

MEASURING THE EFFECTIVENESS OF
PROGRAMS IN A STATE CORREC-
TIONAL TREATMENT ORIENTED
INSTITUTION: A PANEL
STUDY

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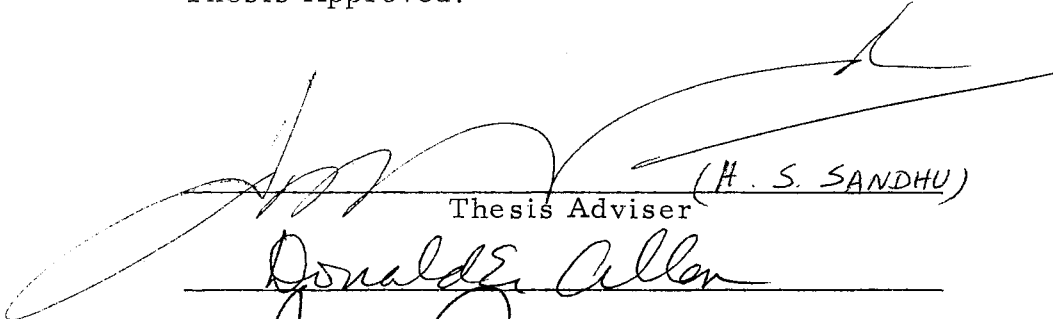
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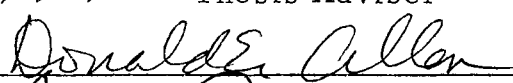
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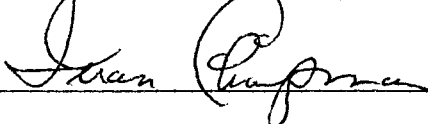
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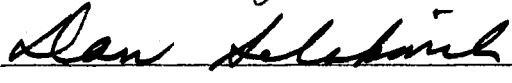
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PREFACE

This study is concerned with determining the impact of the Lexington experience on its inmates. The primary objective is to measure the impact of the institution upon the inmates with respect to its educational and vocational-technical training programs. The purposes of the study are to determine the impact of the institution upon the inmates in order to furnish information that will assist the administration in formulating new policies which may be needed to meet more adequately the goals of rehabilitation, and to serve as a pilot study in the development of programs for other correctional institutions within the State.

The author wishes to express his appreciation to his major adviser, Dr. Harjit S. Sandhu, for his patience, encouragement, and assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. Ivan Chapman, Dr. Donald Allen, and Dr. Daniel Selakovich, for their invaluable assistance in the preparation of the final manuscript.

Also appreciation goes to the Oklahoma Department of Corrections and the Lexington Institution for their permission and the freedom to do this study.

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CHAPTER I

INTRODUCTION

The American public generally does not accept the idea that a primary function of penal and correctional institutions is rehabilitation; rather, the public generally thinks of prisons as ~~punitive~~ agencies. Furthermore, prison experience is commonly believed to inculcate crime; that is, that prison life may be sufficient to reinforce or shape attitudes, values, and behaviors toward a more pronounced deviant life style. Even though there is a dearth of information available on the impact of prisons on their inmates, persons involved in correctional work will argue that prisons can have either positive or negative consequences.

Correctional institutions that strive for a long-term positive impact on their inmates other than simply ensuring the avoidance of reconviction must utilize techniques that will assist in reforming the offender. Reformation in this context consists of making the inadequate more adequate. Institutions need to provide such programs as trade training, development of constructive uses of leisure, changing of attitudes concerning authority, education, and improvement of interpersonal relationships (Hood and Sparks, 1970). Penologists, educators, and the public have for many years generally accepted the value of teaching illiterate inmates to read and write. General agreement also exists with respect to inmates being provided vocational

training and formal education in hopes of preparing the inmates to be able to support themselves and their dependents upon their release. The area of social education has been receiving increased attention because of the idea that this form of education will help to bring the inmate into a cognitive and effective understanding of, and relationship to, society (Kendall, 1939).

Prison officials are thus faced with the task of providing two kinds of services to an inmate in hopes that he will be rehabilitated. First, adequate programs of educational and vocational training are needed to correct the ignorance, poor habits, and lack of skill assumed to be important factors in contributing to an individual's criminality. Second, adequate psychological, psychiatric, and counseling services are needed to counter mental disturbances assumed to be significantly related to individual misconduct. With varying degrees, treatment programs in prisons encompass these two general approaches in hopes that rehabilitation will occur (Vold, 1954, pp. 48-49). Unless the prison is able to show the inmate how to adjust satisfactorily to his environment, he will once again come into conflict with society's regulations. Thus, psychological, educational, and vocational programs are necessary for developing the attitudes and abilities needed to make this adjustment possible.

Statement of the Problem

The problem of this study is to measure the impact of Lexington experience. Among other things that happen to an inmate in day-to-day living, this experience includes formal educational programs and vocational-technical training programs. This study involves the

assessment of impact in certain areas, to be described later, on the following groups and subgroups of inmates:

1. Inmates who were at the institution long enough to be included in the study,
2. Subgroups classified as either academic trainees or as vocational-technical (vo-tech) trainees,
3. Trusty inmates who were assigned custodial or housekeeping duties,
4. The differences between trainees and pre-release inmates.

Purposes of the Study

The purposes of the study are to evaluate the impact of the institution upon the inmates with respect to its educational and vocational training programs; to furnish information that will assist the administration in formulating new policies which may be needed to meet more adequately the goals of rehabilitation; to serve as a basis in the development of programs for other correctional institutions within the State.

Areas of Investigation

Recognizing social biases of the larger society, the areas of investigations were determined upon the basis of what it is that society wishes to change in people-changing institutions and the programs that have been instituted to bring about such changes. Thus, the impact of the Lexington Regional Treatment Center on its inmates is determined by measurements of the following:

Change in Socialization. Most social scientists agree that the offenders are somewhat deficient in socialization in some respects. To Neo-Freudians, the delinquent is asocial with an untamed ego and spotty superego (Redl and Wineman, 1957). Using Mead's concept of self and the sociological theory of role playing, Gough considers the psychopath as deficient in his role-playing ability. The psychopath is incapable of identifying with another's point of view. He is unable to foresee the consequences of his own acts (Gough, 1948). Therefore, it is considered feasible to measure change in socialization.

Change in Responsibility. A wholesome person must show an adequate sense of responsibility toward his family members, employers, and community. Many offenders are known for their irresponsible behavior. Empirically, irresponsibility seems to have a high correlation with delinquency (Reckless, 1967, p. 445). From all aspects, it is desirable that the inmates learn to be more responsible,

Change in Future Orientation. Delinquents are known to possess a poorer vision of life's goals as compared to non-delinquents. They have very poor planning of their lives. Either they have not been able to cultivate socially approved and realistic ambitions, or if they possess some aims and ambitions, they have not been able to develop plans for the realizations of their aspirations (Allen and Sandhu, 1967, pp. 325-329). Correctional counselors and personnel can provide a means whereby inmates can receive help in preparing themselves to face realistically the future.

Change in Self-Concept. A person who perceives himself as a criminal behaves as one. Reckless and Dinitz assert that a good

self-concept insulates a person against delinquency and crime.

