correlations with Factor 2 of Upon-Release Future Expectations (i.e., Perceived Risks) ($r = .44$, $p < .001$), Neuroticism ($r = .32$, $p < .001$) and Negative Valence ($r = .30$, $p < .001$). Thus, as Depression increased Confidence in Coping, Neuroticism and Negative Valence Hopelessness also increased, however Self-Perception of Parental Role, Upon-Release Future Expectations, Future Conditions, Confidence in Coping, Extraversion, and Openness to Experience decreased.

According to the results shown in Table 3.83 Factor 1 of Upon-Release Future Expectations (i.e., Future Conditions) indicated significant negative

correlations with Factor 2 of Upon-Release Future Expectations (i.e., Perceived Risks) (r = -.49, p < .001) and Negative Valence (r = -.32, p < .001) ; significant positive correlations with Factor 3 of Upon-Release Future Expectations (r = .28, p < .001), Extraversion (r = .39, p < .001) and Openness to Experience (r = .21, p < .01) . Thus, as Future Conditions increased Confidence in Coping, Extraversion and Openness to Experience also increased, however Perceived Risks and Negative Valence decreased.

According to the results shown in Table 3.83 Factor 2 of Upon-Release Future Expectations (i.e., Perceived Risks) indicated a significant negative correlation only with Extraversion (r = -.33, p < .001); significant positive correlations with Neuroticism (r = .26, p < .001) and Negative Valence (r = .36, p < .001). Thus, as Perceived Risks increased Neuroticism and Negative Valence also increased, however Extraversion decreased.

According to the results shown in Table 3.83 Factor 3 of Upon-Release Future Expectations (i.e., Confidence in Coping) did not indicate any significant negative correlations with any of the scales; it indicated significant positive correlations with Extraversion (r = .20, p < .01), Agreeableness (r = .21, p < .005), Conscientiousness (r = .25, p < .001) and Openness to Experience (r = .33, p < .001). Thus, as Confidence in Coping increased Extraversion, Agreeableness, Conscientiousness, and Openness to Experience also increased.

The results of the Pearson's correlation analyses, together with Pearson's coefficients between Upon-Release Future Expectations Total and the other variables, and the inter correlations among positive-negative affect, among Self-Generated Resources and Externally-Generated Resources, and among six basic personality traits are provided in Table 3.83.

Table 3.83. Pearson's Correlations between Hopelessness, Positive-Negative Affect, Learned Resourcefulness, Trait Anxiety, Self-Perception of Parental Role and Upon-Release Future Expectations

Variables	H	PA	NA	SGR	EGR	TA	D	SPPR	URFE	FA1	FA2	FA3
H	1	**-.26****	**.34****	**-.30****	**.25****	**.57****	**.51****	**-.21***	**-.47****	**-.39****	**.30****	**-.34****
PA		1	-.18*	**.32****	-.13	**-.34****	**-.30****	.16	**.26****	.19*	-.06	**.31****
NA			1	-.07	**.43****	**.58****	**.59****	**-.22***	**-.49****	**-.48****	**.42****	-.16*
SGR				1	**.23*****	-.18*	-.12	.11	.19*	.06	.04	**.40****
EGR					1	**.59****	**.38****	**-.22***	**-.28****	**-.34****	**.33****	.07
TA						1	**.58****	**-.20***	**-.52****	**-.47****	**.43****	**-.24****
D							1	**-.32****	**-.56****	**-.46****	**.44****	**-.33****
SPPR								1	**.24****	.16	-.11	**.25*****
URFE									1	**.89****	**-.67****	**.62****
FA1										1	**-.49****	**.28****
FA2											1	-.12
FA3												1
EXT												
AGR												
CON												
NEU												
OPE												
NV												

Note1. ****p < .001, ***p < .005, ** p < .01, * p < .05. Note2. H: Hopelessness, PA: Positive Affect, NA: Negative Affect, SGR: Self-Generated Resources, EGR: Externally-Generated Resources, TA: Trait Anxiety, D: Depression, SPPR: Self-Perception of Parental Role, URFE: Upon-Release Future Expectations, FA1: Future Conditions (Factor 1 of Upon-Release Future Expectations), FA2: Perceived Risks (Factor 2 of Upon-Release Future Expectations), FA3: Confidence in Coping (Factor 3 of Upon-Release Future Expectations), EXT: Extraversion, AGR: Agreeableness, CON: Conscientioussness, NEU: Neuroticism, OPE: Openness to Experience, NV: Negative Valence Note 3. The correlation coeffcients that were higher than .20 are in bold.

Table 3.83. Continued

Variables	EXT	AGR	CON	NEU	OPE	NV
H	**-.39****	-.05	**-.24****	**.28****	**-.30****	.17*
PA	**.33****	**.38****	**.36****	-.17*	**.47****	-.14
NA	**-.44****	.06	-.13	**.52****	**-.21****	**.38****
SGR	**.24****	**.27****	**.32****	**-.20*****	**.33****	-.03
EGR	**-.27****	.10	-.12	**.27****	-.02	**.42****
TA	**-.49****	.01	**-.22*****	**.45****	**-.39****	**.32****
D	**-.38****	.02	-.12	**.32****	**-.21*****	**.30****
SPPR	.17	.11	.18*	**-.24****	.17	-.17
URFE	**.42****	.08	**.22*****	**-.25****	**.29****	**-.30****
FA1	**.39****	.01	.14	-.19**	**.21****	**-.32****
FA2	**-.33****	.05	-.10	**.26****	-.07	**.36****
FA3	**.20****	**.21*****	**.25****	-.11	**.33****	.05
EXT	1	.15*	**.20****	**-.39****	**.43****	**-.33****
AGR		1	**.43****	-.14	**.31****	-.17*
CON			1	-.19*	**.50****	-.09
NEU				1	**-.24****	**.43****
OPE					1	.01
NV						1

Note1. ****p < .001, ***p < .005, ** p < .01, * p < .05. Note2. H: Hopelessness, PA: Positive Affect, NA: Negative Affect, SGR: Self-Generated Resources, EGR: Externally-Generated Resources, TA: Trait Anxiety, D: Depression, SPPR: Self-Perception of Parental Role, URFE: Upon-Release Future Expectations, FA1: Future Conditions (Factor 1 of Upon-Release Future Expectations), FA2: Perceived Risks (Factor 2 of Upon-Release Future Expectations), FA3: Confidence in Coping (Factor 3 of Upon-Release Future Expectations), EXT: Extraversion, AGR: Agreeableness, CON: Conscientioussness, NEU: Neuroticism, OPE: Openness to Experience, NV: Negative Valence Note 3. The correlation coeffcients that were higher than .20 are in bold.

3.8. Two Sets of Hierarchical Linear Regressions

Two sets of hierarchical regression analyses were conducted to examine the associations among the variables of the study. Hierarchical regression analyses were performed in two sets to reveal the associates of the (i) Upon-Release future expectations and (ii) psychological Problems.

3.8.1. Variables Associated with Upon-Release Future Expectations

Separate hierarchical regression analyses were conducted to reveal the significant associates of Upon-Release future expectations; namely, future conditions, perceived risks and confidence in coping.

Variables were entered into the equation in two steps. In order to control for the possible effects of demographic variables (i.e., gender, age, parental status and time left before release), they were entered (via stepwise method) into the equation in the first step. After controlling for the significant demographic variables, as the personal characteristics factors of basic personality traits and factors of learned resourcefulness were hierarchically entered into the equation in the second step.

3.8.1.1. Variables Associated with Future Conditions

Hierarchical regression analysis run for the future conditions factor (see Table 3.84/A) revealed that, control variables did not have any significant associations with future conditions. Among the factors of basic personality traits Extraversion [$\beta = .42$, t (142) = 5.52, $p < .001$, $pr = .42$] had a significant positive association with Future Conditions and this variable explained 18 % of the variance (F change [1, 142] = 30.44, $p < .001$). After controlling for this factor, among the factors of basic personality traits, negative valence [$\beta = -.22$, t (141) = -2.86, $p < .005$, $pr = -.23$] had a significant negative association with Future Conditions and this variable increased explained variance to 22 % (F change [1, 141] = 8.16, $p < .005$).

Totally two variables, namely Extraversion and Negative Valence were found to be significantly associated with Future Conditions. As Extraversion increased positive expectations about Future Conditions also increased. As Negative Valence increased positive expectations about Future Conditions decreased.

3.8.1.2. Variables Associated with Perceived Risks

Hierarchical regression analysis run for the Perceived Risks factor (see Table 3.84/B) revealed that, among the control variables, Age had a significant negative association [β = -.17, t (142) = -2.07, p < .05, pr = -.17] with Perceived Risks, and this variable explained 3 % of the variance (F change [1, 142] = 4.30, p < .05). After controlling for this variable, among the factors of learned resourcefulness, externally generated resources [β = .32, t (141) = 4.04, p < .001, pr = .32] had a significant positive association with Perceived Risks and increased explained variance to 13 % (F change [1, 141] = 16.28, p < .001). After controlling for this variable, among the factors of basic personality traits, Extraversion [β = -.20, t (140) = -2.44, p < .05, pr = -.20] had a significant negative association with Perceived Risks and increased explained variance to 17 % (F change [1, 140] = 5.95, p < .05). After controlling for this variable, among the factors of basic personality traits, negative valence [β = .17, t (139) = 1.99, p < .05, pr = .17] had a significant positive association with Perceived Risks and increased explained variance to 19 % (F change [1, 139] = 3.96, p < .05).

Totally four variables, namely Age, Externally-Generated Resources, Extraversion and Negative Valence were found to be significantly associated with Perceived Risks. As Age and Extraversion increased positive expectations about Perceived Risks decreased. As Externally-Generated Resources and Negative Valence increased Perceived Risks also increased.

3.8.1.3. Variables Associated with Confidence in Coping

Hierarchical regression analysis run for the Confidence in Coping factor (see Table 3.84/C) revealed that, among the control variables only Time Left Before Release [β = -.17, t (142) = -2.07, p < .05, pr = -.17] had a significant negative association with Confidence in Coping and explained 3 % of the variance (F change [1, 142] = 4.30, p < .05). Among the factors of Basic Personality Traits only Openness to Experience [β = .36, t (141) = 4.69, p < .001, pr = .37] had a significant positive association with Confidence in Coping factor and this variable explained 16 % of the variance (F change [1, 141] = 21.95, p < .001). After controlling for this factor, among the factors of Learned Resourcefulness, Self-Generated Resources [β = .25, t (140) = 3.08, p < .005, pr = -.25] had a significant positive association with

Confidence in Coping factor and this variable increased explained variance to 21 % (F change [1, 140] = 9.47, p < .005).

Totally three variables, namely Time Left Before Release, Openness to Experience and Self-Generated Resources were found to be significantly associated with Confidence in Coping factor. As Time Left Before Release increased Confidence in Coping factor decreased. As Openness to Experience and Self-Generated Resources increased Confidence in Coping also increased.

