

Self-Concept and Time Perspective of Convicts

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Abstract: *Objective:* The purpose of the article is to connect the time perspective of the convicts with their self-concept.

Background: After an extended stay in places of deprivation of liberty, it is difficult for convicts to adapt to the conditions of life in freedom, to restore the social ties that were lost and weakened due to isolation. And therefore, they often fall into the marginal part of the population, cannot find their place in life, and often replenish the number of unemployed or, even worse, re-enter the criminal path and commit crimes.

Method: The following psychological methods were used: the technique of "Who am I?", which allowed studying the cognitive component of the self-concept; the methodology of personal differential that provides an opportunity to study the emotional component of the self-concept; the self-attitude test questionnaire and the method of F. Zimbardo allowed to determine the main features of the time perspective.

Results: The article reflects the study of convicts based on which a typology of "self-concept" of convicts was proposed. Besides, the results of a study of the temporal perspective of convicts depending on the type of self-concept are presented.

Conclusion: The authors are inclined to believe that a detailed study of this problem will identify and provide effective ways to stimulate the constructive resocialization of various categories of prisoners.

Keywords: Resocialization, rehabilitation, crime, personality, prisoners.

INTRODUCTION

From the first days of independence, Kazakhstan has been paying close attention to the problems of the penitentiary system, working with citizens serving sentences in prisons. The key aspect of the reforms was the provisions of the Concept of Legal Policy of the Republic of Kazakhstan for the period from 2010 to 2020, defining as the main vector the humanization of criminal policy, as well as approved by the Decree of the President of the Republic of Kazakhstan "Comprehensive Strategy for the Social Rehabilitation of Citizens who have been Released from Prison and are in Accounting of the Probation Service in the Republic of Kazakhstan for 2017-2019" [1]. Since 2003, a psychological service has been introduced in the prisons of Kazakhstan, which diagnoses not only newly arrived convicts but also conducts psychological correction of the personality of the convict. Preparation for release is carried out by inspectors on labor and domestic devices in prisons together with psychologists of these institutions. However, despite the educational

and socio-psychological work carried out in prisons among the convicts, serving a sentence in a closed institution among those who break the law leaves an imprint on the development of the individual.

As the time spent in the correctional facility increases, the convicts become more accustomed to the prison subculture and oppose themselves to civil society [2]. The very specificity of the correctional institution leaves such a powerful imprint on the personality of the convicts that significant obstacles arise on the way to correction. In this regard, of particular relevance is the activity of the reintegration of the individual into society, which depends on the formation, positive self-concept, and time perspective of the convicts. Awareness of oneself and one's future, the prospects of one's life will allow prisoners to identify a tendency towards the right choice towards law-abiding behavior, regardless of stereotypes and stigmatization, on the part of society, on their criminal past. This statement is not abstract and is fully consistent with 107 Nelson Mandela Rule [3], which states the need, already at the initial term of serving a sentence, to think about the future of the prisoner who is waiting for him after his release. Based on his numerous empirical studies, M. Konopchinski [4] concludes that it is necessary to individualize social

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rehabilitation interactions, emphasizing the importance of formulating individual goals and plans to achieve the desired changes in resocialization.

Besides, the United Nations Office on Drugs and Crime (UNODC), an "Introductory Guide to the Prevention of Relapse and the Social Reintegration of Offenders", notes that rehabilitation programs for prisoners are more effective when they are comprehensively diagnosed and individually evaluated [5]. Such measures will allow focusing on risk factors and other problems faced by offenders to prepare them for release and successful resocialization. Thus, the self-concept and the time perspective, acting as certain personal resources, contribute to the fact that the behavior of the convicted person will have a more rational component, the desire to rethink his past and give it a positive valency, to recognize the value of the present and make plans for a brighter future [6, 7].

B. Gulla [8] emphasizes that taking into account the time orientation in working with the convict will help determine the chances of positive changes and the resocialization of convicts. Morris and Zingle [9] conducted a study of prisoners, particularly their irrational beliefs, life orientations, and time perspective. As a result, they found that the criminal sample had much more irrational beliefs and less future-oriented. In his research, Chernysheva [10] noted that the criminals extremely negatively assess their life, daily affairs, and the time perspective. Their self-esteem is reduced, and in the future, they lead a passive existence. The time perspective is an important factor in human behavior in society, which allows you to evaluate a person's attitude to his time and form a positive view of the surrounding reality and himself [11].