We believe we have some tangible evidence that a good self-concept, undoubtedly a product of favorable socialization, veers slum boys away from delinquency, while a poor self-concept, a product of unfavorable socialization, gives the slum boy no resistance to deviancy, delinquent companions, or delinquent subcultures (Reckless and Dinitz, 1967, p. 517).

The correctional workers need to do all they can to help an inmate improve his self-concept or decriminalize his self image. So this is a vital area to study.

Change in Perception of Institution. How an inmate perceives his institution will influence his response to its programs. Unless he views the institution favorably, he is not likely to put forth much effort to benefit from the institutional programs. If he is hostile or indifferent to the correctional programs, he will reject the institution regardless of its merits. Treatment-oriented institutions tend to generate pro-staff attitudes. Benign institutions are known to affect favorably the attitudes of both the inmates and the staff. In a longitudinal study, this area was considered worthy of investigation.

Change in Life-Purpose. Surface changes have been criticized as being too superficial to bring about any in-depth change in the individual. Based on this assumption, then to straighten out one's "messed-up life," the individual must effect a profound change in his philosophy of life. Many persons seem to suffer from a strange sense of meaninglessness of life, and perhaps this is true with society's offenders. According to Frankl, this meaninglessness results when there are no norms to regulate one's life. This existential vacuum manifests itself in such states as boredom, alcoholism, juvenile

delinquency, and crime (Frankl, 1967, p. 169). The delinquent cannot be given a meaning; he has to find the meaning himself. In Frankl's words "man is ultimately self determining" (Frankl, 1967, pp. 173-174). The criminal can turn from his gang or criminal peers and make his own decisions. The belief that a large proportion of offenders are self-correcting individuals determined this probe of their purposes in life.

Change in Personality Characteristics. This has been a controversial area. While innumerable studies have attempted to find personality differences between delinquents and non-delinquents, some have found some differences and other have refuted the idea. In pre- and post-studies, some behavioral scientists do not expect any significant personality changes because they consider personality characteristics too stable to change easily. Nevertheless, it was considered worthwhile to explore this area because of the extensive usage of personality tests in the institution.

Progress in Educational Achievement. Education improves employment prospects. The educational program at Lexington is designed for a trainee to participate in one or more semesters of academic course work, including preparation for the General Educational Development (GED) Examination, or for college level work if qualified.

Progress in Vocational-Technical Training. Vo-tech training can greatly enhance the job opportunities for inmates after their release. The vo-tech center provides 20 to 26-weeks training in auto mechanics, welding, air-conditioning and refrigeration. Furthermore,

the center assists the trainees in finding employment for their return to free society.

This study thus measures the variables of attitude change, personality dimensions, academic achievement, and vocational-technical progress. Attitudinal changes involve the areas of socialization, responsibility, future orientation, self-concept, institutional perception, and purpose-in-life. Changes in personality characteristics are based upon sixteen personality dimensions. Academic achievement is evaluated on the basis of scores made on California Achievement Tests (CAT). And vo-tech training progress is evaluated on the basis of instructors' evaluation reports.

Inmate classifications and attitude change are investigated as follows:

1. Attitude change among all inmates,
2. Attitude change among academic trainees,
3. Attitude change among vo-tech trainees,
4. Attitude change among trusty inmates.

Personal characteristics and attitude change are investigated as follows:

1. Inmates' education level and attitude change,
2. Inmates' employment record and attitude change,
3. Inmates' familiarity with opportunities in the business world and attitude change,
4. Inmates' familiarity with opportunities in the industrial world and attitude change,
5. Race and attitude change,
6. Age and attitude change.

Familial orientation and attitude change are investigated as follows:

1. Marital status and attitude change,
2. Family involvement and attitude change.

Criminal experience and attitude change are investigated as follows:

1. Age at onset of criminal activity and attitude change,
2. Number of times incarcerated and attitude change,
3. Length of sentence and attitude change.

Personality profiles are determined for academic trainees, vo-tech trainees, and trusty inmates.

Academic trainees are evaluated on the basis of their academic achievements, while the vo-tech trainees are evaluated on the basis of their progress in the vocational training programs.

Definition of Terms

Socialization. The attaining of social maturity, integrity and rectitude.

Responsibility. The attaining of conscientious, responsible, and dependable disposition and temperament.

Future Orientation. The inmate's perception of life after release from prison.

Self-Concept. The inmate's confidence in his being a worthy person.

Institutional Perception. The inmate's view and evaluation of the Lexington Institution.

Purpose-In-Life. The inmate's perspective concerning his existence as having a meaning and purpose.

Trainee. An inmate assigned to either the educational or vocational training section.

Academic Trainee. An inmate assigned to the educational training section.

Vo-tech Trainee. An inmate assigned to the vocational-technical training section.

Vo-tech. The term used at the institution to refer to some aspect of the vocational-technical training section.

Pre-Release Inmates. The inmates awaiting assignment to a work-release center or release to free society.

Performance. The inmate's achievement based upon mechanical interest, aptitude, comprehension, work skill, work habits, and harmonious relations with other persons.

Academic Achievement. The difference between total scores in a comparison of the California Achievement Tests (CAT), Form W with CAT, Form X 90 days after the administration of Form W.

Educational Attainment. The highest formal education level attained by the inmate.

Familiarity With the Business World. The inmate's acknowledged awareness of the job opportunities that exist within the business community.

Familiarity With the Industrial World. The inmate's acknowledged awareness of the job opportunities that exist within the industrial complex.

Family Involvement. The marital status and number of children enjoyed by the inmate.

Criminal Experience. A term used to analyze the data on the basis of the inmate's age at onset of criminal activity, the number of times the inmate has been incarcerated, and the length of the inmate's sentence.

Age at Onset of Criminal Activity. The age at which an inmate was first sentenced to a period of time in a reform school, jail, or prison.

Limitations of the Study

This study involves measuring change longitudinally over a period of three months, from the latter part of April, 1973 to the latter part of July, 1973, in a group of prisoners who were undergoing an experience of institutionalization as well as some who were also undergoing educational and vocational-technical training. The pre-release inmates did not meet the three months criterion as they were administered the test instruments only once. The following numbers of inmates and their categories were studied: 14 academic trainees, 37 vocational trainees, 20 trusty inmates, and 37 pre-release inmates. This comprised 108, or 30 per cent, of the inmates assigned to the institution.

Basic Assumptions

It is assumed that the instruments used in this study provided adequate and accurate reflections of the phenomena being studied.

It is furthermore assumed that inmates are not necessarily different from ordinary persons in being able to express their feelings.

It is also assumed that the inmates' responses are to the best of their ability a true expression of their feelings and beliefs. They were specifically briefed on the purposes of the study and very diligently informed that their responses would neither be seen by, nor divulged to, any member of the penal system.

It is also assumed that the items on the test instruments were read the same by all inmates.

It is also assumed that the inmates involved in the study constitute an adequate representation of the inmates assigned to the Lexington Institution.

CHAPTER II

SURVEY OF THE LITERATURE

Theoretical Background

It has often been stated that penal measures aimed at reforming the offender are intended to do more than just ensure the avoidance of recidivism. They are, for example, supposed to provide education, trade training, and different attitudes towards authority, improve interpersonal relationships, develop constructive uses of leisure -- that is, to make the inadequate more adequate. It is the contention that correctional institutions strive for a long-term positive impact on their inmates.