Table 3.84. Variables Associated with Upon-Release Future Expectations

	F_{change}	df	β	t (within set)	R^2
A. Dependent Variable					
Future Conditions					
Step 1: Control Variables					
-					
Step 2: Personal Characteristics					
Extraversion	30.44****	1, 142	.42	5.52****	.18
Negative Valence	8.16***	1, 141	-.22	-2.86***	.22
B. Dependent Variable					
Perceived Risks					
Step 1: Control Variables					
Age	4.30*	1, 142	-.17	-2.07*	.03
Step 2: Personal Characteristics					
Externally-Generated Resources	16.28****	1, 141	.32	4.04****	.13
Extraversion	5.95*	1, 140	-.20	-2.44*	.17
Negative Valence	3.96*	1, 139	.17	1.99*	.19
C. Dependent Variable					
Confidence in Coping					
Step 1: Control Variables					
Time Left Before Release	4.30*	1, 142	-.17	-2.07*	.03
Step 2: Personal Characteristics					
Openness to Experience	21.95****	1, 141	.36	4.69****	.16
Self-Generated Resources	9.47***	1, 140	.25	3.08***	.21

Note. ****p < .001, ***p < .005, **p < .01, *p < .05

3.8.2. Variables Associated with Psychological Problems

Separate hierarchical regression analyses were conducted to reveal the significant associates of Psychological Problems; namely, depression, trait anxiety and hopelessness.

Variables were entered into the equation in three steps. In order to control for the possible effects of demographic variables (i.e., gender, age, parental status and time left before release), they were entered (via stepwise method) into the equation in the first step. After controlling for the demographic variables, personality characteristics (i.e., factors of basic personality traits and factors of learned resourcefulness) were entered into the equation in the second step. After controlling for these variables, factors of Upon-Release Future Expectations (i.e., Future Conditions, Perceived Risks and Confidence in Coping) were hierarchically entered into the equation in the third step.

3.8.2.1. Variables Associated with Depression

Hierarchical regression analysis run for the Depression (see Table 3.85/A) revealed that, none of the control variables had a significant association with Depression. Among the factors of Learned Resourcefulness, Externally-Generated Resources [$\beta = .40$, t (142) = 5.14, $p < .001$, $pr = .40$] had a significant positive association with Depression and this variable explained 16 % of the variance (F change [1, 142] = 26.46, $p < .001$). After controlling for this factor, among the factors of basic personality traits Extraversion [$\beta = -.29$, t (141) = -3.68, $p < .001$, $pr = -.30$] had a significant negative association with Depression and this variable increased explained variance to 23 % (F change [1, 141] = 13.57, $p < .001$). After controlling for this factor, among the factors of Future Expectations both Perceived Risks [$\beta = .35$, t (140) = 4.60, $p < .001$, $pr = .36$] and Confidence in Coping [$\beta = -.26$, t (139) = -3.87, $p < .001$, $pr = -.31$] had a significant association with Depression. Perceived Risks increased explained variance to 33 % (F change [1, 140] = 21.15, $p < .001$) and Confidence in Coping increased explained variance to 40 % (F change [1, 139] = 14.97, $p < .001$)

Totally four variables, namely Externally-Generated Resources, Extraversion, Perceived Risks and Confidence in Coping were found to be significantly associated

with Depression. As Externally-Generated Resources and Perceived Risks increased Depression also increased. However, as Extraversion and Confidence in Coping increased Depression decreased.

3.8.2.2. Variables Associated with Trait Anxiety

Hierarchical regression analysis run for the Trait Anxiety factor (see Table 3.85/B) revealed that, among the control variables only Age [β = -.21, t (142) = -2.61, p < .01, pr = -.21] had significant associations with Trait Anxiety and this variable explained 5 % of the variance (F change [1, 142] = 6.81, p < .01). After controlling for this variable, among the factors of Learned Resourcefulness, Externally-Generated Resources [β = .63, t (141) = 9.86, p < .001, pr = .64] had a significant positive association with Trait Anxiety and this variable increased explained variance to 44 % (F change [1, 141] = 97.21, p < .001). After controlling for this factor, among the factors of basic personality traits both Openness to Experience [β = -.34, t (140) = -5.83, p < .001, pr = -.44] and Extraversion [β = -.19, t (139) = -2.89, p < .005, pr = -.24], had a significant negative association with Trait Anxiety. Openness to Experience increased explained variance to 55 % (F change [1, 140] = 34.04, p < .001) and Extraversion increased explained variance to 57 % (F change [1, 139] = 8.33, p < .005). After controlling for these variables, among the factors of Learned Resourcefulness, Self-Generated Resources [β = -.13, t (138) = -2.21, p < .05, pr = -.19] had a significant negative association with Trait Anxiety and and this variable increased explained variance to 59 % (F change [1, 138] = 4.89, p < .05). After controlling for this variable, among the factors of Upon-Release Future Expectations, Future Conditions [β = -.19, t (137) = -3.23, p < .005, pr = -.27] showed a significant negative association with Trait Anxiety and this variable increased explained variance to 62 % (F change [1, 137] = 10.43, p < .005).

Totally six variables, namely Age, Externally-Generated Resources, Openness to Expereince, Extraversion, Self-Generated Resources and Future Conditions were found to be significantly associated with Trait Anxiety. As Externally-Generated Resources increased Trait Anxiety also increased. However, as Age, Openness to Expereince, Extraversion, Self-Generated Resources, Future Conditions increased Trait Anxiety decreased.

3.8.2.3. Variables Associated with Hopelessness

Hierarchical regression analysis run for the Hopelessness factor (see Table 3.85/C) revealed that, none of the control variables had a significant association with Hopelessness. Among the factors of basic personality traits, both Extraversion [β = -.38, t (142) = -4.96, p < .001, pr = -.38] and Openness to Experience [β = -.26, t (141) = -3.08, p < .005, pr = -.25] had significant negative associations with Hopelessness. Extraversion explained 15 % of the variance (F change [1, 142] = 24.56, p < .001) and Openness to Experience increased explained variance to 20 % (F change [1, 141] = 9.47, p < .005). After controlling for these variables, among the factors of Learned Resourcefulness, Self-Generated Resources [β = -.18, t (140) = -2.33, p < .05, pr = -.19] had a significant negative association with Hopelessness and it increased explained variance to 23 % (F change [1, 140] = 5.42, p < .05). Among the factors of Learned Resourcefulness, Externally-Generated Resources [β = .24, t (139) = 2.97, p < .005, pr = .24] had a significant positive association with Hopelessness and it increased explained variance to 28 % (F change [1, 139] = 8.82, p < .005). After controlling for these variables, among the factors of Upon-Release Future Expectations, Confidence in Coping [β = -.20, t (138) = -2.58, p < .05, pr = -.22] had a significant negative association with Hopelessness and it increased explained variance to 31 % (F change [1, 138] = 6.66, p < .05).

Totally five variables, namely Extraversion, Openness to Experience, Self-Generated Resources, Externally-Generated Resources and Confidence in Coping were found to be significantly associated with Hopelessness. As Externally-Generated Resources increased Hopelessness also increased. However, as Extraversion, Openness to Experience, Self-Generated Resources and Confidence in Coping increased Hopelessness decreased.

Table 3.85. Variables Associated with Psychological Problems

	F_{change}	df	β	t (within set)	R^2
A. Dependent Variable					
Depression					
Step 1: Control Variables					
-					
Step 2: Personal Characteristics					
Externally-Generated Resources	26.46****	1, 142	.40	5.14****	.16

Table 3.85. Continued

	F_{change}	df	β	t (within set)	R^2
Extraversion	13.57****	1, 141	-.29	-3.68****	.23
Step 3: Upon-Release Future Expectations					
Perceived Risks	21.15****	1, 140	.35	4.40****	.33
Confidence in Coping	14.97****	1, 139	-.26	-3.87****	.40
B. Dependent Variable					
Trait Anxiety					
Step 1: Control Variables					
Age	6.81**	1, 142	-.21	-2.61**	.05
Step 2: Personal Characteristics					
Externally-Generated Resources	97.21****	1, 141	.63	9.86****	.44
Openness to Experience	34.04****	1, 140	-.34	-5.83****	.55
Extraversion	8.33***	1, 139	-.19	-2.89***	.57
Self-Generated Resources	4.89*	1, 138	-.14	-2.21*	.59
Step 3: Upon-Release Future Expectations					
Future Conditions	10.43***	1, 137	-.19	-3.23***	.62
C. Dependent Variable					
Hopelessness					
Step 1: Control Variables					
-					
Step 2: Personal Characteristics					
Extraversion	24.56****	1, 142	-.38	-4.96****	.15
Openness to Experience	9.47***	1, 141	-.26	-3.08***	.20
Self-Generated Resource	5.42*	1, 140	-.18	-2.33*	.23
Externally-Generated Resources	8.82***	1, 139	.24	2.97***	.28
Step 3: Upon-Release Future Expectations					
Confidence in Coping	6.66*	1, 138	-.20	-2.58*	.31

Note. ****p < .001, ***p < .005, **p < .01, *p < .05

Table 3.86. General Summary of Differences of Variables on the Measures of the Study

		Upon-Release Future Expectations			Psychological Sypmtopathologies		
		Future Conditions	Perceived Risks	Confidence in Coping	Depression	Trait Anxiety	Hopelessness
Predictors							
Demographic Variables	Gender						
	Age		−			−	
	Time Left Before Release			−			
	Parental Status						
Personality Characteristics	Extraversion	+	−		−	−	−
	Conscientiousness						
	Agreeableness						
	Neuroticism						
	Openness to Experience			+		−	−
	Negative Valence	−	+				
	Self-Generated Resources			+		−	−
	Externally-Generated Resources		+		+	+	+
Upon-Release Future Expectations	Future Conditions					−	
	Perceived Risks				+		
	Confidence in Coping				−		−
	Total Explained Variance	.22	.19	.21	.40	.62	.31

Note. "+": Positive association. "-": Negative association.

Table 3.87. General Summary of Differences of Demographic Variables on the Measures of this Study

			Demographic Variables			
			Gender	Level of Education	Parental Status	Life Partners Before Imprisonment
Dependent Variables	Personality Characteristics	Extraversion	ns	L < H	ns	ns
		Conscientiousness	ns	ns	ns	ns
		Agreeableness	ns	L > H	ns	ns
		Neuroticism	ns	ns	ns	ns
		Openness to Experience	ns	ns	ns	ns
		Negative Valence	ns	ns	ns	ns
		Self-Generated Resources	ns	ns	ns	ns
		Externally-Generated Resources	ns	ns	ns	ns
	Psychological Symptopathologies	Hopelessness	ns	ns	ns	ns
		Trait Anxiety	ns	L > H	ns	ns
		Depression	ns	L > H	ns	ns
	Criterion Related Validity Measures	Positive Affect	ns	ns	ns	ns
		Negative Affect	ns	L > H	ns	ns
	Upon-Release Future Expectations	Upon-Release Future Expectations	ns	H > L	ns	ns
		Future Conditions	ns	H > L	ns	ns
		Perceived Risks	ns	L > H	ns	ns
		Confidence in Coping	ns	ns	ns	ns
		Self-Perception of Parental Role	ns	ns	ns	ns

Note. L: Low educated, H: Highly educated.

Table 3.87. Continued

			Demographic Variables			
			Past Criminal Record	Way of Contact with People Outside	Hobbies in Prison	Information Status About Probation
Dependent Variables	Personality Characteristics	Extraversion	ns	ns	ns	ns
		Conscientiousness	ns	ns	ns	ns
		Agreeableness	ns	ns	ns	ns
		Neuroticism	ns	ns	ns	ns
		Openness to Experience	ns	ns	ns	ns
		Negative Valence	ns	ns	ns	ns
		Self-Generated Resources	ns	ns	ns	ns
		Externally-Generated Resources	JR > NJR	ns	ns	NI > I
	Psychological Symptopathologies	Hopelessness	ns	ns	ns	NI > I
		Trait Anxiety	JR > NJR	ns	ns	NI > I
		Depression	ns	ns	R < OR	NI > I
	Criterion Related Validity Measures	Positive Affect	ns	ns	ns	ns
		Negative Affect	ns	ns	ns	NI > I
	Upon-Release Future Expectations	Upon-Release Future Expectations	ns	V > OV	ns	I > NI
		Future Conditions	ns	V > OV	ns	ns
		Perceived Risks	JR > NJR	OV > V	ns	ns
		Confidence in Coping	ns	ns	ns	ns
		Self-Perception of Parental Role	ns	ns	ns	ns

Note . J: Judged and released before, NI: Not judged and released before, V: Visitors, OV: Other than visitors, R: Reading, OR: Other than reading. I: Informed, NI: Not informed.