Along with the time perspective, the problem of the self-concept of convicts is no less debatable. Burns [12] defined the self-concept as a system of representations of the individual about himself, as a reflective part of the personality. It is the result of knowing and evaluating oneself through the opinions of other people, comparing oneself with them. A similar opinion is expressed by Bernburg, defining the self-concept as a hypothetical construction that is reflective, that is, knowable and knowing are one and the same person [13]. Studying prisoners in female colonies, a number of researchers came to the conclusion that women prisoners have great difficulty in accepting themselves due to the lack of a positive attitude towards themselves. As a result, a negative outlook is formed on the life they lived [14].

Gulevich and Sarieva [15] write that criminals who have committed violent crimes have low self-esteem and a poorly formed time perspective. The researchers note that the self-concept may have temporary changes as a result of human adaptation to the new environment. However, stressful living conditions, such as being in a correctional facility, lead to dramatic and lasting personality changes [16, 17]. Thus, the study of the time perspective of the convicts, their self-concept will allow us to identify the "problem areas" of their future integration and clearly define the directions of psychological assistance and support in the process of resocialization to conditions outside the correctional institutions.

The purpose of the article is to research the time perspective of the convicts with their self-concept. To achieve the goal of the study, two main tasks were set: create a typology of the self-concept of convicts; to study and identify the features of the time perspective of convicts with various types of self-concept.

MATERIALS AND METHODS

Participant Inclusion Criteria

Our empirical study aimed to study the features of the time perspective of convicts with different types of self-concepts. The study was conducted in a penal colony, in which 112 prisoners took part. Based on the results of studying the self-concept of convicts, a cluster analysis (K-means method) was carried out using the statistical software package SPSS. Cluster analysis allowed us to distinguish two types of self-concept. The first type of self-concept included 36 criminals, the second – 76. The following variables were used as the basis for clustering: level of reflection, global self-attitude, the scale of self-esteem, scale of self-sympathy, scale of expectation of a positive attitude of others, self-interest, factors "rating", "strength", "Activity".

The following variables had a significant impact on the identification of types of self-concepts: scales of self-esteem, self-sympathy, expectations of a positive attitude of others, self-interest, factor "strength". Based on the content that filled each type of self-concept of the convicts, we called the first type as "adequate", and the second – as "inadequate". Most convicts have an inadequate type of self-concept (69%). Characteristics of the types of self-concept of convicts are presented in Table 1.

Table 1: Types of Self-Concept of Convicts

Adequate	Inadequate
Adequate ideas about their capabilities and abilities.	An overestimated idea of their abilities, reassessment of their capabilities, self-confidence and ability to control one's own life.
Friendly attitude to the "I".	Exaltation of oneself.
The expectation of a negative attitude towards others.	The expectation of a positive attitude towards others.
Their "I" is of interest to them.	Confidence in the interestingness of their "I" not only for themselves but also for others.
Weakly assess weak self-control, inability to show a firm character, and dependence on external circumstances.	Self-confidence, independence, tendency to overestimate one's strengths.

Study Procedure

The following techniques were used as research tools:

1. The technique of "Who am I?" (as modified by M. Kuhn and T. McPartland). was used to determine the level of reflection of convicts. It Allows you to study the cognitive component of the self-concept.
2. The methodology of personal differential (a variant adapted at the V.M. Bekhterev Scientific Research Institute). provides an opportunity to study the attitude towards oneself, that is, the emotional component of the self-concept.
3. The self-attitude test questionnaire (Stolin, Panteleev). allows you to study the cognitive and emotional components of the self-concept.
4. To study the features of the time perspective, we used the method of F. Zimbardo for the time perspective.

Also, we studied the time perspective of convicts with a different type of self-concept. To do this, we used a time perspective questionnaire by F. Zimbardo, which allows us to study its parameters. According to the concept of F. Zimbardo, there is a fairly stable tendency to become excessively fixed on one psychological time, which leads to the formation of "temporal prejudices" ("temporary addictions"). In chronic manifestations, "prejudice" makes adaptive behavior in society difficult. In contrast, a "balanced time perspective" stands out – the ideal time perspective, the most psychologically and physically healthy for individuals and optimal for functioning in society [18].

The results on the time perspective of convicts with different types of self-concepts indicate the absence of

a "balanced time perspective" and the presence of "temporary prejudices". Thus, as a result of the investigation of the convicts, two types of self-concept were identified – adequate and inadequate. Convicts with different types of self-concepts have distinctive features of the time perspective.

Ethical Consideration

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. A study was approved by the National Ethics Commission of the Ministry of Health of the Republic of Kazakhstan on July 08, 2019, No 1254-O5.