The study of penology and criminology has progressed noticeably since 1930; however, academicians, prison administrators and practitioners are still without sufficient guidelines in the treatment of prison inmates. Since 1950, efforts have been progressively directed towards achieving more positive changes in the offenders through provisions for formal education, vocational training, or a combination of both. The objective is to make prison time a resocialization experience and thus expeditiously promote rehabilitation.

The educational treatment ideologically assumes offenders to be deficient in academic, vocational, and social knowledge. Treatment stresses changing the inmate's attitudes and values by increasing his

insight or otherwise altering his psychological state and his sociological referents. Adjustment toward social responsibility through intellectual means is the ultimate goal of treatment. The effectiveness of such an approach rests upon the extent to which the inmate indicates intrapsychic change and capacity for participation in a legitimate social environment.

Prison educational training has progressed from a part-time or after-duty activity to full-time training programs. Available results of the programs are both meager and vague and consequently furnish little basis for administrative or policy decisions. Though much has been written about educational programs in correctional institutions, and many expectations have been expressed for various programs and approaches, these expectations seem more related to a faith in education's being the remedy for all social problems rather than to any objective analysis of the impact of the programs on the lives of the inmates.

No hard evidence exists as to the most effective correctional processes of probation, institutional training and treatment, and parole. Empirical studies of the relative effectiveness of available alternatives such as fines, week-end sentences, probation supervision, halfway houses, and training programs have not been convincing one way or the other. Furthermore, no typology of treatments or offenders have as yet been shown to be either valid or reliable; no definite correlations have been established between any type of treatment and any type of offender. Precise knowledge is lacking as to the success or failure of implemented change among prison inmates (Hood and Sparks, 1970).

The success or failure of an inmate in post-release life is not just a result of prison impact or conditions of the free society; instead, it may be a result of either or a combination of both. Reckless considers the inmate himself to be the major source in determining the institution's impact and the extent of one's attitudinal change during incarceration--the individual's outlook is affected by his own perceptions (Sandhu, 1968, p. v).

Studies of the prison community have primarily investigated social structures, role systems, normative systems, and value orientations of the inmates. The focus of research has been on such features as the function of the system of communications in a prison, the inter-system linkages between prison and society, the consequences for the institutional staff in trying to meet simultaneously the objective of treatment and control, and the relations between inmates and prison staffs and their perceptions of each other (Clemer, 1958; Cressey, 1966; Korn and McCorkle, 1959; Sykes, 1958, 1960). For the most part, this kind of research has not involved assessing the impact penal systems have on their inmates.

A true test of correctional programs is to see if the inmate has been rehabilitated, and rehabilitation is not only growth in subjects and skills, but a positive change in attitudes and habits as well. The real effect of institutionalization is in the perceptions of the inmate. And since correctional institutions, presumably, strive for a long-term positive impact on their inmates, it is of interest to see how offenders conceive of the effects of institutions on them, and how their image of the effects may change over time. Prison impact studies attempt to indicate what is happening to the inmate as he views himself

and his situation. These studies, using inmate opinions and attitudes, can become gauges of the operational effectiveness of correctional programs and methods. Descriptive research provides a means for indicating differences, if any, in the experiences which prison inmates may actually undergo, whether these be a result of treatment policy or other factors.

Research Findings

Reckless sees the importance of prison impact studies from the standpoint of making it possible to assess accurately the effect incarceration has on the person. Accurate assessment of prison impact makes it possible

To judge what sort of institutions, what sort of administrative designs, what sort of educational and vocational programmes, what sort of group therapy session, what sort of atmosphere, what sort of custody, what sort of regulations are conducive to positive internal change within the person (Sandhu, 1968, p. v).

Nevertheless, there is a paucity of studies on prison incarceration which have attempted detailed assessments of the institutional impact.

Impact studies can provide psychological insights into inmates' perceptions of their imprisonment because they know what they are experiencing during incarceration and which institutional programs are perceived most favorably. Their opinions and attitudes can thus provide a basis for estimating the operational effectiveness of correctional programs and methods.

Impact of Institutions

The assessment of institutional impact on an offender may be derived from one or more of the following sources: the inmates who have been associated with the offender during incarceration, the members of the prison staff who have had frequent contacts with the offender during his imprisonment, and the inmate himself. Institutional impact is influenced by both institutional factors and non-institutional factors. Institutional factors involve such variables as time served, types of treatment, and institutional experience; whereas, non-institutional variables consist of such factors as age, race, education, attitude, self-concept, and recidivism.

Institutional Factors. The optimum positiveness of prison impact seems to be reached at a certain point in time; thereafter, it tends to vary inversely with the length of time incarcerated. The responses given by a group of inmates who had been incarcerated varying lengths of time indicated that the longer the time served the more adverse the attitudes of the inmates (Bright, 1951). Among a group of training school boys, a cumulative favorable response was most evident for those who had been incarcerated no longer than three months; as the period of incarceration increased, the less favorable was the cumulative response (Sabnis, 1951).

Inmates' responses suggest that better prison programs and physical facilities can lead to the development of better attitudes (Bright, 1951). Sabnis found that certain program areas do have an impact and are able to reach inmates, and the development of better attitudes resulting in relatively better behavior can occur with

improvement in these programs (Sabnis, 1951). Fradkin found evidence suggesting that the "average" prisoner brings a fairly favorable set of projections to prison which could be reinforced if the prison had the proper staff and programs (Reckless, 1967, p. 720).

The success of parole has been found to be influenced by whether an inmate was a student or a non-student while in prison. Parole success among a group of ex-inmates comprising both student and non-student inmates paroled over a four-year period from the Michigan State Prison was greater among ex-student inmates than among non-student inmates, 74 and 64 per cent respectively. The percentage difference was approximately the same among those with previous criminal records, ex-students 66 per cent versus non-students 55 per cent (Saden, 1962, pp. 22-26). Whereas extensive periods of educational training have been found to be associated with a successful outcome on release, small amounts of exposure to educational courses in prison have been found to be associated with an unsuccessful outcome on release. Glaser found that those inmates whose educational attainment improved during imprisonment had definitely lower failure rates than those whose attainment did not improve. However, a failure to find dramatic relationships between prison schooling and recidivism may be a result of the small range of educational progress generally attained during imprisonment as well as the relatively low level of education possessed by the inmates upon their entry into prison (Glaser, 1964, pp. 279-283).

The Highfields study presents an account of the effectiveness of short-term treatment with youthful offenders. The activities of the program included: work projects to gain experience, hobbies and

craft projects to create areas of interest, community contacts to keep in touch with the outside world, discussions of current events and other topics to acquire a better insight of the world, and guided interaction sessions to help solve personal problems. The effectiveness of the program was evidenced by a much lower percentage of boys with three to four months' Highfields experience who became delinquent after return to the community than of the boys with twelve or more months' residence at a conventional reformatory. However, this reduction in recidivism was more applicable to Negro boys than to white boys. Attitudes or personalities did not appear to change appreciably during the delinquents' residence and treatment at Highfields. The most that can be said is that those boys with more favorable attitudes toward family, parental authority, obedience to the law, acceptance of others, and behavior norms were more likely to have successful outcomes than boys with less favorable attitudes (Weeks, 1958).

Sandhu measured short-term (three months) institutional impact on a group of prison inmates in India. The research consisted of measuring inmates' perceptions involving potentiality for delinquent behavior, extent of hostility, acceptance of blame for offense, future outlook on life, and life adjustments. The study shows that inmates' socialization and self-image deteriorated significantly; while on the other hand, delinquency potential and hostility increased significantly. However, inmates' future outlook on life and life adjustments were not significantly affected (Sandhu, 1968).