Table 3.87. Continued

			Demographic Variables				
			Age Groups	Time Left Before Release	Marital Status	Number of Children	Age of First Criminal Record
Dependent Variables	Personality Characteristics	Extraversion	ns	ns	ns	ns	ns
		Conscientiousness	ns	ns	ns	ns	ns
		Agreeableness	ns	ns	ns	ns	ns
		Neuroticism	19-29 > 30-39& 40-65	ns	ns	ns	ns
		Openness to Experience	ns	ns	ns	ns	ns
		Negative Valence	ns	ns	ns	ns	ns
		Self-Generated Resources	ns	ns	ns	ns	ns
		Externally-Generated Resources	ns	ns	ns	ns	ns
	Psychological Symptopathologies	Hopelessness	ns	ns	ns	ns	ns
		Trait Anxiety	19-29 > 40-65	ns	ns	ns	12-18 > 38-62
		Depression	ns	3-5 < 6-10 & 59≤	ns	1 > 2	ns
	Criterion Related Validity Measures	Positive Affect	ns	ns	ns	ns	ns
		Negative Affect	19-29 > 40-65	ns	ns	ns	ns
	Upon-Release Future Expectations	Upon-Release Future Expectations	ns	3-5 > 32-58	ns	ns	ns
		Future Conditions	ns	ns	ns	ns	ns
		Perceived Risks	ns	ns	ns	ns	ns
		Confidence in Coping	ns	ns	ns	ns	ns
		Self-Perception of Parental Role	ns	ns	ns	ns	ns

Note 1. For age intervals years should be considered. Note 2. For time left before release intervals months should be considered.

CHAPTER IV

4. DISCUSSION

The present study has exploratory questions. Only for two of the study questions (i.e., "Do Upon-Release future expectations and psychological problems differ for parent and non-parent imprisoners?" and "Do Upon-Release future expectations and psychological problems differ on the basis of time left before release?") predictions were made. Hence, parent imprisoners were expected to have lower depression, trait anxiety and hopelessness scores, but higher Upon-Release future expectations scores than non-parent imprisoners. Also, having a short time left before release was expected to affect Upon-Release future expectations scores in a similar way as would parenthood for all subjects. However, these predictions were not confirmed.

4.1. Findings Related to Differences of Demographic Variables on Study Measures

In Hopelessness, the only significant variable was information status about probation. Uninformed participants had higher hopelessness scores than those informed about probation. This variable was also significant in depression. Informed participants' depressive symptoms were less than uninformed participants'. Education, hobbies in prison, time left before release, and number of children were the other significant variables in depression. Low educated individuals displayed depressive symptoms more than those highly educated. Participants who indicated reading as their hobby, compared to those engaged in other displayed less depressive symptoms. Literature about reading's effect on well-being is inconclusive. For the present sample it might have worked as a distancing style coping. Depressive symptoms of inmates who had 3 to 5 months left before release were significantly less than those who had to wait 6 to 10 month and 53 months or more. Those who had to wait for 53 months or more might have recently entered in prison and may be suffering from adaptation problems. Female inmates in Turkey, in their responses to

the global item asking their first time reactions to imprisonment (Özkaya & Çağlar, 2002) indicated that it had been like a shock, and they had felt as if they would not be able complete their sentence. Parents who had one child compared to those with two children displayed more depressive symptoms. Perhaps involvement of parents with one child was more distress evoking even before entering prison, and with imprisonment might have exasperated with worries of leaving one child behind. Those with two children may not have such worries thinking that there can be a mutual support between two children.

Low educated people were revealed to be more anxious than highly educated people. It can be claimed that low education is like a trait since it goes with the person for long and difficult to change. Anxiety of those who were judged and released before were higher than those who were not judged and released before. This result may be related to accurate estimation of risks. Informed subjects were less anxious than the subjects who were uninformed about probation. Younger participants were more anxious than older participants. Trait anxiety of subjects whose first age of crime fell into 23 to 29 years category were more anxious than those in the consecutive category. This edging pattern of difference is interesting.

Low educated subjects compared to highly educated had more negative affect. Besides, subjects uninformed about probation had more negative affect than those informed. Negative affect was less in subjects aged between 40 and 65 years than subjects who were 19 to 29 years of age. However, if age groups were more evenly formed there could have been a more nuanced picture.

Among Extraverts, the number of highly educated subjects were higher than low educated subjects, consistent with literature. However, if there were more than two groups results might not have been significant. Among Agreeable participants the number of low educated subjects were higher than highly educated. Again, there is a possibility that with more than two groups results might not have been significant. However, there is one thing to be pointed at in terms frequencies. Agreeableness was the most common trait. Then, one needs to question “if agreeble then why not law abiding?”. Social desirability seems to resolve the conflict. However, low education might be putting people in vulnerable position which they may be dealing with agreeable attitude. Those who were 19 to 29 years of age had

more negative affect than those who were 30 to 39 years of age and than those 40 to 65 years of age. This age trend almost mirrors that of trait anxiety, except from the significant difference from 40 to 65 years of ages.

In terms of learned resourcefulness, those who were judged and released before were revealed as depending more on Externally-Generated Resources. Among those who depended on these resources, the number of subjects who were not informed about probation was greater than those who were informed. Not being informed may be a consequence of not executing neccessary behaviours to reach information, but waiting until someone provides information.

Upon-Release Future Expectation scores of low educated subjects were less than highly educated. Subjects who had contact with outside through visitors had higher Upon-Release Future Expectation scores. Subjects who were not informed about probation had lower Upon-Release Future Expectation scores than those informed. Participants who had 3 to 5 months left before release had higher Upon-Release Future Expectation scores than those who had to wait 32 to 52 moths. Recalling that those who were less depressive between 3 to 5 months these two results are compatible with each other. Also recalling that those who had 53 or more months left scored more on depressive symptoms and considering the time effect on Upon-Release Future Expectation scores of those who had 32 to 52 months left, it can be claimed that from 52 months down subjects start adapting to prison distress.

Unsurprisingly, level of education and way of contact had inverse effects on Future Conditions and Perceived Risks factors. Similarly, those who were judged and released before perceived risks more than those who were not judged and released.

4.2. Factors Associated with Upon-Release Future Expectations

Among the first step variables of regression analyses, age was found to be associated with “Perceived Risks” factor of Upon-Release Future Expectations. Risk perception decreased with age. If there were an increase in “Confidence in Coping” estimates with age, it could be claimed to be the reason of the decrease. If the participants took into account their own personal base-rate estimates and correctly disregarded the risk items as risky, then it could be inferred that the sample was

homogeneous, and made up of participants coming from or expected to enter a risky environment.

Time left before release was another first step variable and was found to be associated with "Confidence in Coping Factor". As time left before release increased Confidence in Coping decreased. An increase in Perceived Risks associated with time left before release did not accompany this decrease, though. Thus, the decrease in Confidence Coping can not be attributed to risk perception. In general, it is during the initial weeks of incarceration that the prisoners have high levels of distress. However, as the prisoners adapt to prison life, distress declines (MacKenzie & Goodstein, 1985; Porporino & Zamble, 1984, as cited in Brown & Ireland, 2006). Can this finding speak for the decreased level of factor three (i.e., Confidence in Coping) with an increase in time left? Time was entered in the regression analysis as a continuos variable. The results of independent samples t-test and variance analysis where it was categoric, revealed that participants who had 3-5 months left displayed significantly less depressive symptoms compared to those who had 6 to 10 and 53 or more months before release. This result together with the effect of time on upon-release future expectations was interpreted as an indication of 53 or more months waiting group suffering from adaptation difficulties. No other groups differed with respect to time in depressive symptoms. Thus, problems in adaptation do not bring sufficient explanation to the decrease in Confidence in Coping with an increase in time. Can this association be regarded as a deterioration? In order to speak of a deterioration we need to consider not only time left before release but also the time served and perhaps the proportion of the first to the latter. However, the variable does not differentiate those with a new entry and long sentence to serve and already inmates who fall into the same time waiting group. What might the participants have relied on as markers of coping behaviour? If enactment of behaviour was taken as an indicator of coping behaviour and it could not be spoken of a deterioration related to conditions or inaccessable exemplary behaviour in memory due to time served, then recently incarcerated inmates' not distant failure in coping which led to their imprisonment can be explanatory. Wilson and LaFleur (1995) suggest that the easier the information brought to mind the more likely that it would be relied upon.

This explanation becomes more plausible considering the Confidence in Coping factor items' being related to outside demands of coping. Moreover, two of the prisons where the data were collected was like a jail, meaning inmates were at the beginning of their sentence and were waiting to be transferred to another prison. If this were the case, some other variable must have mediated the time left before release effect, like the tolarability of the sentence length or age at release. However, there is still room for another explanation, since, during the data collection in the mentioned two prisons, the question asking the time to be served was not formed in a way to get the right informaion. Although, after the recognition of this shortcoming, the subject matter data correction was tried to be made by referring to the official records, it could not be corrected. There is one more thing to be mentioned about the decrease in Confience in Coping. Relying on recent failure of coping is not the same thing with relying on personal base rates or personal disposition and they have different implications for intervention or training.

Basic personality traits were the second step variables of regression analyses and among them Extraversion was found to have a positive association with "Future Conditions" factor and a negative association with "Perceived Risks" factor. Included in "Future Conditions" factor are items about the place to be lived, the people to be lived with, the level of acceptance by others and the level of adaptation in future life conditions. Extroverts might have relied on their trait related behavioural outcomes, and might also have related these outcomes to perceived risks.

Openness to Experience was positively associated with Confidence in Coping which is not surprising since, behaviours specific to this trait can be expected to result in confidence in coping. Participants seem to have correctly relied on their personal base-rate information.

Negative Valence was found to be negatively associated with "Future Conditions" factor and positively associated with "Perceived Risks" factor. Negative Valence trait may be problematic in relationships and for acceptance by others. Such problems have the potential to result in loss of social support, a variable shown to be associated with positive oucomes. The realization of loss or lack of social outcomes might have increased Perceived Risks. Such realization implies use of personal base-rate information.

Self-Generated Resources was found to be positively associated with Confidence in Coping without an accompanying decrease in Perceived Risks. Since, Self-generated Resources reflects a behavioural basis for Confidence in Coping this result is not surprising. A compatible result with this is, ExternallyGenerated Resources positive association with "Perceived Risks" factor without an accompanying decrease in Confidence in Coping. Taken together, positive association of Confidence in Coping with both Openness to Experience and Self-generated Resources is compatible, but then the question "What makes these people end-up in prison?" remains.

The variance in Future Conditions was explained with two traits. Extraversion and Negative Valence. It can be claimed that these two traits involve behaviours directed toward "some other" more than other personality characteristics do. Therefore, Extroverts and participants with Negative Valence might have made more extreme level estimates for the least predictable, others-bounded factor of Upon-Release Future Expectations Scale (i.e., Future Conditions). Extraverts might have relied on personal disposition and participants high in Negative Valence might have relied on personal base rate information.