RESULTS

The results of studying the time perspective of convicts with different types of self-concepts are presented in Figure 1.

So, when comparing convicts with different types of self-concepts, differences were found in the following parameters of the time perspective: "Past-Negative" ($t = 3.15$; $p < 0.01$), "Future" ($t = -2.65$; $p = 0.01$), "Past-Positive" ($t = -4.51$; $p \leq 0.001$). Convicts with an adequate type of self-concept are of greater importance on the scale of the "Past-Negative". Consequently, their past is filled with a much larger number of negative events, they are more disappointed in life, and regret about mistakes made or about what has not been implemented is expressed more strongly. The high value on the scale of the "Past-Negative" reflects the general pessimistic, negative, or mixed with disgust, the attitude of convicts with an adequate type of self-concept to their past. The data also indicate the presence of a depressive background, regret about what happened, and that it is no longer possible to

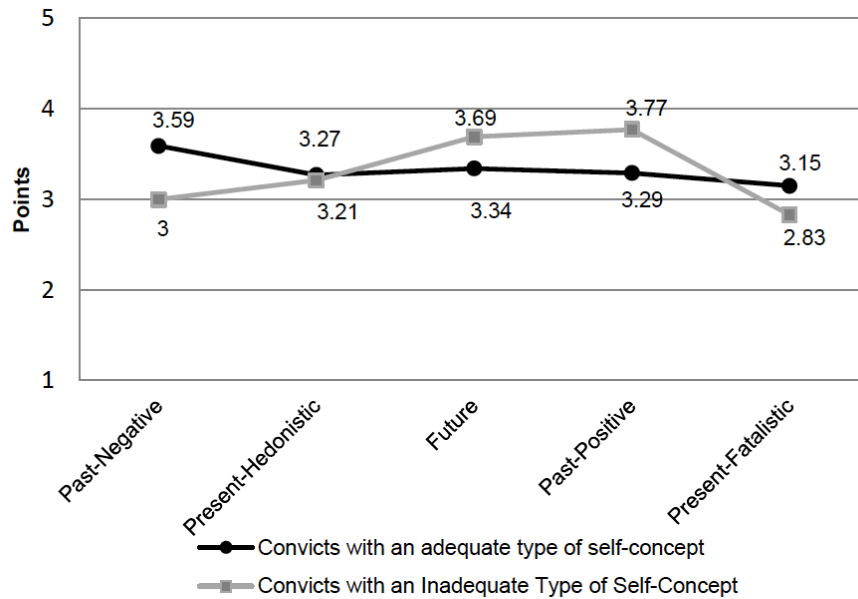


Figure 1: Time perspective of convicts with different types of self-concepts.

correct the mistakes made. Besides, there is self-annoyance for those positive moments in life that were missed in the past. In general, a negative assessment of one's past can be associated with real unpleasant and traumatic events in the life of prisoners, with a negative reconstruction of ambiguous and positive events.

According to the "Future" scale, convicts with an inadequate type of self-concept significantly differ from criminals with an adequate type of self-concept in that the behavior of the former is more determined by aspirations for goals and rewards. The second group of convicts is characterized by a vague idea of their future, lack of planning for their lives, and indifference to tomorrow. The Future parameter assumes that behavior is more determined by aspirations for goals and rewards and is characterized by planning and achieving the latter. Judging by this indicator, convicts with an adequate type of self-concept can be noted that their orientation toward the future is poorly represented in consciousness, is not characteristic, or is suppressed. Perhaps there is no desire to plan your life, set goals because being in a penal colony is more likely to quench than stimulate dreams and plans for life.

The significant difference between convicts with an inadequate self-concept on the "Past-Positive" scale allows us to say that they have a warmer, sentimental attitude to their past than another group of convicts whom this parameter is suppressed and not clearly presented in consciousness. Convicts with an inadequate type of self-concept have a solid foundation

in the form of a family, positive memories of the past, childhood, which gives them the ability to endure all the hardships and deprivations of prison life. The "Past-Positive" scale reflects the warm, sentimental attitude of convicts to the past. The scale also reflects a nostalgic, positive reconstruction of the past, which is presented in rainbow light, indicating a healthy outlook on life. But here, as in the previous parameter of the time perspective, we observe a downward trend. This means that this temporary perspective – the "Positive Past" – is also not peculiar and is not represented in the minds of convicts with an adequate type of self-concept.