The Draper Correctional Center at Elmore, Alabama utilizes a rehabilitation program consisting of counseling and supportive services; academic education; social adjustment; and job diagnosis, development,

training, placement, and follow-up. Among the participants in the predominantly self-instructional academic program, the recidivism rate has been only 5 per cent (Roberts, 1971, pp. 89-91). This contrasts sharply with expected recidivism rates of 25 to 70 per cent among many other correctional centers.

Project First Change, a program operated by the South Carolina Department of Corrections, provides basic education, job placement, social services for the inmates and their families, and offers environmental and psychological support in the form of a halfway house. The program's effectiveness has been evaluated on the basis of inmates' participation in the program and their employment record after release. Findings revealed that significantly more of the program's graduates obtained and held jobs than did nongraduates. Furthermore, nearly twice as many of those who had not participated in the program returned to prison (Kennedy and Kerber, 1973, p. 112).

Non-Institutional Factors. In 1947, Galway attempted to determine prison impact by interviewing 275 consecutively released reformatory inmates. His findings show that 72 per cent of the releasees felt they had benefited from the imprisonment. This feeling varied however with respect to race, education level, and to some extent age. Negro releasees were more receptive to the prison than were whites, 89 to 68 per cent respectively; inmates with the lowest level of education responded more favorably than inmates with higher educational attainments; and inmates under 18 years of age were less favorably disposed than inmates 24 years of age or over (Galway, 1948).

The Gluecks report that being a skilled rather than an unskilled worker and being a partial success in meeting the economic obligations of the family rather than a failure are principal factors in facilitating a favorable reformatory impact (Glueck and Glueck, 1930). Garrity (1961) found parole violation rates to decrease with increasing time in prison among those persons with relatively unstable employment records, and the total violation rate tends to go up as the employment record shows greater instability. Coe reports "many poorly adjusted inmates to have records of haphazard employment and unemployment." And poorly adjusted inmates tend to commit offenses of theft and stealth more than do adjusted inmates. Furthermore, 61 per cent of the poorly adjusted were single men. The prognosis for self-improvement among poorly adjusted inmates was judged to be questionable or doubtful (Coe, 1961, pp. 182-183).

The level of maturity has been studied as a factor in reducing delinquency-prone attitudes. A group of naval nonconformists and a group of naval supervisors were classified on the basis of maturity level for the purpose of determining what combinations to be most effective in bringing about change in the nonconformist so that he is able to meet the demands of military life. High maturity subjects were found to do significantly better in their success rate than low maturity subjects; however, high maturity nonconformists were less successful when placed in companies with low maturity supervisors (Grant and Grant, 1959). Nevertheless, Warren, in a community treatment project, did not find significant differences in the failure rates of high and low maturity subjects in either experimental or

control groups at either 15 or 24 months at risk (Hood and Sparks, 1970, p. 206).

In an attempt to relate types of treatment to types of offenders, Warren has made a study of juvenile delinquents committed for the first time to California Youth Authority institutions by the juvenile courts of two cities. Delinquents assigned to a community treatment project comprised the experimental group. Rather than being assigned to a conventional institution, these delinquents were immediately paroled with the understanding that they would be placed under intensive supervision within the community. Delinquents assigned to normal institutional treatment comprised the control group. Utilizing level of interpersonal maturity in an evaluation, a comparison was made between community treatment and institutional treatment to determine the most appropriate treatment methods for the offenders. The evaluation involved success rate and measures of personal and attitudinal change. Among members of the experimental group, as a whole, the failure rate was much lower than among members of the control group; however, with respect to types of offenders, no significant distinction between groups was evident (Warren, 1971).

Self-concept may be an important factor in the determination of susceptibility toward or away from delinquency and crime. Reckless maintains that a good self-concept is a product of favorable socialization and turns economically deprived boys away from delinquency; whereas, a poor self-concept is a product of unfavorable socialization and gives the economically deprived boy no resistance to deviancy, delinquent companions, or delinquent subcultures (Reckless and Dinitz, 1967).

Another perspective is that a person with a relatively stable self-concept possesses a feeling of being the master of his environment and, presumably, is not inclined toward a radical restructuring of his self-concept as a result of changing situations. A high level of self-esteem is a major correlate of the stable self-concept provided stability does not function in the interest of a defense rigidity. A deficiency in self-esteem, on the other hand, is a product of an unstable self-concept (Brownfain, 1952, p. 605).

Hall reports delinquents' level of self-evaluation to be positively related to degrees of delinquency identification. "Delinquents with strong degrees of identification tend to have high levels of self-evaluation, and delinquents with weaker degrees of identification tend to have lower levels of self-evaluation" (Hall, 1966, p. 146).

Previously arrested female inmates have been found to evaluate themselves more unfavorably after a period of confinement than do first-term inmates. Furthermore, they perceive more negatively the institution's impact than do first-termers. In addition, inmates with longer periods of incarceration perceive institutional impact more unfavorably than those with shorter periods of institutional stay. And younger female inmates have a poorer image of the correctional center than do older female inmates (Kay, 1961, pp. 31-34, 45).

Another study involving a group of institutionalized delinquent girls in a controlled therapeutic milieu found the girls at the beginning of the program tended to rate themselves negatively and to expect negative evaluations from authoritative persons. Six months later, however, these girls significantly altered their self-concept and the evaluation they expected from authoritative persons in a positive direction.

Even though they also expressed an increase in their positive evaluation expected from parents and peers, this did not reach significance (Grant, 1962).

Although some attempts have been made to study changes in attitudes, values, and other personality variables following institutionalization and treatment, the effects have to date not been made clear. However, if small, well-staffed, well-programmed institutions do not demonstrate a constructive impact, then substitute measures are needed for such institutions.

CHAPTER III

RESEARCH DESIGN

This study measures the impact of 90 days of institutionalization on inmates at the Lexington Regional Treatment Center. Determination of the impact rests upon the use of tests, scales, and questionnaires. The first testing of inmates took place during the last week of April, 1973, and the same tests were repeated during the last week of July, 1973. The study is concerned primarily with three inmate groups: academic trainees, vo-tech trainees, and trusty inmates. A fourth group, however, consisting of pre-release inmates was included for casual comparison. Findings relate mainly to pre- and post-test intragroup results rather than intergroup comparisons.

The academic trainees and vo-tech trainees were undergoing educational and vocational training in addition to experiencing institutionalization. Trusty inmates, on the other hand, were given custodial and housekeeping duties of responsibilities, but were not involved in any of the academic or vocational-technical training programs. The pre-release group resided on the premises of the institution and used some of the facilities but were neither given duties of responsibilities nor were involved in any of the training programs. They were in transit from other penal institutions to work-release centers or release to free society. This group, consequently, was expected to be somewhat free of the effects of the Lexington Institution and could thus act

as a group representing differential prisonization for comparative purposes. Whereas other inmates were tested on two occasions, this group was available for only the initial test. .

The small size of the prison population ruled against the use of random sampling. Instead, with the exception of pre-release inmates, all inmates who were expected to be at the institution for at least 90 days were included in the longitudinal study.