4.3. Factors Associated with Psychological Problems

In the first step of the regression analyses there was a significant association only between age and Trait Anxiety. As age increased Trait Anxiety decreased.

Second step of regression analyses revealed a significant negative association between Extraversion and Depression, Trait Anxiety, and Hopelessness. This finding was consistent with a previous research's findings in which the sample group consisted of university students. Extraversion's explained variance percentage was the lowest for Trait Anxiety and the highest for Hopelessness. Openness to Experience was negatively associated with Trait Anxiety and Hopelessness. Previous Research with university students had revealed positive association between Opennes to Experience and Depression, but it was not a finding of the present study. Self-generated Resources was negatively associated with Trait Anxiety and Hopelessness, but its percentage in explained variance of both was relatively low. Externally-generated Resources was positively associated with Depression. Depression is one of the variables that were found to be negatively related to proactive coping which

involves efforts to produce resources deal with challenges and to suffice personal growth (Schwarzer & Taubert, 2002, as cited in Lopes & Cunha, 2008). Besides, Reinecke claims that (2000, as cited in Palmer & Connelly, 2005) "it is a possibility for depressed individuals to conceive themselves as defective and as lacking the resources neccessary for self-improvement." Their view of the future as hopeless is enhanced as a result of this conception (Palmer & Connelly, 2005). Externally-Generated Resources was also positively associated with Trait Anxiety and Hopelessness. Within the explained variance of Depression and Trait Anxiety its percentage was the highest of all the independent variables. Hence, was the main source of Depression and Trait Anxiety in this prisoners sample. For the high percentage in variance of Trait Anxiety explained by Externally-Generated Resources, some theorists claims that "individuals high and low in trait anxiety differ in cognitive processing of threat related stimuli, with those high in trait anxiety possessing cognitive biases in which the threatenings of threat related stimuli is exaggerated." may be exploratory, recalling the finding that those high in Externally-generated Resources was also high in "Perceived Risks". Inconsistent with literature, Neuroticism did not associate with any of the well-being measures. It can be claimed that if clinically diagnosed inmates were compared to those not-clinically diagnosed there would have been associations between Neuroticism and well-being measures. However, this suggestion is not satisfactory, since Neuroticism had a high correlation with Externally-Generated Resources which was associated with all of the well-being measures.

In the third step of regression analysis, a negative association between Future Conditions and Trait Anxiety was revealed. "Perceived Risks" factor was found to be positively associated with depression only. Considering some theorists' suggestions on the basis of comorbidity of Depression and Trait Anxiety that "same construct may be underlying both" and the present study's revealing both changing in the same direction with each other according to the independent variable (i.e. for Extraversion, Openness to Experience, Self-Generated Resources and Externally-Generated Resources) was not surprising.

Except for Negative Valence second step independent variables were significantly associated with the dependent variable in each regression analysis,

meaning, differences in personality characteristics resulted in changes in psychological problems. Although, Negative Valence affected predictions of Future Conditions, this effect did not extend to psychological problems. What then might be limiting the effect of Negative Valence to Upon-Release Future Expectations? Can it be considered as a strength or rather should it be suspected of as a criminogenic potential?

One of the questions asked in the present study with an expectancy was about the effect of parenthood on Upon-Release future expectations and psychological problems. The findings did not reveal a parenthood main effect. This may have resulted in part from parent imprisoners' children's ages. If most parent imprisoners' children's ages did not require parental investment, being a parent might not have made a difference. The data were not examined in this respect. The way of use of Self-Perception of Parental Role Scale may also be responsible from the indiscriminate parent vs non-parent condition. Self-Perception of Parental Role Scale has 4 factors and consists of 22 items. In the present study nine of its items were used during data collection, and after reliability analysis the number of usable items reduced to 5. Because of this, the scale might not have worked well with the sample.

Although measures were not entered in the regresion analysis, referring to coping, and positive-negative affect literature is needed to explain some of the findings. The personality traits which are most strongly associated with coping are Extraversion, Neuroticism and Conscientiousness.

The degree of social desirability of trait poles such as low versus high Conscientiousness differ (John & Robins, 1993; Paulhus, Bruce & Trapnell, 1995; as cited in Geisler et al., 2009). A positively valued personality, revealed in stressful situations can contribute to the enhancement of social acceptance and interpersonal interaction (Dunkel-Schetter & Stokan, 1990; Vollmann, Renner & Weber, 2007, as cited in Geisler et al., 2009). In adverse situations extraverts are very active (Brebner, 2001, as cited in Bouchard et al., 2004). This may be an explanation for the positive association of Extraversion with Future Conditions, and its high percentage in the explained variance, and also to its negative association with depression, trait anxiety and hopelessness.

The social benefits of coping however, do not seem to bring about affective relief as revealed by Geisler et al. (2009), not in the short-term particularly. Conscientiouss participants may be trading-off their positive affect for long-term attainments by their way of coping. However, since this trait is not strongly associated with subjective well-being their trade-off may not be bringing about symptoms of depression, anxiety, and hopelessness. As would be expected it may not bring wellness. Behavioral Concordance Model (BCM) developed by Moskowitz and Coté (1998, as cited in Roesch et al., 2009) based on their view that engaging in trait congruent behaviours enhances positive affect (1995, as cited in Roesch et al., 2009), seems to be the only explanation that can be brought for the lack of association between Neuroticism and well-being measures.

4.4. Strengths and Limitations of the Study

Primary aim of the present study was the development of a scale to measure Upon-Release future expectations of imprisoners, for Turkish norms. The rationale behind the scale was to have estimates of imprisoners' predictions about their Upon-Release risk domains, readiness of coping, and future conditions, so as to provide intervention or training program developers, and to concerned workers in justice system with information in case of need. A scale has been developed, but it needs further examination and elaboration.

The literature used in this study is predominantly of Western origin. Thus, the results were interpreted partly by comparing the results of studies conducted with samples resemblance of which can not be tested.

The data were gathered through self-report. Although an economical way (Funder, 2001), it is vulnerable to social desirability, and in the present study seems to be revealed in mean scores of self-perception of parental role and hopelessness in particular.

Positive and negative affect measures were not entered into the regression analysis. If they were, then this would have contributed to the interpretition of the regression results, particulary for depression and trait anxiety since The Positive and Negative Affect Schedule (PANAS) can differentiate between depression and anxiety in clinical samples effectively. In Dyck, Jolly and Kramer's analysis (1994,

as cited in Crawford & Henry, 2004) the negative affect (NA) factor significantly contributed in the prediction of anxiety, while positive affect (PA) was insignificantly related to anxiety. Depression however, was significantly predicted by both factors. In the absence of data about ways of coping, speculations were made as to what coping opportunities might have been avaliable and which coping styles might have been used by the participants. According to Karniol and Ross (1996) there is reciprocal relation between current knowledge and moods, and future constructions, so it can be suggested that inclusion of positive and negative affect measures in regression analyses might have contributed also to the interpretition of upon-release future expectations.

The findings of the present study can not be generalized even to the prison population in Turkey, because of a couple of reasons. One is, voluntary participation. Another, worsening the effect of the first reason, the frequent data collection in same prisons with the same volunteers. In the prisons where the data were gathered from, especially women's prisons, some of the participants had completed some of the tests in participation to another study before. Also, the small sample size limits the generalization of the findings. The small sample size did not let comparable groups in terms of all the demographic information gathered. Comparable groups on the basis of age, could only be gained by letting uneven age range. If age range were kept constant, some of the personality traits could have been examined referring to maturity principle (Caspi et al., 2005, as cited in McAdams & Olson, 2010). In spite of constant age range significant differences migh not have been revealed for all subjective well-being measures, since demographics and contextual information are only weakly related to subjective well-being (Diener & Lucas, 1999 as cited in Ozer & Benet-Martinez, 2006). The small sample size did not let the interaction effects be examined, either. Young adults who settle into serious-partner relationships had been found to show decreases in neuroticism and increases in conscientioussness (Neyer & Lenhart, 2007 as cited in McAdams & Olson, 2010). Such interaction (e.g. age X marital status, crime group X education) effects could not be examined.

Neuroticism did not affect any of the well-being measures. It did not affect Upon-Release Future Expectations, either, and the explanation brought was insufficient.

The present study documents the failures in data collection in prison setting and offers solutions. It also contributes to the accumulation of data about Negative Valence trait.

4.5. Implications for Intervention

According to the results, Externally-Generated Resources explained the greatest percentage of variance within each subjective well-being measure (i.e., depression, hopelessness, and trait anxiety), and within Perceived Risks factor. It was positively associated with all these variables. Therefore, those who relied on Externally-Generated Resources can be given intensive training to develop self-generated skills, and intervention programs can consider teaching of problem-focused coping as one of their objectives. Carver and Connor-Smith (2010), claim that, even if intentional and effortful, reponses may become automatic with repetition.

Depressive symptoms of participants who had 3 to 5 months left were significantly lower than those who had to wait 6 to 10 months and 53 months or more. The interval of significanlty lower depressive scores mirrored the interval of significantly higher scores (compared to lower scores interval which is 32 to 52 months) of upon-release future expectations. Thus, if training programs are to be used for successful reentry, then 3 to 5 months from release seems to be a good time to start the programs. This interval seems to be an appropriate time for obtaining need and risk domains specific to an inmate, as well. In Naser and Vigne's search (2006) for the expectation of soon to-be-released imprisoners regarding family support after release, participants were recruited on the basis of their total sentence and time left before release. Although the identification procedure was not mentioned, the criterion for participant inclusion with time left before release criterion was one to three months from release.

4.6. Suggestions for Further Research

The scale developed for the purpose, needs to be further tested for its psychometric qualities with different measures, locus of control among them, and –to have comparable groups on a greater number of demographic variables related to

prison population- with larger samples in a variety of prison settings. Considering the warnings of Hoyle and Smith (1994) and other researchers (Byrne, 1989, as cited in Crawford & Henry, 2004) pointing at the fallacy of regarding the factorial structure of developed instruments as invariant, there is a need to test Upon-Release Future Expectations Scale in this respect. The scale had the smallest correlation with its third factor, Confidence in Coping which correlated with the second factor (i.e., Perceived Risks) vanishingly. The association between any of the variables and one of these last two factors was not accompanied by an association in opposite direction with the other factor. After the analysis, a semantic re-examination of the third factor items led to the conclusion that "Confidence in Coping" may be a misnomer for the third factor, since items loaded under this factor do not indicate coping behaviours. They more likely have implications for "Getting Along Somehow". Also taking into account one of the participants question about the 21st item ("I think in prison, I've met people to go on running my bussiness [an illegal one] outside. What is your point?") which loaded under factor three, there is a neccessity to revise this factor. The interpretitions made in discussion regarding the third factor may also be revised, afterwards. In fact, the whole scale can be elaborated by making use of qualitative analysis to learn about self-determined risk domains and strengths. On the basis of the evaluation of Serious and Violent Offender Reentry Initiative (SVORI) funded programs, Visher and Lattimore (2008) conclude that the need of behavioural change in order for their lives to get better was recognized together with need domains by the majority of male inmates. Even if the scale will have been elaborated, prospective efforts can be initiated to get realistic estimates of upon-release future expectations so as to be used for intervention purposes.

Whether by using a scale or other data collection techniques to measure upon-release future expectations of prisoners, their expectations can be studied in relation to another subjective well-being measure, hope. Low levels of hope as well, have been found as related to depression in adults (Snyder et al., 2003, as cited in Vale et al., 2006). In contrast to Hopelessness Scale items of which focus on future experiences, items of Hope Scale (Snyder, 1991 as cited in Vale et al., 2006) assess past and present experiences (Vale et al., 2006). Although it differs from Hope scale in its temporal focus, upon-release future expectations can also be revealed by

referring to personal dispositions, and personal base rate which are conveyed in the past and present.