As F. Zimbardo notes, the past is a person's coping resource that allows one to overcome difficulties in life and boldly look into the future, relying on the past. This resource can be your own or parental family, as well as fond childhood memories that warm a person. It is possible that neither the family nor the positive memories currently interest the prisoners, occupy an insignificant place in their thoughts. This may indicate deep despair, lack of hope for a brighter future. So, one convict, answering the question "Who am I?" Wrote: "I do not like when relatives and friends betray". This statement indirectly reveals the convict's attitude to his family, possibly with a subtext of resentment. Therefore, it can be assumed that the family for this convict (and maybe for the whole group) is not the support that is so necessary.

No significant differences were found on the scales of "Present-Hedonistic" and "Present-Fatalistic". This

means that both groups of convicts do not have a hypertrophied orientation toward receiving pleasure and grounds for joy. The "Present-Hedonistic" reflects the hedonistic, carefree, and unconcerned attitude of convicts towards time and life, as well as the adoption of risky decisions. The value on this scale suggests that prisoners, depending on the situation (if possible), are focused on pleasure, excitement, excitement, pleasure in the present, and lack of concern for future consequences. It is possible that it was the desire to enjoy "here-and-now" and the refusal to look into the future, to predict the consequences of actions that predetermined the current situation of the convicts. As criminologists note, the criminal does not think that committing a socially dangerous act; they can, in the end, be arrested and convicted. He believes and hopes that everything will be "openwork," i.e., he will be lucky. Otherwise, there is no point in committing a crime. They are also unable to give up pleasure today for tomorrow's reward.

Also, convicts with an adequate and inadequate type of self-concept are similar in the idea of the predetermination of their life, and they are sure that fate cannot be changed. The convicts lack a focus on the goal, a craving for emotional arousal. According to these convicts, the future is predetermined, and it is impossible to influence it by one's own actions; it cannot be controlled, and the present should be transferred with humility and humility since everyone is in the grip of a capricious fate. They are characterized by reduced self-control (which is not surprising), and these convicts are usually suspicious of others. Their mood is usually reduced, with an admixture of resentment. As F. Zimbardo notes, this parameter is associated with a "negative past", which is, as it were, the basis for such a vision of one's present. Based on the foregoing, it can be said that prisoners with different types of self-concepts have similar time orientations and specific features of a temporal perspective.

DISCUSSION

The study showed that all respondents, when perceiving themselves, spoke about their positive qualities, family roles, status, and profession. Most often, when self-describing, convicts mentioned their positive qualities "kind", "wonderful", "good". Based on the findings of Valickas and Gippenreiter [19] who studied the self-esteem of juvenile offenders: under the influence of adverse conditions of development and upbringing in the family and at school, the child develops low self-esteem; if numerous attempts to

increase self-esteem in socially acceptable ways do not bring the desired results, then he turns to asocial patterns of behavior and counter-normative values and then the level of self-esteem rises.

An important point in the study of these authors concerns that offenders understand the distorted meaning of some words they offer to evaluate themselves. In continuation of this idea, mention should be made of investigating the personality of the criminal conducted by Antonyan [20]. Thus, the author, studying violent criminals, came to the conclusion that they are most sensitive in the sphere of personal honor; they are characterized by increased awareness of their value. Due to the persistent effect that the less worthy enjoy greater rights than them, they may need to defend their rights and begin to play the role of a "fighter for justice".

Convicts revealed the contents of their selves through social roles (brother, father, husband, son, friend), ethnicity and gender (Russian, Kazakh, "man", citizen of Kazakhstan). Frequent references in the answers were to the subcategory "attitude to the family" ("I am a father", "I am a husband", "I love my family", etc.) According to legal psychologists, the family plays a very important role in the life of prisoners: it acts as a coping resource. In addition, there is a set of unwritten rules among criminals, one of which is the veneration of their parents. Convicts also determined themselves through the characteristics that distinguish them from society ("I am currently convicted", "I am a prisoner"). It was also revealed that convicts are inclined to expect from others a wary, suspicious, rather a negative attitude towards them. All the difficulties and troubles that they encounter in life are interpreted as the result of hostile actions from the environment. They tend to blame others for their failures, but not themselves.

The convicts themselves regard themselves positively, consider themselves interned. Important and interesting is that the self-describing prisoners mentioned their relationship with others as "friendly", "affectionate", "sociable". And for this group, as Antonyan [20] points out, sensitivity in interpersonal relations is characteristic. Increased sensitivity to interpersonal interaction elements leads to the fact that the individual is easily irritated by any social contacts that pose at least the slightest threat to his personality. Thus, it turns out that this category of criminals is positively disposed towards others, but when a threat

arises (imaginary or real), they seek to "eliminate" the hostile object.