Description of Location

The Regional Treatment Center at Lexington, Oklahoma has two primary functions: protection of society, and providing assistance and opportunities for medium security inmates to make positive changes in their job skills, education levels, attitudes, and behavior. The inmates selected for confinement at this institution are generally non-violent offenders. Assignment to the center rests primarily upon short-term court commitments and youthful offenders. The center provides for the custody of 400 inmates--200 medium security inmates (trainees) housed behind a fence, and 200 trusty and pre-release inmates housed outside the fence. Guidance and counseling is available to all inmates; however, trainee inmates also undergo either formal educational training or vocational-technical training in auto mechanics, welding, or air-conditioning refrigeration.

Incoming trainees are subjected to an evaluation process to determine their psychological, educational, and vocational needs. A classification team and the trainee then formulate an individualized program, after which the trainee is assigned either to his program or

to some housekeeping task until such time as there is an opening for him.

The education department provides academic training at three levels of education: (1) first through fifth grades, (2) general educational development (GED) from sixth through twelfth grades, and (3) post high school. The department consists of one adult education supervisor and four instructors who utilize the techniques of programmed learning and instructor's assistance when needed by the student. The education program is designed for a trainee to participate in one or more semesters of academic course work, including preparation for the GED examination or for college level work if qualified. The education department is capable of accommodating 120 trainees per day.

The vocational-technical department can accommodate 60 trainees per day in its 20 to 26-weeks vocational training courses in auto mechanics, welding, and air-conditioning refrigeration. Furthermore, the department assists trainees in finding employment for their return to free society.

The psychology section attempts to establish a therapeutic community within each dormitory by means of dormitory counseling. That is, the counselors spend a portion of their time in a dormitory office thus being easily accessible for counseling. Other than this unit treatment approach, counseling is provided only on an "as needed" or "crisis therapy" basis.

A pre-release center for the State of Oklahoma is also a part of the Lexington Regional Treatment Center. An inmate is transferred to the Lexington pre-release center when his remaining time to be

served is less than 125 days. He spends 35 days at the center preparing for assignment to a work-release center nearest his planned place of residence or for his direct return to free society. The pre-release and work-release programs are designed to assist the individual in adjusting to an acceptance of the situation and in reducing anxiety which is often experienced by inmates approaching release to free society.

Description of Subjects

Inmates studied at the Lexington Regional Treatment Center were classified into four categories: (1) academic trainees, (2) vo-tech trainees, (3) trusties, and (4) pre-release inmates.

Only those trainees with 90 days or more remaining to be served in their training programs were selected for the study. The offenses committed by the trainees were of a non-violent nature such as larceny, burglary, auto theft, drugs, forgery, and fraud.

Trusties were selected for the study on the basis of having at least 90 days remaining to be served at the institution; whereas, all available pre-release inmates were utilized during the first administration of the battery of measuring instruments. This was the only occasion in which pre-release inmates were used.

The final composition of subjects consisted of 14 academic trainees, 37 vo-tech trainees, 20 trusties, and 37 pre-release inmates.

Description of Instruments

The measuring instruments used in this study consist of achievement tests, aptitude tests, an evaluation test, and a battery of attitude scales and questionnaires. Six of the instruments are standardized scales; the other five instruments are questionnaires constructed by the researcher, and these are included in the Appendices.

California Achievement Tests (CAT), Junior High Level, Forms W and X, were used in measuring inmates' academic achievements as these tests were being used by the institution's education department in assessing inmates' academic progress. These are commonly used and accepted standardized tests of academic achievement (Buros, 1972).

Differential Aptitude Tests (DAT), Forms L and M, (Buros, 1972) were being used by the vocational training department to predict an inmate's likelihood of success within specific training programs. With the use of these tests, a diagnostic success rate of 90 per cent has been experienced by the institution's counselor. In conjunction with the use of these tests, the researcher constructed a subjective "Instructor's Evaluation of Trainee" form to determine the progress of trainees in the programs.

Two scales are used from the California Psychological Inventory (CPI), "Socialization" (So) and "Responsibility" (Re). The CPI scales may be used separately, in fact, this has been done in several studies (Reckless, Dinitz, and Murray, 1957; Sandhu, 1968; Buros, 1972). The Socialization Scale was designed "to indicate the degree of social maturity, integrity, and rectitude which the individual has

attained" (Gough, 1969, p. 10). The Responsibility Scale was designed "to identify persons of conscientious, responsible, and dependable disposition and temperament" (Gough, 1969, p. 10). Among prison inmates, the reliability of the scales based upon test-retest correlations is evidenced by a correlation of .80 with the Socialization Scale and a correlation of .85 with the Responsibility Scale. Validity of the scales rests upon comparing groups on which a scale presumably should discriminate and upon its correlating with other tests such as Minnesota Multiphasic Personality Inventory (MMPI), Minnesota Counseling Inventory (MCI), and Guilford-Zimmerman Temperament Survey (GZTS) (Buros, 1972). Furthermore, these are differential scales as a $-.61$ correlation has been found between the two scales (Reckless, Dinitz, and Murray, 1957, p. 22).

The Purpose-In-Life Test (PIL) is an attitude scale intended as a measure of one's failure to find a meaning and purpose in life (Crumbaugh and Maholich, 1964). Split-half reliabilities have been demonstrated in the low .90's. The test has also been found to have satisfactory correlations with other measures such as the MMPI and CPI scales. Although criticisms of the scale exist, the scale is reported to be a worthwhile instrument (Buros, 1972).

Sixteen Personality Factor Questionnaire (16 PF), Form C, is designed to measure sixteen basic personality dimensions (Cattell, Eber, and Tatsuoka, 1970). It is intended to measure functional or "source traits" rather than arbitrary or subjective surface traits measured by other tests. Strong criticisms have been expressed concerning use of the scale or profile for interpretative purposes in

connection with prediction and classification functions. Nevertheless, the questionnaire is reputed to have strong potential. Basically, it seems the evidence of reliability and validity has been improperly presented (Buros, 1972). The instrument was used in this study as an alternative to the subjective Self-Concept Questionnaire being used.

The questionnaires--"Future Orientation" (Fo), "Self-Concept" (Sc), and "Institutional Perception" (Ip)--constructed by the researcher are instruments designed to elicit inmates' feelings and perceptions. The purpose is to gain insight into ways inmates view themselves and their situation. Furthermore, the data are obtained for the purpose of determining prison impact and not for the purpose of making predictions; therefore, testing the reliability and validity of the instruments is not necessary. Instead, clarity, comprehensibility, generality, and unobjectionableness are factors to be considered when constructing such questionnaires. In order to ascertain the effectiveness of the questionnaire, a pre-test of the instruments was made with a group of work-release inmates. Since this was a most sensitive group of inmates as they were due for release very shortly, it was felt that if comments, criticisms, and suggestions could be elicited from them, then the final versions of the questionnaires would be acceptable to prison inmates. The expected responses were obtained, and they were incorporated in the final versions of the questionnaires as well as in administration.

The Future Orientation Questionnaire (Fo) was designed for the purpose of determining inmates' future outlooks on life--their expectations regarding future acceptance in free society. A copy of the questionnaire is included as Appendix A.

The Self-Concept Questionnaire (Sc) was designed to determine whether inmates view themselves positively or negatively. This is a departure from the 16 PF in that with Sc interest is directed towards determining the inmate's perception of himself as a positive or negative image rather than attempting to determine personality traits of the inmate. A copy of this questionnaire is presented as Appendix B.