Judgements of personality traits by others are generally accurate (Funder & West, 1993, as cited in Spain et al., 2000). Kolar et al., further claim that average of two close person's evaluations is a better predictor than self-judgement (as cited in Spain et al., 2000). Although, Spain et al., have found that (2000) self-report as a better predictor of emotional experience results related to predictions for behaviour were mixed. The researchers attribute others' advantage at behaviour prediction to their awareness of behavioural consistency of the person, while the person is aware of variability in his/ her behaviour. Hence, relatives in proximity to inmates can make predictions for the inmate by filling-out Upon-Release Future Expectations Scale. Obtaining their responses and comparing them with the inmate's may be more informative.

In the present study, information status about probation (i.e., informed vs uninformed) was found to be a discriminating variable on all well-being measures and on upon-release future expectations. The levels of hopelessness, depression, trait-anxiety and negative affect were lower in prisoners who were informed about probation compared to the uninformed prisoners whereby, the higher scoring group in terms of upon-release future expectations was of the informed ones. Hence, there seems to be a need to investigate how informed-prisoners perceive probation or what they attribute to it.

In Loper's study (2006), mothers did not differ from non-mothers in terms of self-reported mental illness symptoms, emotional distress, or conflict with others. Hence, the researcher claimed that rather than parental status alone, the way in which an inmate experiences her role in prison is a relevant issue. According to this suggestion, Upon-Release Future Expectations and subjective well-being or psychological symptoms of parent prisoners can be compared on the basis of their scores in Self-Perception of Parental Role Scale. Because, in the present study too, parental status did not make a difference. Arditti and Few (2006), mention the need for a follow-up assessment of parent and child interaction. Taking their suggestion into consideration, Self-Perception of Parental Role responses may be obtained from inmates regulary.

One of the concerns of the study was whether time left before release would make a difference in upon-release future expectations and psychological Problems. However, it did not. This result is not convincing because, time spent in prison was negatively related to prison stress which was later found to mediate the relationship between locus of control and symptoms of depression and anxiety (Şenol-Durak & Gençöz, 2010). Therefore, to study the effect of time left, time served may also be considered for long and short sentences separately.

For researchers who want to conduct studies with prison population, it is essential to be informed about prison types, their locations, the routines, behavioural guidelines (for example, visitors and prison personnel are forbidden to carry mobile phones in prison, and forgetting or declaring uninformed status is no excuse, and this violation results in official investigation) and visitation days in prisons, and the facilities provided to inmates, beforehand. This may contribute to scheduling the data collection process effectively, to the prevention from frequent interruptions, and to getting a balanced sample in terms of demographic variables. Besides that, information as to the penalties, sentences and release conditions in Turkish Justice System needs to be gathered so that demographic questions can be better structured. It was inferred from their questions that some of the subjects paticipated in the study with an expectation of early release. Responses compatible to such expectation may confound the study. Before getting their consent to participate, remarking that the study would not be used for that purpose may be a way of control. Moreover, some of the demographic (i.e., commonly age, date of birth, place of birth, and rarely job) questions caused complaints as they would threat unanimity. So, in further studies unless not essential, researchers may be more keen on eliminating conventional, yet redundant questions.

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APPENDICES

APPENDIX A

CONSENT FORM

Sayın Katılımcı,

Bu çalışma, Orta Doğu Teknik Üniversitesi' nde, Psk. Özlem KARACA tarafından, Prof. Dr. Tülin GENÇÖZ' ün danışmanlığında yürütülen yüksek lisans tezi kapsamında hazırlanmıştır. Çalışmanın amacı, hükümlülerin tahliye sonrası gelecek beklentilerini öğrenmek ve adaptif olmayan kişilik özelliklerinin, bu beklentileri etkileyip etkilenmediğinin ve bir etki söz konusuysa ebeveyn (ana baba) olan hükümlülerle ebeveyn (ana baba) olmayan hükümlüler arasında bir fark olup olmadığının araştırılmasıdır. Bu amaçla size, kişilik özellikleriniz, geçmiş yaşam olaylarınız, baş etme davranışlarınız, gelecek beklentileriniz ve varsa çocuklarınızla ilgili bir grup soru yöneltilecektir. Çalışmaya katılım tamamen gönüllülük temelinde olmalıdır. Bu soruların doğru ya da yanlış cevapları yoktur. Lütfen her ölçeğin/ formun başında yazan yönergeleri dikkatlice okuyarak **size** en doğru/ en uygun gelen yanıtı vermeye çalışınız ve mümkün olduğunca, boş soru bırakmayınız. Vereceğiniz yanıtlar tamamen gizli tutulacak ve sadece bu araştırma kapsamında değerlendirilecektir. Yanıtlar her bir katılımcı için ayrı ayrı değil, tüm katılımcılar çerçevesinde değerlendirileceğinden sizden herhangi bir kimlik bilgisi istenmemektedir.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işlemini bırakabilirsiniz. Böyle bir durumda anketi uygulayan kişiye anketi tamamlamadığınızı söylemeniz yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır.

Yardımlarınız için teşekkür ederim.

Psk. Özlem KARACA

Orta Doğu Teknik Üniversitesi Psikoloji Bölümü
Gelişim Psikolojisi Yüksek Lisans Opsiyonu Öğrencisi

APPENDIX B

DEMOGRAPHIC INFORMATION FORM

YÖNERGE: Lütfen her soruyu/ maddeyi dikkatle okuyup size uygun olan seçeneği işaretleyiniz.

1. Cinsiyetiniz: Kadın ☐ Erkek ☐
2. Yaşınız:.....
3. Doğum tarihiniz:.....
4. Doğum yeriniz:.....
5. Öğrenim Düzeyiniz:

☐ Okur-yazar değil
☐ Okur-yazar
☐ İlkokul mezunu
☐ İlkokul terk
☐ Ortaokul mezunu/ ilköğretim mezunu
☐ Ortaokul terk
☐ Lise mezunu
☐ Lise terk
☐ Yükseköğretim

6. Medeni haliniz:

Bekar ☐ Evli ☐ Boşanmış ☐ Dul ☐ Ayrı yaşıyor ☐ Evli değil, ☐ birlikte yaşıyor

7. Çocuğunuz/ çocuklarınız var mı? Evet ☐ Sayısı:..... Hayır ☐
8. Çocuğunuzun

Yaşı	Kaçıncı sınıfta olduğu	Hangi okulda okuduğu	Cinsiyeti
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Cezaevinde sizinle birlikte kalıp kalmadığı	Cezaevinde sizinle kalmıyorsa kiminle kaldığı	Cezaevinde sizinle ne kadar süre ile kaldığı	Cezaevinden çıkınca yanınıza almayı düşünüp düşünmediğiniz
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

9. Cezaevine girmeden önce yaşadığınız ortamda şimdi sizin yerinizi dolduran birisi var mı?

Evet ☐ Hayır ☐

10. Yanıtınız "Evet" ise kim olduğunu ve hangi görevi yerine getirdiğini belirtiniz.

.....

11. Kimlerle birlikte yaşıyorsunuz? **(Cezaevine girmeden önce kimlerle birlikte yaşıyordunuz?)**

☐ Eşiniz ve varsa çocuğunuz/ çocuklarınızla birlikte

☐ Anne-baba, varsa kardeşiniz/ kardeşlerinizle birlikte

☐ Karşı cinsten biri/ birileri ile

☐ Yakın akraba ile (kim olduğunu belirtiniz).....

☐ Arkadaşınız/ arkadaşlarınız ile

☐ Diğer (Kim olduğunu/ olduklarını belirtiniz).....

12. Mesleğiniz:.....

13. Geçmiş iş deneyimleriniz: Yok ☐ Var, yasal ☐ Var, yasal değil ☐

14. Daha önce başka nedenlerle yargılanıp beraat ettiğiniz oldu mu?

Evet ☐ Hayır ☐

15. Daha önce başka nedenlerle yargılanıp ceza aldığınız oldu mu?

☐ Hayır

☐ Evet, para cezası

☐ Evet, hapis cezası

16. **(15. Soruya verdiğiniz yanıt "<u>Hayır</u>" ise *ya da* "<u>Evet, para cezası</u>" olup bu cezanız ödeyemediğiniz için hapis cezasına çevrilmediyse bu soruyu yanıtlamayınız.)** Aldığınız hapis cezalarının infazı hakkındaki durum nedir?

☐ Süresinde tamamladım

☐ Erken salıverildim

17. İlk kez suç işlediğinizde kaç yaşınızdaydınız?

.....

18. Hüküm giymenize (şimdi cezaevinde bulunmanıza) neden olan suç:

.....

19. Ne kadar süre hüküm giydiniz? **(Tüm ceza süreniz ile bu sürenin yatarını ayrı ayrı yazınız.)**

.....

20. Şu anda cezaevinde bulunmanıza neden olan suçtan dolayı aldığınız hapis cezasını tamamlamak için ne kadar süre kaldı? **(Daha önceki cezalarınız şimdikine eklendiyse ve kalan süreyi ikisinin toplamı olarak yazıyorsanız bunu belirtiniz.)**

.....

21. Cezaevindeyken dışarıdaki tanıdıklarınızla nasıl iletişim kuruyorsunuz? **(Bu soruda birden fazla kutuyu işaretleyebilirsiniz.)**

☐ Beni ziyaret ediyorlar

☐ İletişim kurmuyorum

☐ Telefonla

☐ Başka ziyaretçilerin aracılığıyla

☐ Yazışarak

☐ Diğer (belirtiniz).....

22.

Cezaevinde ziyaretinize gelen kimselerle ilişki düzeyiniz	Cezaevinde ziyaretinize gelen kimselerin ziyaret sıklığı	Cezaevinde ziyaretinize gelen kimselerin desteği: Maddi/ Manevi
.....	.....	…….....

23. Cezaevinde zamanınızı ne ile uğraşarak geçirirsiniz?

.....

.....

.....

.....

24. Bu uğraşıyı ne zaman edindiniz/ Ne zamandan beri bu uğraşıya sahipsiniz?

.....

.....

.....

.....

25. Bu uğraşıyı nasıl/ neden edindiniz? **(Bu soruda birden fazla kutuyu işaretleyebilirsiniz.)**

☐ Cezaevindeki işbölümü nedeniyle

☐ Cezaevinin dışında olup beni ilgilendiren kişiler nedeniyle

☐ Dışarıda olup bitenleri takip etmek ve cezaevinden çıkınca bocalamamak için

☐ Yalnız zaman geçirmek için

☐ (Cezaevine girmeme neden olan eksikliklerim vardı.) Kendimi geliştirmek için

☐ Diğer

(belirtiniz).....

26. Cezaevinden çıktıktan sonraki yaşantınıza yönelik herhangi bir hazırlık programına katıldınız mı?

Evet ☐ Hayır ☐

27. Denetimli Serbestlik hizmetleri hakkında bilginiz var mı?

Evet ☐ Hayır ☐

APPENDIX C

HOPELESSNESS SCALE

Aşağıda geleceği ifade eden bazı cümleler verilmiştir. Lütfen her bir ifadeyi okuyarak, bunların size ne kadar uygun olduğuna karar veriniz. Örneğin okuduğunuzda ilk ifade size uygun ise "Evet", uygun değil ise "Hayır" ifadesinin altındaki kutunun içine (X) işaeti koyunuz.