The study also showed that prisoners distinguish such qualities as responsive, energetic, fair, friendly, sociable. And qualities such as strong, conscientious, kind, active, decisive, honest, independent manifest themselves in this group sometimes. To a lesser extent, they possess such qualities as charming, talkative, open-minded, independent, confident, irritable, compliant. Amuche and Rev Mayange [21], in their study, note that for the development of personality in a penitentiary institution, it is necessary to organize educational activities that will expand intellectual capabilities, will allow you to learn more about yourself. The Kazakhstani education sector is based on social justice, equality, and inclusiveness, in which citizens who break the law can also take part. As international experience shows, education is one of the important resocializing factors for prisoners.

In recent years, more and more attention has been paid to reforms of the penitentiary system, the prevention of recidivism, and prisoners' adaptation to a law-abiding life in society. The relevance of the measures taken is not only socially motivated but also economical. According to international practice, the training of convicts in necessary professional skills will contribute in the long term to an increase in the working-age population. Having certain professional competencies in their arsenal, convicts after release will have many more opportunities to find a job and thereby benefit society.

The main regulatory documents regarding the education of convicts of Kazakhstan include:

1. The Law of the Republic of Kazakhstan "On Education" [22];
2. The Penal Code of the Republic of Kazakhstan [23];
3. The rules of the organization of obtaining primary, basic secondary, general secondary, technical, and vocational education of prisoners [24];
4. Rules for the organization of the educational process in distance education technologies [25].

The Criminal Executive Code of the Republic of Kazakhstan stipulates that the education of convicts is the main means of correction. Correctional institutions

organize a single educational process aimed at forming moral standards about work and education. Obtaining primary, basic, and secondary education by convicts is mandatory. Moreover, juvenile convicts are prohibited from missing classes without good reason. Persons over 30 years old receive education at will. In addition, conditions are also created for convicted prisoners serving life imprisonment, as well as those in medical treatment facilities: they are provided with all the methodological and advisory assistance individually. Upon completion of training at the school of the correctional institution, the convicted shall be issued a state-issued document.

Concerning the technical and vocational education of convicts, a list of professions and specialties is agreed upon by the management of the correctional institution and the local executive body, taking into account the needs of the labor market. It should be noted that the choice of profession and specialty is voluntary. Also, upon receiving technical and vocational education, it is envisaged to undergo professional practice at the enterprise or in the training workshops of the correctional institution. Convicts in colony settlements have the right to receive technical, vocational, higher, and postgraduate education remotely.

So, in the framework of the Comprehensive Strategy for the Social Rehabilitation of Citizens who have been released from places of deprivation of liberty and registered with the probation service in Kazakhstan for 2017-2019 [1], from 2018 the opportunity to receive higher education using the Internet and case technologies will open up for prisoners in Almaty and Pavlodar regions. The Department of the Criminal Executive System of Uralsk, together with the University of Innovation and Telecommunication Systems, developed distance learning courses on the basics of the law, economics, and entrepreneurship for prisoners. Convicts will be trained in a room with the appropriate equipment, computers, under the direct supervision of an institution employee. At the end of the training, convicts can receive certificates.

The above allows us to conclude that at the stage of implementation, Kazakhstan actively uses foreign experience in the activities of the prison system and issues of access to education for convicts. Thus, while developing inclusive education in Kazakhstan, which provides equal access for people with high needs, we should not forget about those citizens who are or who have been released from prison. Education is a mutual

benefit, both for convicts and for the state, since it acts as a condition for resocialization.

The study of the time perspective and the self-concept of prisoners is of great practical importance in the issues of resocialization of prisoners. On the basis of the data obtained, it is possible to develop special rehabilitation programs that will allow for leveling criminal installations and safely integrate into society. So, depending on the dominance of a particular time perspective B. Gulla [8] offers an individual approach in the process of resocialization of prisoners. If the convict is characterized by a fixation on his past, he should be helped to find positive experiences in the past to overcome errors in the present and future.

Interaction with people with a dominant concentration on the present involves developing the ability of prisoners to perceive current difficulties as temporary and pay attention to their health. Interacting with future-oriented convicts should include planning for a realistic future: stimulate them to learn, master professional skills in the present so that after release, they have more chances to find work. We agree with B. Gulla [8] and suggest that the development of the self-concept of convicts be included in the rehabilitation program. A deeper awareness of one's feelings, one's attitude to oneself, one's personality traits will allow one to more clearly and thoroughly build one's future outside the criminal environment.