The Institutional Perception Questionnaire (Ip) was designed for the purpose of determining inmates' perceptions of the Lexington Treatment Center. Since the institution is designated a treatment center for criminals, it is most important to know whether the inmates perceive it as such. That is, do the inmates tend to perceive the treatment they receive as being helpful to them in making adjustments toward integration within free society. A copy of this questionnaire is included as Appendix C.

The Instructor's Evaluation of Trainee Report was designed to determine the progress an inmate was making in his assigned vocational training program. A copy of this evaluation form is included as Appendix D.

Background information on each inmate was obtained by means of a personal data sheet. A copy of this form is included as Appendix E.

Procedures for Collecting Data

During the Spring and Summer of 1973, a longitudinal study was made of inmates at the Lexington Regional Treatment Center. The research entailed a 90-day study of the impact the institution has upon

its inmates. The determination of the impact rests upon the use of tests, scales, and questionnaires in the process of collecting data.

Form W of the California Achievement Tests (CAT) is administered to inmates upon their entry into the formal education training program as a means of determining their level of education. In an effort to determine the impact of the educational program, Form X of CAT was administered 90 days after the administration of Form W.

Generally, the Differential Aptitude Tests (DAT) are administered to an inmate prior to his assignment to a specific vocational training program as a means of determining the program most appropriate for his abilities. Since the programs are 20-26 weeks duration, an evaluation report was constructed for use by the vo-tech instructors in providing an in-progress report of the trainees at the end of 90 days.

The following instruments were administered to all available inmates: Socialization Scale, Responsibility Scale, Future Orientation Questionnaire, Self-Concept Questionnaire, Institutional Perception Questionnaire, Purpose-In-Life Test, and Sixteen Personality Factor Questionnaire. With the elapse of 90 days, a second administration of these instruments was given to the academic trainees, vo-tech trainees, and trusties (pre-release inmates were not given a second administration).

The battery of attitude scales and questionnaires was administered to groups of inmates varying in size from 6 to 25. With each administration, the inmates were very diligently informed that the purpose of the study was an attempt to determine the impact of the

institution and its programs upon its inmates. Furthermore, it was pointed out that the research was directed towards gaining insight into the possible effectiveness of the institution in assisting inmates to make personal adjustments in their post-release life. It was carefully explained that answers would have no favorable or unfavorable effect on their incarceration. In addition, it was pointed out that the researcher was in no way an affiliate of the penal system, and that complete anonymity of individual responses would be maintained by the researcher.

During the interval between test administrations, the researcher made a number of visits to the institution for the purposes of becoming better acquainted with the administrators, the facilities and their operations, and for the purpose of establishing a rapport with the inmates. The effort was most rewarding as much knowledge of the institution and its inmates was acquired. Moreover, a good cooperative atmosphere was established with the administrative staff and the inmates. Many inmates not only indicated but expressed a definite interest in the research at the second administration of tests.

Procedures for Analyzing Data

Student's t technique is used in the analysis of attitude changes between inmate groups. The .05 level of confidence is used as the basis for determining the statistical significance of differences between means of both independent and dependent groups.

Personal characteristics, familial orientation, and criminal experiences are analyzed by means of the chi square statistical technique. The .05 level of confidence is used as the basis for

determining the significance of differences between groups. The categories of improved, same, and declined are used to identify attitude change among inmates.

Changes in inmates' personality profiles after a period of 90 days are analyzed by the t-test with a .05 level of confidence determining the significance of differences between mean scores.

Academic achievement is also analyzed by means of the t-test and a .05 level as the basis for determining the significance of differences between mean scores.

Chi square is used in analyzing inmates' performances in vocational training. A .05 level of confidence is used as the basis for determining the significance of difference between aptitude scores and performance levels.

Item analysis is used in categorizing inmates' responses to the open-ended questions, and the frequency of a response determines its ordinal listing.

CHAPTER IV

STATISTICAL ANALYSIS OF DATA

Data accumulated through procedures described in Chapter III are statistically analyzed on the basis of their relevance to the areas of investigation presented in Chapter I.

Inmate Attitude Changes

Attitudinal changes are analyzed by means of the t-test with a .05 level of confidence accepted as the basis for indicating that a statistically significant change in attitude has occurred.

Data on attitudinal changes among Lexington resident inmates as a group are presented in Table I.

During the period of study, no significant changes in attitudes occurred except in the area of institutional perception. In this case, the inmates' attitudes toward the institution deteriorated to the point that the change is significant at the .01 level.

TABLE I
 ATTITUDINAL CHANGES AMONG LEXINGTON INMATES
 DURING A PERIOD OF THREE MONTHS (N = 71)

Attitudinal Areas	N	Test-I Mean	Test-II Mean	SD	<u>t</u>
Socialization	69	27.30	28.00	0.52	1.35
Responsibility	70	21.07	20.67	0.55	-0.73
Future Orientation	69	34.03	34.54	0.67	0.76
Self-Concept	70	32.29	32.93	0.47	1.36
Institutional Perception	68	37.21	34.32	0.86	-3.36*
Purpose-In-Life	70	75.91	79.66	2.01	1.87

* $p < .01$

Table II presents data on inmate classifications and attitudinal changes. The results show that no significant attitudinal changes occurred among either academic trainees or trusty inmates. Vo-tech trainees, on the other hand, show a significant deterioration in their attitudes toward the institution, and this attitudinal change is significant at the .01 level. They, however, show no significant changes in other areas. A comparison between trainees and pre-release inmates provides the means for determining if any significant differences exist between the attitudes of trainees after a 90-day exposure to the programs at Lexington and the attitudes of a group of non-resident inmates. The analysis shows no statistically significant differences between the two groups except for institutional perception, and in this case, the pre-release inmates show a significantly better perception

TABLE II
INMATE CLASSIFICATIONS AND ATTITUDINAL CHANGES

Classifications	Attitudinal Areas								
	Socialization			Responsibility			Future Orientation		
	Mean	SD	<u>t</u>	Mean	SD	<u>t</u>	Mean	SD	<u>t</u>
Academic Trainee (N = 14)									
Test-I	25.79			21.50			35.29		
Test-II	26.86	1.06	1.01	23.00	1.09	1.38	35.93	1.14	0.56
Vo-Tech Trainee (N = 37)									
Test-I	26.94			18.92			33.05		
Test-II	27.14	0.85	0.24	17.92	0.80	-1.25	33.70	1.02	0.64
Trusty Inmate (N = 20)									
Test-I	29.00			24.65			35.06		
Test-II	30.30	0.75	1.73	24.00	0.98	-0.66	35.17	1.25	0.09
Pre-Release Inmate (N = 37)									
Trainees (N = 51)	26.24			20.47			33.17		
	27.06	1.38	0.59	19.34	1.43	-0.79	34.31	1.29	0.88

TABLE II (continued)

Classifications	Attitudinal Areas								
	Self-Concept			Institutional Perception			Purpose-In-Life		
	Mean	SD	<u>t</u>	Mean	SD	<u>t</u>	Mean	SD	<u>t</u>
Academic Trainee (N = 14)									
Test-I	31.79			38.79			76.93		
Test-II	32.71	1.20	0.77	37.93	1.46	0.59	83.43	4.65	1.40
Vo-Tech Trainee (N = 37)									
Test-I	31.76			36.54			74.44		
Test-II	32.70	0.71	1.32	32.09	1.41	-3.16*	78.33	3.05	1.28
Trusty Inmate (N = 20)									
Test-I	33.68			37.26			77.85		
Test-II	33.53	0.55	-0.27	35.79	1.03	-1.43	79.40	2.53	0.61
Pre-Release Inmate ¹ (N = 37)									
Trainees ² (N = 51)	31.59			38.30			79.16		
	32.71	1.09	1.03	33.82	1.58	-2.84*	79.76	3.35	0.18

¹These inmates were released prior to the second testing period. Their scores are compared with composite scores of academic and vo-tech trainees obtained from their second testing.