	Sizin için uygun mu?	
	Evet	**Hayır**
1. Geleceğe umut ve coşku ile bakıyorum.		
2. Kendim ile ilgili şeyleri düzeltemediğime göre çabalamayı bıraksam iyi olur.		
3. İşler kötüye giderken bile herşeyin hep böyle kalmayacağını bilmek beni rahatlatıyor.		
4. Gelecek on yıl içinde hayatımın nasıl olacağını hayal bile edemiyorum.		
5. Yapmayı en çok sevdiğim işleri gerçekleştirmek için yeterli zamanım var.		
6. Benim için çok önemli konularda ileride başarılı olacağımı umuyorum.		
7. Geleceğimi karanlık görüyorum.		
8. Dünya nimetlerinden sıradan bir insandan daha çok yararlanacağımı umuyorum.		
9. İyi fırsatlar yakalayamıyorum. Gelecekte yakalayacağıma inanmam için de hiç bir neden yok.		
10. Geçmiş deneyimlerim beni geleceğe hazırladı.		
11. Gelecek benim için hoş şeylerden çok tatsızlıklarla dolu görünüyor.		
12. Gerçekten özlediğim şeylere kavuşabileceğimi umuyorum.		
13. Geleceğe baktığımda şimdikine oranla daha mutlu olacağımı umuyorum.		
14. İşler bir türlü benim istediğim gibi gitmiyor.		
15. Geleceğe büyük inancım var.		
16. Arzu ettiğim şeyleri elde edemediğime göre birşeyler istemek aptallık olur.		
17. Gelecekte gerçek doyuma ulaşmam olanaksız gibi.		
18. Gelecek bana bulanık ve belirsiz görünüyor.		
19. Kötü günlerden çok, iyi günler bekliyorum.		
20. İstediğim her şeyi elde etmek için çaba göstermemin gerçekten yararı yok, nasıl olsa onu elde edemeyeceğim.		

APPENDIX D

BECK DEPRESSION INVENTROY

Aşağıda kişilerin ruh durumlarını ifade ederken kullandıkları bazı cümleler verilmiştir. Her madde, bir çeşit ruh durumunu anlatmaktadır. Her maddeye o ruh durumunun derecesini belirleyen 4 seçenek vardır. Lütfen bu seçenekleri dikkatle okuyunuz. Son iki hafta içindeki (şu an dahil) kendi ruh durumunuzu göz önünde bulundurarak, size en uygun olan ifadeyi bulunuz. Daha sonra, o maddenin yanındaki harfi işaretleyiniz.

1. (a) Kendimi üzgün hissetmiyorum.
   (b) Kendimi üzgün hissediyorum.
   (c) Her zaman için üzgünüm ve kendimi bu duygudan kurtaramıyorum.
   (d) Öylesine üzgün ve mutsuzum ki dayanamıyorum.

2. (a) Gelecekten umutsuz değilim.
   (b) Geleceğe biraz umutsuz bakıyorum.
   (c) Gelecekten beklediğim hiçbirşey yok.
   (d) Benim için bir gelecek yok ve bu durum düzelmeyecek.

3. (a) Kendimi başarısız görmüyorum.
   (b) Çevremdeki birçok kişiden daha fazla başarısızlıklarım oldu sayılır.
   (c) Geriye dönüp baktığımda, çok fazla başarısızlığımın olduğunu görüyorum.
   (d) Kendimi tümüyle başarısız bir insan olarak görüyorum.

4. (a) Herşeyden eskisi kadar zevk alabiliyorum.
   (b) Herşeyden eskisi kadar zevk alamıyorum.
   (c) Artık hiçbirşeyden gerçek bir zevk alamıyorum.
   (d) Bana zevk veren hiçbirşey yok. Herşey çok sıkıcı.

5. (a) Kendimi suçlu hissetmiyorum.
   (b) Arada bir kendimi suçlu hissettiğim oluyor.
   (c) Kendimi çoğunlukla suçlu hissediyorum.
   (d) Kendimi her an için suçlu hissediyorum.

6. (a) Cezalandırıldığımı düşünmüyorum.
   (b) Bazı şeyler için cezalandırılabileceğimi hissediyorum.
   (c) Cezalandırılmayı bekliyorum.
   (d) Cezalandırıldığımı hissediyorum.

7. (a) Kendimden hoşnutum.
(b) Kendimden pek hoşnut değilim.
(c) Kendimden hiç hoşlanmıyorum.
(d) Kendimden nefret ediyorum.

8. (a) Kendimi diğer insanlardan daha kötü görmüyorum.
(b) Kendimi zayıfliklarım ve hatalarım için eleştiriyorum.
(c) Kendimi hatalarım için çoğu zaman suçluyorum.
(d) Her kötü olayda kendimi suçluyorum.

9. (a) Kendimi öldürmek gibi düşüncelerim yok.
(b) Bazen kendimi öldürmeyi düşünüyorum, fakat bunu yapamam.
(c) Kendimi öldürebilmeyi isterdim.
(d) Bir firsatını bulsam kendimi öldürürdüm.

10. (a) Her zamankinden daha fazla ağladığımı sanmıyorum.
(b) Eskisine göre şu sıralarda daha fazla ağlıyorum.
(c) Şu sıralarda her an ağlıyorum.
(d) Eskiden ağlayabilirdim, ama şu sıralarda istesem de ağlayamıyorum.

11. (a) Her zamankinden daha sinirli değilim.
(b) Her zamankinden daha kolayca sinirleniyor ve kızıyorum.
(c) Çoğu zaman sinirliyim.
(d) Eskiden sinirlendiğim şeylere bile artık sinirlenemiyorum.

12. (a) Diğer insanlara karşı ilgimi kaybetmedim.
(b) Eskisine göre insanlarla daha az ilgiliyim.
(c) Diğer insanlara karşı ilgimin çoğunu kaybettim.
(d) Diğer insanlara karşı hiç ilgim kalmadı.

13. (a) Kararlarımı eskisi kadar kolay ve rahat verebiliyorum.
(b) Şu sıralarda kararlarımı vermeyi erteliyorum.
(c) Kararlarımı vermekte oldukça güçlük çekiyorum.
(d) Artık hiç karar veremiyorum.

14. (a) Dış görünüşümün eskisinden daha kötü olduğunu sanmıyorum.
(b) Yaşlandığımı ve çekiciliğimi kaybettiğimi düşünüyor ve üzülüyorum.
(c) Dış görünüşümde artık değiştirilmesi mümkün olmayan olumsuz değişiklikler olduğunu hissediyorum.
(d) Çok çirkin olduğumu düşünüyorum.

15. (a) Eskisi kadar iyi çalışabiliyorum.
(b) Bir işe başlayabilmek için eskisine göre kendimi daha fazla zorlamam gerekiyor.
(c) Hangi iş olursa olsun, yapabilmek için kendimi çok zorluyorum.
(d) Hiçbir iş yapamıyorum.

16. (a) Eskisi kadar rahat uyuyabiliyorum.
(b) Şu sıralarda eskisi kadar rahat uyuyamıyorum.
(c) Eskisine göre 1 veya 2 saat erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.
(d) Eskisine göre çok erken uyanıyor ve tekrar uyuyamıyorum.

17. (a) Eskisine kıyasla daha çabuk yorulduğumu sanmıyorum.
(b) Eskisinden daha çabuk yoruluyorum.
(c) Şu sıralarda neredeyse herşey beni yoruyor.
(d) Öyle yorgunum ki hiçbirşey yapamıyorum.

18. (a) İştahım eskisinden pek farklı değil.
(b) İştahım eskisi kadar iyi değil.
(c) Şu sıralarda iştahım epey kötü.
(d) Artık hiç iştahım yok.

19. (a) Son zamanlarda pek fazla kilo kaybettiğimi sanmıyorum.
(b) Son zamanlarda istemediğim halde üç kilodan fazla kaybettim.
(c) Son zamanlarda istemediğim halde beş kilodan fazla kaybettim.
(d) Son zamanlarda istemediğim halde yedi kilodan fazla kaybettim.

- Daha az yemeye çalışarak kilo kaybetmeye çalışıyor musunuz? EVET ( ) HAYIR ( )

20. (a) Sağlığım beni pek endişelendirmiyor.
(b) Son zamanlarda ağrı, sızı, mide bozukluğu, kabızlık gibi sorunlarım var.
(c) Ağrı, sızı gibi bu sıkıntılarım beni epey endişelendirdiği için başka şeyleri düşünmek zor geliyor.
(d) Bu tür sıkıntılar beni öylesine endişelendiriyor ki, artık başka hiçbirşey düşünemiyorum.

21. (a) Son zamanlarda cinsel yaşantımda dikkatimi çeken birşey yok.
(b) Eskisine oranla cinsel konularda daha az ilgiliyim.
(c) Şu sıralarda cinsellikle pek ilgili değilim.
(d) Artık, cinsellikle hiçbir ilgim kalmadı.

APPENDIX E

TRAIT ANXIETY INVENTORY

Aşağıda kişilerin kedilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi dikkatlice okuyun, sonra da **genel olarak** nasıl hissettiğinizi, ifadelerin sağ tarafındaki rakamlardan uygun olanını işaretlemek suretiyle belirtin. Doğru yada yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarf etmeksizin, **genel olarak** nasıl hissettiğinizi gösteren cevabı işaretleyin.

	Hiç	Biraz	Çok	Tamamiyle
1. Genellikle keyfim yerindedir.	1	2	3	4
2. Genellikle çabuk yorulurum.	1	2	3	4
3. Genellikle kolay ağlarım.	1	2	3	4
4. Başkaları kadar mutlu olmak isterim.	1	2	3	4
5. Çabuk karar veremediğim için fırsatları kaçırırım.	1	2	3	4
6. Kendimi dinlenmiş hissederim.	1	2	3	4
7. Genellikle sakin, kendime hakim ve soğukkanlıyım.	1	2	3	4
8. Güçlüklerin yenemeyeceğim kadar biriktiğini hissederim.	1	2	3	4
9.Önemsiz şeyler hakkında endişelenirim.	1	2	3	4
10. Genellikle mutluyum.	1	2	3	4
11. Her şeyi ciddiye alır ve etkilenirim.	1	2	3	4
12. Genellikle kendime güvenim yoktur.	1	2	3	4
13. Genellikle kendimi emniyette hissederim.	1	2	3	4
14. Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım.	1	2	3	4
15. Genellikle kendimi hüzünlü hissederim.	1	2	3	4
16. Genellikle hayatımdan memnunumum.	1	2	3	4
17. Olur olmaz düşünceler beni rahatsız eder.	1	2	3	4
18. Hayal kırıklıklarını öylesine ciddiye alırım ki hiç unutmam.	1	2	3	4
19. Aklı başında ve kararlı bir insanım.	1	2	3	4
20. Son zamanlarda kafama takılan konular beni tedirgin eder.	1	2	3	4

APPENDIX F

POZITIVE-NEGATIVE AFFECT SCALE

Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. Son iki hafta nasıl hissettiğinizi düşünüp her maddeyi okuyun. Uygun cevabı her maddenin yanında ayrılan yere (puanları daire içine alarak) işaretleyin. Cevaplarınızı verirken aşağıdaki puanları kullanın.