An interesting model of resocialization Pischelko [26] as a general rehabilitation program. This model is a complex of socio-pedagogical ideas based on the ideas of humanization, psychologization, and pedagogization of the process of execution of criminal punishment. The author of the model argues that recognizing the right of convicts to "certain" freedom and the promotion of manifestations of spiritual and creative qualities in socially acceptable activities will more favorably affect the process of resocialization. Suppose we replace the regime-disciplinary influences, which are based on the fear of convicts, by stimulating motives and attitudes aimed at self-correction and reassessment of values. In that case, this will contribute to the gradual "withering away" of the traditional system of execution of criminal sentences.

Mardakhayev [27] agrees with this point of view, noting that the main task of social pedagogy in the field of the penal system is "determining the direction of stimulating socialization, correction, correction, re-education, social education in the socio-cultural

environment of a correctional institution". However, it is naive to believe that socio-pedagogical activity to correct the moral and legal consciousness of convicts can be carried out without any difficulties and contradictions. The very specificity of the correctional institution leaves such a powerful imprint on the personality of the convicts that significant obstacles arise on the way to correction. The subculture among the convicts is characterized by excessive cruelty and perversion. It seems that the convict is between a rock and a hard place, where on the one hand there are laws and orders of the "prison world", and on the other the established regime of the administration of the correctional institution.

As you know, the prison subculture includes a certain language of communication, a hierarchy with its social roles, attributes, and style of thinking. At the very top of this hierarchy are the so-called "thieves", behind them are "men" and at the bottom of the hierarchy are "outcasts" [28]. The representative of each group fulfills the requirements of the "prison law" prescribed for him. For strict observance of the rules, he can enjoy the support and protection of the remaining convicts, but in case of violation of the norms and prohibitions, a proportionate punishment should be made beating, humiliation, etc. Therefore, even internally aware of resocialization readiness, convicts cautiously look back at the group of convicts, fearing to lose their confidence.

It is important to understand here that the system-forming link in the resocialization of convicts is a correctional institution employee. The confidence of the convicts and their further resocialization depends on their moral qualities, respectful attitude, motivation, and joint activity. Taking into account this fact, Pischelko [26] developed a phased socio-pedagogical model of the execution of criminal sentences and the structure of the penitentiary institution. This model was based on the positive experience of the special regime penal colony for life-sentenced prisoners in the Perm Region (Russia), popularly referred to as the "White Swan". The model involves four stages of implementation:

1. Prevention of criminal behavior. At this stage, there is minimal communication with other prisoners. Elementary activities are permitted—conditions of detention of convicts' solitary confinement.
2. Coercion to enforce the rule of law. At this stage, there is an interaction between the convicts, but

under the control of the administration of the correctional institution—conditions of detention of convicts' confinement in small groups.

3. Accustoming to the moral norm. At this stage, partial self-government of their activities, participation in public organizations are allowed. Conditions of detention of convicts' residence in a dormitory, work at work.
4. Exercise in social behavior. This stage is distinguished by the implementation of activities characteristic of a free person, but still, there are some limitations. The conditions of detention of convicts are living in open hostels outside the penitentiary institution, working in enterprises under the control of the administration of the penitentiary institution.

Thus, the model is built on the principle of the gradual provision of independence to convicts. If the first two stages are a warning and coercion, then in the future, the model is focused on the promotion of socially acceptable forms of behavior.

CONCLUSIONS

Despite the constant socio-pedagogical and socio-psychological support of the convicts, the question remains open about their “future” at large: since long stays in correctional colonies significantly affect the development of their personalities, their constructive resocialization becomes insufficient for their adaptation after release. This is due to the fact that they often encounter: housing difficulties, employment difficulties, interpersonal communication. In this case, it is extremely important to organize activities for the preparation of an adaptive environment for the released, as well as its professional post-prison support.

For more effective activities for developing the self-concept and the time perspective of convicts, it seems necessary to pay close attention to the educational process. The development of convicts' self-image will be an additional positive resource in shaping their positive time perspective. The effectiveness of the approach to developing a temporary perspective can be higher in the framework of a phased socio-pedagogical fashion.

Thus, the study showed that the question of the time perspective of convicts and their self-concept is relevant and requires further study. A deeper

examination of this problem will allow us to identify and provide effective ways to stimulate the constructive resocialization of various categories of prisoners.

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