²This group consists of both academic and vo-tech trainees.

*p < .01 .

of the institution than do the trainees. This difference is statistically significant at the .01 level. It may be that the institution is viewed more favorably closer to the time of release as has been seen by Garabedian (1963) and Wheeler (1971). Both of these researchers found that there was differential impact of prison culture on its participants at different phases of their confinement. Many inmates formed a u-shaped curve in their prisonization. Near the time of release, the inmates passed through a process of deinstitutionalization and anticipatory socialization (transferring their focus from the prison reference group to the non-prison reference group). This shows a desirability and a feasibility for intensifying pre-release programs in the institution.

Personal Characteristics and Attitudinal Changes

Data on personal characteristics and attitudinal changes are analyzed by means of the t-test with a .05 level of confidence as the basis for determining the significance of attitudinal change. Results of the analysis are presented in Table III.

The following attitude patterns occur with respect to level of education and attitudinal changes:

1. Higher levels of education are generally associated with higher attitudinal mean scores. In the area of institutional perception, however, inmates with higher levels of formal educational training show attitude deterioration which is significant at the .05 level.

TABLE III

PERSONAL CHARACTERISTICS OF LEXINGTON INMATES RELATED
TO THEIR ATTITUDINAL CHANGE (N = 71)

Personal Characteristics	Attitudes							
	Socialization				Responsibility			
	1st Test Mean	2nd Test Mean	SD	<u>t</u>	1st Test Mean	2nd Test Mean	SD	<u>t</u>
Education								
1 - 8 years (N = 12)	24.16	25.67	1.68	0.90	18.83	18.00	2.18	-0.38
9 - 11 years (N = 36)	27.03	27.76	0.78	0.94	20.06	20.23	0.64	0.27
12 years or more (N = 23)	29.35	29.57	0.63	0.35	23.78	22.74	0.78	-1.33
Employment								
Regular (N = 42)	28.07	28.98	0.62	1.47	22.51	21.63	0.77	-1.14
Irregular (N = 29)	26.11	26.48	0.92	0.40	19.03	19.31	0.75	0.37
Familiarity with Business Opportunities								
High (N = 25)	28.48	29.28	0.75	1.07	23.80	22.80	0.97	-1.03
Medium (N = 30)	26.96	27.82	0.91	0.95	19.21	19.17	0.83	-0.05
Low (N = 15)	25.33	25.87	1.16	0.47	19.60	19.67	1.18	0.06
Familiarity with Industrial Opportunities								
High (N = 26)	28.35	29.15	0.88	0.91	22.92	22.42	1.15	-0.43
Medium (N = 32)	26.81	27.74	0.80	1.16	19.42	19.26	0.71	-0.23
Low (N = 12)	25.36	25.55	1.09	0.17	20.67	20.08	0.94	-0.63
Race								
White (N = 46)	27.13	27.49	0.56	0.64	20.65	19.50	0.65	-1.77
Non-white (N = 25)	27.63	28.96	1.06	1.25	21.88	22.92	0.95	1.09

TABLE III (continued)

Personal Characteristics	Attitudes							
	Future Orientation				Self-Concept			
	1st Test Mean	2nd Test Mean	SD	<u>t</u>	1st Test Mean	2nd Test Mean	SD	<u>t</u>
Education								
1 - 8 years (N = 12)	34.55	34.82	1.27	0.21	32.00	31.83	0.71	-0.24
9 - 11 years (N = 36)	33.34	34.23	1.03	0.86	31.40	32.57	0.69	1.70
12 years of more (N = 23)	34.83	34.87	1.15	0.03	33.78	34.04	0.88	0.30
Employment								
Regular (N = 42)	34.02	35.20	0.93	1.27	32.07	32.61	0.72	0.75
Irregular (N = 29)	34.04	33.57	0.94	-0.50	32.59	33.38	0.48	1.65
Familiarity with Business Opportunities								
High (N = 25)	37.04	36.96	1.06	-0.08	35.42	34.33	0.79	-1.38
Medium (N = 30)	32.87	32.73	0.98	-0.14	30.27	31.90	0.63	2.59b
Low (N = 15)	30.93	33.79	1.76	1.63	31.13	32.53	1.10	1.27
Familiarity with Industrial Opportunities								
High (N = 26)	33.84	36.36	1.05	2.40a	34.40	35.24	0.76	1.11
Medium (N = 32)	33.72	33.44	0.94	-0.30	30.59	31.91	0.65	2.03
Low (N = 12)	34.82	33.00	1.89	-0.96	32.17	30.58	1.25	-1.27
Race								
White (N = 46)	34.51	34.71	0.80	0.25	32.70	33.15	0.45	1.00
Non-white (N = 25)	33.13	34.21	1.24	0.87	31.50	32.50	1.06	0.94

TABLE III (continued)

Personal Characteristics	Attitudes							
	Institutional Perception				Purpose-In-Life			
	1st Test Mean	2nd Test Mean	SD	<u>t</u>	1st Test Mean	2nd Test Mean	SD	<u>t</u>
Education								
1 - 8 years (N = 12)	38.82	35.64	2.51	-1.27	67.82	67.00	4.85	-0.17
9 - 11 years (N = 36)	37.41	34.47	1.39	-2.12a	73.75	78.33	3.32	1.38
12 years or more (N = 23)	36.13	33.48	0.98	-2.70b	83.17	87.78	2.35	1.96
Employment								
Regular (N = 42)	37.10	34.37	1.21	-2.26a	76.64	80.60	2.93	1.35
Irregular (N = 29)	37.37	34.26	1.17	-2.66b	74.82	78.25	2.52	1.36
Familiarity with Business Opportunities								
High (N = 25)	37.60	32.64	1.91	-2.60b	85.21	83.96	3.21	-0.39
Medium (N = 30)	37.00	34.61	0.99	-2.41a	71.17	78.73	2.82	2.68b
Low (N = 15)	36.43	36.21	1.17	-0.19	69.40	73.87	5.28	0.85
Familiarity with Industrial Opportunities								
High (N = 26)	36.73	33.92	1.47	-1.91	81.96	85.64	3.97	0.93
Medium (N = 32)	36.20	33.80	0.87	-2.76c	71.53	78.94	2.59	2.86c
Low (N = 12)	40.45	36.00	3.35	-1.33	73.58	68.17	4.09	-1.32
Race								
White (N = 46)	36.48	33.59	0.96	-3.01c	76.49	78.82	1.73	1.35
Non-white (N = 25)	38.54	35.67	1.71	-1.68	74.88	81.16	4.72	1.33

^a p < .05^b p < .02^c p < .01

2. Inmates with the least amount of formal educational training show no significant attitudinal changes.

An analysis of the data on inmates' employment records does not show this factor to function as an indicator of direction or degree of attitudinal change. Nevertheless, there is a tendency for regular employment status to be associated with more favorable attitudes. However, significant attitude deteriorations occur among both the regularly and irregularly employed inmates with respect to institutional perception, and these attitudinal changes are significant at the .05 and .02 levels respectively.