1. Çok az veya hiç
2. Biraz
3. Ortalama
4. Oldukça
5. Çok fazla

1. İlgili	1	2	3	4	5
2. Sıkıntılı	1	2	3	4	5
3. Heyecanlı	1	2	3	4	5
4. Mutsuz	1	2	3	4	5
5. Güçlü	1	2	3	4	5
6. Suçlu	1	2	3	4	5
7. Ürkmüş	1	2	3	4	5
8. Düşmanca	1	2	3	4	5
9. Hevesli	1	2	3	4	5
10. Gururlu	1	2	3	4	5
11. Asabi	1	2	3	4	5
12. Uyanık	1	2	3	4	5
13. Utanmış	1	2	3	4	5
14. İlhamlı (yaratıcı düşüncelerle dolu)	1	2	3	4	5
15. Sinirli	1	2	3	4	5
16. Kararlı	1	2	3	4	5
17. Dikkatli	1	2	3	4	5
18. Tedirgin	1	2	3	4	5
19. Aktif	1	2	3	4	5
20. Korkmuş	1	2	3	4	5

APPENDIX G

BASIC PERSONALITY TRAITS INVENTORY DEVELOPED IN TURKISH CULTURE

YÖNERGE:

Aşağıda size uyan ya da uymayan pek çok kişilik özelliği bulunmaktadır. Bu özelliklerden her birinin sizin için ne kadar uygun olduğunu ilgili rakamı daire içine alarak belirtiniz.

Örneğin;

Kendimi ..... biri olarak görüyorum.

Hiç uygun değil **Uygun değil** **Kararsızım** **Uygun** **Çok uygun**

1 **2** **3** **4** **5**

		Hiç uygun değil	Uygun değil	Kararsızım	Uygun	Çok uygun				Hiç uygun değil	Uygun değil	Kararsızım	Uygun	Çok uygun
1	Aceleci	1	2	3	4	5	24	Pasif	1	2	3	4	5	
2	Yapmacık	1	2	3	4	5	25	Disiplinli	1	2	3	4	5	
3	Duyarlı	1	2	3	4	5	26	Açgözlü	1	2	3	4	5	
4	Konuşkan	1	2	3	4	5	27	Sinirli	1	2	3	4	5	
5	Kendine güvenen	1	2	3	4	5	28	Cana yakın	1	2	3	4	5	
6	Soğuk	1	2	3	4	5	29	Kızgın	1	2	3	4	5	
7	Utangaç	1	2	3	4	5	30	Sabit fikirli	1	2	3	4	5	
8	Paylaşımcı	1	2	3	4	5	31	Görgüsüz	1	2	3	4	5	
9	Geniş / rahat	1	2	3	4	5	32	Durgun	1	2	3	4	5	
10	Cesur	1	2	3	4	5	33	Kaygılı	1	2	3	4	5	
11	Agresif	1	2	3	4	5	34	Terbiyesiz	1	2	3	4	5	
12	Çalışkan	1	2	3	4	5	35	Sabırsız	1	2	3	4	5	
13	İçten pazarlıklı	1	2	3	4	5	36	Yaratıcı	1	2	3	4	5	
14	Girişken	1	2	3	4	5	37	Kaprisli	1	2	3	4	5	
15	İyi niyetli	1	2	3	4	5	38	İçine kapanık	1	2	3	4	5	
16	İçten	1	2	3	4	5	39	Çekingen	1	2	3	4	5	
17	Kendinden emin	1	2	3	4	5	40	Alıngan	1	2	3	4	5	
18	Huysuz	1	2	3	4	5	41	Hoşgörülü	1	2	3	4	5	
19	Yardımsever	1	2	3	4	5	42	Düzenli	1	2	3	4	5	
20	Kabiliyetli	1	2	3	4	5	43	Titiz	1	2	3	4	5	
21	Üşengeç	1	2	3	4	5	44	Tedbirli	1	2	3	4	5	
22	Sorumsuz	1	2	3	4	5	45	Azimli	1	2	3	4	5	

APPENDIX H

ROSENBAUM'S LEARNED RESOURCEFULNESS SCALE

Aşağıda kötü bir durum veya olayla karşılaşıldığında kişilerin neler yapabileceğini anlatan 36 ifade vardır. Lütfen her maddeyi dikkatle okuyarak o maddede yer alan ifadelerin size ne derece uygun olduğuna karar veriniz. Verdiğiniz karara göre aşağıdaki ölçeği dikkate alarak yandaki sayılardan uygun olanı daire içine alınız

.

1. Hiç tanımlamıyor
2. Biraz tanımlıyor
3. Oldukça iyi tanımlıyor
4. İyi tanımlıyor
5. Çok iyi tanımlıyor

	Hiç				**Çok**
1. Sıkıcı bir iş yaparken, işin en az sıkıcı olan yanını ve bitirdiğimde elde edeceğim kazancı düşünürüm.	**1**	**2**	**3**	**4**	**5**
2. Beni bunaltan bir iş yapmak zorunda olduğumda, bunaltımı nasıl yenebileceğimi hayal eder, düşünürüm.	**1**	**2**	**3**	**4**	**5**
3. Duygularımı düşünceme göre değiştirebilirim.	**1**	**2**	**3**	**4**	**5**
4. Sinirlilik ve gerginliğimi yardım almadan yenmek bana güç gelir.	**1**	**2**	**3**	**4**	**5**
5. Kendimi bedbin (üzüntülü) hissettiğimde hoş olayları düşünmeye çalışırım.	**1**	**2**	**3**	**4**	**5**
6. Geçmişte yaptığım hataları düşünmekten kendimi alamam.	**1**	**2**	**3**	**4**	**5**
7. Güç bir sorunla karşılaştığımda düzenli bir biçimde çözüm yolları ararım.	**1**	**2**	**3**	**4**	**5**
8. Birisi beni zorlarsa işimi daha çabuk yaparım.	**1**	**2**	**3**	**4**	**5**
9. Zor bir karar vereceksem bütün bilgiler elimde olsa bile bu kararı ertelerim.	**1**	**2**	**3**	**4**	**5**
10. Okuduğum şeye kendimi veremediğimi farkettiğim zaman, dikkatimi toplamak için yollar ararım.	**1**	**2**	**3**	**4**	**5**
11. Çalışmayı planladığımda, işimle ilgili olmayan her şeyi ortadan kaldırırım.	**1**	**2**	**3**	**4**	**5**
12. Kötü bir huyumdan vazgeçmek istediğimde, "Bu huyumu devam ettiren nedir?" diye araştırırım.	**1**	**2**	**3**	**4**	**5**
13. Beni sıkan bir düşünce karşısında güzel şeyler düşünmeye çalışırım.	**1**	**2**	**3**	**4**	**5**
14. Günde iki paket sigara içiyor olsam, sigarayı bırakmak için muhtemelen başkasının yardımına ihtiyaç duyarım.	**1**	**2**	**3**	**4**	**5**
15. Kendimi kötü hissettiğimde neşeli görünmeye çalışarak ruh halimi değiştirmeye çalışırım.	**1**	**2**	**3**	**4**	**5**
16. Kendimi sinirli ve gergin hissettiğimde, sakinleştirici ilacım varsa bir tane alırım.	**1**	**2**	**3**	**4**	**5**
17. Bedbin (üzüntülü) olduğumda kendimi hoşlandığım şeylerle uğraşmaya zorlarım.	**1**	**2**	**3**	**4**	**5**

	Hiç				Çok
18. Bazı kötü huylarımdan vazgeçebilmem için başkasının yardımına ihtiyaç duyarım.	**1**	**2**	**3**	**4**	**5**
19. Oturup belli bir işi yapmam güç geldiğinde, başlayabilmek için değişik yollar ararım.	**1**	**2**	**3**	**4**	**5**
20. Beni kötümser yapsa da, gelecekte olabilecek bütün felaketleri düşünmekten kendimi alamam.	**1**	**2**	**3**	**4**	**5**
21. Önce yapmam gereken işi bitirip, daha sonar gerçekten hoşlandığım işlere başlamayı tercih ederim.	**1**	**2**	**3**	**4**	**5**
22. Bedenimin herhangi bir yerinde ağrı hissetiğimde, bunu dert etmemeye çalışırım.	**1**	**2**	**3**	**4**	**5**
23. Kötü bir huyumu yendiğimde kendime olan güvenim artar.	**1**	**2**	**3**	**4**	**5**
24. Başarısızlıkla birlikte gelen kötü duyguları yenmek için, sık sık kendime bunun bir felaket olmadığını ve bir şeyler yapabileceğimi telkin ederim.	**1**	**2**	**3**	**4**	**5**
25. Kendimi patlayacakmış gibi hissettiğimde, "Dur, bir şey yapmadan önce düşün" derim.	**1**	**2**	**3**	**4**	**5**
26. Birine çok öfkelensem bile davranışlarımı kontrol ederim.	**1**	**2**	**3**	**4**	**5**
27. Genellikle bir karar vereceğim zaman, ani kararlar yerine bütün ihtimalleri gözönüne alarak sonuca varmaya çalışırım.	**1**	**2**	**3**	**4**	**5**
28. Acilen yapılması gerekn şeyler olsa bile, önce yapmaktan hoşlandığım şeyleri yaparım.	**1**	**2**	**3**	**4**	**5**
29. Önemli bir işi elimde olmayan nedenlerle geciktirdiğimde kendi kendime sakin olmayı telkin ederim.	**1**	**2**	**3**	**4**	**5**
30. Bedenimde bir ağrı hissettiğim zaman, ağrıdan başka şeyler düşünmeye çalışırım.	**1**	**2**	**3**	**4**	**5**
31. Yapılacak çok şey olduğunda genellikle bir plan yaparım.	**1**	**2**	**3**	**4**	**5**
32. Kısıtlı param olduğunda, kendime bütçe yaparım.	**1**	**2**	**3**	**4**	**5**
33. Bir iş yaparken dikkatim dağılırsa işi küçük bölümlere ayırırım.	**1**	**2**	**3**	**4**	**5**
34. Sık sık beni rahatsız eden nahoş (hoş olmayan) düşünceleri yenemediğim olur.	**1**	**2**	**3**	**4**	**5**
35. Aç olduğum halde yemek yeme imkanım yoksa, ya açlığımı unutmaya ya da tok olduğumu düşünmeye çalışırım.	**1**	**2**	**3**	**4**	**5**

APPENDIX I

SELF-PERCEPTION OF PARENTAL ROLE SCALE

Aşağıdaki ifadeler kendinizi bir anne olarak nasıl gördüğünüze yöneliktir. Doğru veya yanlış cevaplar yoktur.
Lütfen aşağıdaki her madde için sizi en iyi tanımlayacak **4 kutudan yalnız birini (X) ile işaretleyiniz**.
Lütfen yalnız, iki taraftan size uygun olan tarafı seçerek işaretleyiniz.

Örnek:

Tam beni anlatıyor	Biraz beni anlatıyor				Tam beni anlatıyor	Biraz beni anlatıyor
	X	Bazı insanlar ıspanak sever.	**AMA**	Diğer insanlar ıspanaktan hoşlanmaz.		

		Bazı ana babalar çocuk yetiştirmek için doğru ve yanlış yollar hakkında net/ kesin fikirlere sahiptirler.	**AMA**	Diğer ana babaların kendi çocuklarını yetiştirme yollar ile ilgili şüpheleri vardır.		
		Bazı ana babalar sıklıkla çocuk sahibi olmamış olmayı dilerler.	**AMA**	Diğer ana babalar çocuk sahibi olduklarına nadiren pişman olurlar.		
		Bazı ana babalar sıklıkla çocuklarının istek ve ihtiyaçlarını anlayamazlar.	**AMA**	Diğer ana babalar çocuklarının istek ve ihtiyaçlarını anlamada yeteneklidirler.		
		Bazı ana babalar nasıl anne olunacağı hakkında çok fazla düşünmezler; yalnızca yaparlar.	**AMA**	Diğer ana babalar nasıl anne baba olunacağı hakkında öğrenebildikleri kadar çok şey öğrenmeye çalışırlar.		
		Bazı ana babalar çocuklarının ihtiyaçlarını karşılamada iyi iş çıkardıklarını düşünürler.	**AMA**	Diğer ana babaların çocuklarının ihtiyaçlarını karşılamada ne kadar iyi oldukları konusunda şüpheleri vardır.		
		Bazı ana babalar sık sık nasıl ana baba oldukları konusunda endişelenirler.	**AMA**	Diğer ana babalar ebeveynlik yetenekleri konusunda kendilerinden emindirler.		
		Bazı ana babalar çok iyi/ etkili ana baba olmadıklarını düşünürler.	**AMA**	Diğer ana babalar çoğunlukla iyi/ etkili annelik yaptıklarını düşünürler.		
		Bazı ana babalar ana baba olmaya uygun olup olmadıkları konusunda emin değillerdir.	**AMA**	Ana babalık diğer anne babalara kolay gelir.		
		Bazı ana babalar karşılaştıkları sorunların çocuklarıyla ilişkilerini engellemesine izin vermezler.	**AMA**	Diğer ana babaların karşılaştıkları sorunlar çocukları ile ilişkilerini olumsuz etkileyebilir.		

APPENDIX J

UPON-RELEASE FUTURE EXPECTATIONS SCALE

YÖNERGE: Aşağıda verilen ifadelere ne ölçüde katıldığınızı **"Benim için tamamıyla yanlış", " Benim için büyük ölçüde yanlış", "Benim için ne doğru ne de yanlış", "Benim için büyük ölçüde doğru" ve " Benim için tamamıyla doğru"** seçeneklerinden size en uygun olanı işaretleyerek belirtiniz.

	Benim için tamamıyla yanlış	Benim için büyük ölçüde yanlış	Benim için ne doğru ne de yanlış	Benim için büyük ölçüde doğru	Benim için tamamıyla doğru
1. Cezaevinden çıkınca nereye gideceğimi biliyorum.					
2. Cezaevine girmeden önce birlikte yaşadığım kişiler cezaevine girme nedenimi anlayışla karşılıyorlar.					
3. Cezaevine girmeden önce birlikte yaşadığım kişilerle, tahliye olunca genel olarak uyumlu bir ilişki yaşayacağımı düşünüyorum.					
4. Tahliye olunca birlikte yaşayacağım yeni kişilerle uyumlu bir ilişki yaşayacağımı düşünüyorum.					
5. Tahliye olunca yaşamak için nereye gideceğim konusunda endişelerim var.					
6. Tahliye olunca, çevremdekiler tarafından, ben istemesem de çalışmaya (veya çalışmamaya) zorlanabilirim.					
7. Tahliye olunca, memnun olmadığım olaylar ve kişilerle karşılaşırsam, bir sorun yaşamamak için danışacağım kişiler var.					
8. Yakın çevremde yaşayıp benim için önemli olan bazı kişiler cezaevine girmemden utanç duyuyor olabilir.					
9. Yakın çevremde yaşayıp benim için önemli olan bazı kişiler bana karşı anlayışlı olmayabilirler.					
10. Tahliye olunca yeni tanışacağım kişilerle tanışıp konuşmakta sıkıntı çekeceğimi düşünmüyorum.					
11. Tahliye olunca yeni tanışacağım kişilerin eski hükümlü olduğumu öğrenmelerini istemem.					
12. Tahliye olunca yeni tanışacağım kişiler, eski hükümlü olduğumu öğrenirlerse karşılaşabileceğim davranışlara hazırlıklıyım.					
13. Yakın çevremde yaşayıp benim için önemli olan kişilerin çoğunun bana karşı güvenlerini kaybettiğini düşünüyorum.					
14. Tahliye olunca içinde yaşayacağım ortamda sevgi ve saygı göreceğimi düşünüyorum.					
15. Tahliye olunca çevremde, bir gün bana eski hükümlü olduğumu hatırlatacak kişiler olduğunu düşünüyorum.					

	Benim için tamamıyla yanlış	Benim için büyük ölçüde yanlış	Benim için ne doğru ne de yanlış	Benim için büyük ölçüde doğru	Benim için tamamıyla doğru
16. Tahliye olduktan sonra tanışacağım kişiler eski hükümlü olduğumu öğrenseler bile buna önem vermeyeceklerdir.					
17. Tahliye olduktan sonra, eski hükümlü olmamdan dolayı beni önceden tanıyan kişilerle sıkıntı yaşayacağımızı düşünüyorum.					
18. Tahliye olduktan sonra yaşam koşullarımın zorlayıcı olacağını düşünmüyorum.					
19. Tahliye olunca yaşayacağım zorlukla/ zorluklarla başaçıkabileceğimi düşünüyorum.					
20. Tahliye olunca içinde bulunacağım ortamda yaşamaktansa şimdi içinde bulunduğum cezaevinde yaşamayı tercih ederim.					
21. Cezaevinde kazandığım bilgi ve becerilerin, tahliye olunca yaşayacağım hayatı kolaylaştırmasını bekliyorum.					
22. Sahip olduğum özelliklerin tahliye olunca dışarıdaki hayata kolaylıkla dahil olmamı sağlayacağını düşünüyorum.					
23. Eski hükümlü olmamdan dolayı iş bulmakta sıkıntı yaşayacağımı düşünüyorum.					
24. Bir işte kalmakta güçlük çekmeyeceğimi düşünüyorum.					
25. Tahliye olunca karşılaşacağım zorluklar nedeniyle kendi yapmak istediğim işleri yapma fırsatı bulamayacağımı düşünüyorum.					
26. Tahliye olunca içinde bulunacağım ortamda yabancılık yaşayacağımı düşünüyorum.					
27. Tahliye olunca yaşayacağım çevrede, cezaevine girmeden önce ne kadar söz sahibiysem, yine en az o kadar söz sahibi olacağımı düşünüyorum.					
28. Tahliye olunca yaşayacağım hayatta konuşmayı özlemle beklediğim kişiler var.					
29. Tahliye olunca maddi sıkıntı yaşayacağımı düşünüyorum.					
30. Tahliye olunca kendime eğitici uğraşlar edinmeye çalışacağım.					
31. Tahliye olunca yaşam koşulları beni yasadışı yollara başvurmaya zorlayabilir.					
32. Tahliye olunca yaşam koşulları beni yasadışı yollara başvurmaya zorlarsa, suç işlememek için ne yapacağımı biliyorum.					
33. Tahliye olunca yaşam koşulları beni yasadışı yollara başvurmaya zorlarsa, suç işlememek için yardım isteyebileceğim kişiler var.					
34. Tahliye olunca yaşam koşulları beni yasadışı yollara başvurmaya zorlarsa, suç işlememek için yardıma ihtiyacım olabilir.					
35. Tahliye olduktan sonra imkansızlık nedeniyle sağlık sorunları yaşayabilirim.					
36. Tahliye olduktan sonra sağlık sorunum olursa, imkansızlık nedeniyle tedavi göremeyebilirim.					

	Benim için tamamıyla yanlış	Benim için büyük ölçüde yanlış	Benim için ne doğru ne de yanlış	Benim için büyük ölçüde doğru	Benim için tamamıyla doğru
37. Tahliye olduktan sonra çevremde beni, yasadışı yollara çekmek isteyecek kişiler olacak.					
38. Tahliye olduktan sonra beni, yasadışı yollara çekmek isteyecek kişilerden uzak durmayı başarabilirm.					
39. Yeniden hüküm giyme ihtimalini aklıma bile getirmiyorum.					
40. Tahliye olmamla birlikte, kendi hayatının düzene gireceği beklentisine sahip kişiler var.					
41. Cezaevi koşullarının bana, dışarıdaki yaşamla ilgili bazı şeyleri unutturmuş olmasından endişe ediyorum.					
42. Cezaevinde kaldığım sürenin bana, dışarıdaki yaşamla ilgili bazı şeyleri unutturmuş olmasından endişe ediyorum.					
43. Tahliye olduktan sonra suç işlemememin tamamen benim kontrolümde olduğunu düşünüyorum.					
44. Ceza alacağımı, yeniden hüküm giyeceğimi bilsem de, beni suç işlemeye zorlayan koşullarda suç işlememeyi tek başıma başarabileceğimi düşünmüyorum.					
45. Cezaevine girmemden çok olumsuz etkilenecek kişilerin olması beni suç işlememek konusunda çok dikkatli kılacaktır.					
46. Koşullar ne olursa olsun yeniden cezaevine girebileceğimi düşünüyorum.					
47. Beni suç işlemekten uzak tutacak en önemli etken bir işte çalışıyor olmamdır.					
48. Beni suç işlemekten uzak tutacak en önemli etken ailemdir.					

APPENDIX K

THOUGHTS-ABOUT-RELEASE QUESTIONAIRE

YÖNERGE: Aşağıda bir dizi ifade verilmiştir. Lütfen her bir ifadeyi dikkatlice okuyunuz ve mümkün olduğunca kendinizi, kendi düşüncenizi anlatarak tamamlayınız.

1. Ben.....
.....
.....
2. Öncelikle.....
.....
.....
3. Bir gün cezaevinden çıkacağımı düşünerek.....
.....
.....
4. Tahliye olunca.....
.....
.....
5. Tahliye olunca öncelikle.....
.....
.....
6. Tahliye olmama .....süre var. Bu nedenle hazırlıklarım.....
.....
.....
7. Ben cezaevindeyken, çıkınca yaşayacağım çevrede olup bitenler (duyduklarıma göre) beni şunları düşünmeye itti:
.....
.....
.....
8. Cezaevinde kendime uğraşacak bir iş buluyorum/ bulamıyorum. Çünkü,.....
.....
.....
9. Cezaevinden çıkınca paraya olan ihtiyacım.....
.....
.....
10. İşlediğim suçu neden işlediğimi düşündüğümde.....
.....
.....
11. İşlediğim suçun ortaya çıktığı koşullarla yeniden karşılaşırsam.....
.....
.....
12. Cezaevinden çıkınca en zayıf yönüm.....
.....olacak.
Çünkü.....
.....
13. Cezaevinden çıkınca en güçlü yönüm.....
.....olacak.
Çünkü.....
.....
14. Cezaevindeki diğer arkadaşları düşününce.....
.....
.....
15. Daha önce tahliye olmuş diğer hükümlüleri düşününce.....
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16. Hiç cezaevine girmemiş kişilere kıyasla.....
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17. **Bu maddeyi kadın iseniz tamamlayınız.**
Hiç cezaevine girmemiş kadınlara kıyasla.....
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18. **Bu maddeyi erkek iseniz tamamlayınız.**
Hiç cezaevine girmemiş erkeklere kıyasla.....
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19. Buradan tahliye olacak arkadaşların.....
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20. Tahliye olunca.....korumak için.....
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21. Tahliye olunca korumak istediğim.....
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22. Tahliye olunca.....
karşı korunma ihtiyacım.....
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23. Tahliye olunca yeni bir hayata başlayacağımı.....
.....Çünkü.....
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24. Tahliye olduktan sonra suç işlememek için.....
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25. Tahliye olduktan sonra yeniden hüküm giymemek için.....
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26. Tahliye olunca sağlık durumumda.....
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27. Tahliye olduktan sonra cezaevine geri dönme.....
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28. Şans.....
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29. Tahliye olduktan sonra bir daha hüküm.....
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