The following characteristics are associated with inmates' familiarity with opportunities in the business world and with their attitudinal changes:

1. Highly familiar inmates exhibit higher attitudinal mean scores in all areas except institutional perception than do other inmates. In the area of institutional perception, attitudinal deterioration occurs which is significant at the .02 level.

2. Inmates moderately familiar with business opportunities show significantly positive attitudinal changes with respect to self-concept and purpose-in-life. These changes are significant at the .02 level. Perception of the institution, however, shows a deterioration in attitudes that is significant at the .05 level.

3. Inmates least familiar with business opportunities show no significant attitudinal changes.

Analysis of inmates' familiarity with opportunities in the industrial world and their attitudinal changes show the following:

1. Inmates highly familiar with industrial opportunities register significant attitudinal changes in their future orientation that is significantly positive at the .05 level.

2. Inmates moderately familiar with industrial opportunities show significantly positive attitudinal change with respect to a purpose-in-life, but there is a significant deterioration in their attitudes toward the institution. These changes are significant at the .01 level.

3. Inmates least familiar with industrial opportunities show no statistically significant attitudinal changes.

4. Inmates having a higher familiarity with industrial opportunities tend to show higher attitudinal mean scores than do the less familiar inmates.

The following attitudinal changes are associated with the racial aspect:

1. Non-white inmates tend to register higher attitudinal mean scores than do white inmates. However, no significant attitudinal changes occurred.

2. White inmates register significant attitudinal changes only in the area of institutional perception, and this change shows significant deterioration at the .01 level.

Personal Characteristics and Group

Differences

Personal characteristics and group differences are analyzed by means of the chi square statistical technique. The .05 level of confidence is the basis for determining the significance of differences

between groups. The categories of improved, same, and declined were established to indicate changes in attitudinal areas that would most nearly represent an inmate's direction of attitudinal change. The results are shown in Table IV.

Age is the only factor in personal characteristics which shows a significant difference in the distribution of attitudinal changes. This distribution is significantly different at the .05 level between inmates 21 years of age or less and inmates 22 years of age or over. And this difference is attributable to those inmates 22 years of age or over who exhibit no attitudinal changes. This is somewhat contrary to the usual results. Perhaps a dichotomy at age 30 would show different results.

Familial Orientation and Attitudinal Change

Familial orientation and significance of differences in distribution of attitudinal changes are analyzed by means of the chi-square technique with a .05 level of confidence as the basis for determining significance of differences. The results are presented in Table V.

Marital status is not found to be a significant element in effecting attitudinal changes. There is no significant difference between married and single inmates in the distribution of attitudinal changes. Neither is family involvement in terms of having children a significant factor affecting the distribution of attitudinal changes among inmates.

TABLE IV

PERSONAL CHARACTERISTICS AND THE SIGNIFICANCE OF DIFFERENCES
IN THE DISTRIBUTION OF ATTITUDE CHANGES

Variable	Frequency			Chi-square
	Improved	Same	Declined	
Level of Formal Education:				
Less than 12 years	17	18	13	2.99
12 years or more	4	13	6	
Employment Record:				
Regular	13	17	12	0.15
Irregular	8	13	8	
Familiarity with Business Opportunities:				
Familiar	6	17	7	2.38
Unfamiliar	14	16	10	
Familiarity with Industrial Opportunities:				
Familiar	9	18	5	3.39
Unfamiliar	10	15	13	
Race:				
White	13	19	14	0.54
Non-white	9	10	6	
Age:				
21 years or less	10	9	6	6.56*
22 years or over	12	22	12	

* p < .05

TABLE V
FAMILY ORIENTATION AND SIGNIFICANCE OF
DIFFERENCE IN DISTRIBUTION OF
ATTITUDE CHANGES

Variable	Frequency			Chi-square
	Improved	Same	Declined	
Marital Status:				
Married	6	15	11	2.57
Single	11	20	7	
Family Involvement:				
Have Children	11	15	9	0.07
Childless or Single	11	14	10	

Criminal Experience and Attitudinal Change

Data concerning criminal experience and the distribution of attitudinal changes are presented in Table VI. The chi square statistical technique with a .05 level of confidence as the basis for determining the significance of differences is used in analyzing the distribution of attitudinal changes.

Table VI shows no significant differences in the distribution of attitudinal changes between inmates whose criminal activities began prior to the age of 18 and those inmates whose criminal activities began after they had reached the age of 18. Furthermore, the number of times an inmate has been incarcerated does not have a significant affect on the distribution of attitudinal changes. Neither does the

length of prison sentence have a significant affect on the distribution of attitudinal changes. This latter finding, however, is probably a reflection of the composition of the category of inmates serving over 2 years. Since this group consists primarily of inmates serving 3, 4, and 5 year sentences, the disparity between sentences is, presumably, not great enough for significant differences to occur between groups.

TABLE VI
CRIMINAL EXPERIENCE AND SIGNIFICANCE OF
DIFFERENCES IN DISTRIBUTION OF
ATTITUDE CHANGES

Variable	Frequency			Chi-square
	Improved	Same	Declined	
Age at Onset of Criminal Activities:				
17 Years of Age or Less	9	12	6	1.51
18 Years of Age or Over	8	19	12	
Prison Terms:				
First Offense	11	19	10	0.02
Multi-Offender	6	11	6	
Length of Sentence:				
2 Years or Less	7	17	9	0.80
More than 2 Years	11	16	9	

Personality Profiles

The inmates' personality profiles are based upon sixteen personality dimensions as measured on Cattell's 16-PF Questionnaire (Cattell, Eber, and Tatsuoka, 1970). The t-test with a .05 level of confidence is used in analyzing the significance of change. Table VII shows the significance of changes on the personality dimensions. Personality profiles (Figures 1, 2, 3, and 4) of the inmate groups are shown in Appendix F.

The personality profile of academic trainees shows significant changes at the .05 level on the personality dimensions of sensitivity and intelligence. The inmates become significantly more tender-minded and concrete in their thinking. These inmates also show a tendency to identify with a personality dimension rather than to show indifference in that area.

The personality profile of vo-tech trainees shows a significant change with respect to a change from a slightly suspicious nature to a state of normality or indifference. This change is significant at the .05 level. Basically, the profile of these inmates indicates a state of indifference.

Trusty inmates show a significant change on the dimension of intelligence. They become less inclined to think concretely, which is an indication of movement towards normality. It is significant at the .001 level. The profile of this group of inmates also tends towards specific personality dimensions rather than towards indifference.

Table VII shows that, basically, the inmates' personality profiles remained unchanged during the period of study. The profile

TABLE VII
SIGNIFICANCE OF CHANGES IN INMATE PROFILES AS MEASURED
ON CATTELL'S 16-PF QUESTIONNAIRE

Factor	Description	Group Changes		
		Academic Trainees	Vo-tech Trainees	Trusty Inmates
A	Reserved--Outgoing	N. S.	N. S.	N. S.
B	Concrete--Abstract Thinking	.05a	N. S.	.001b
C	Easily Upset--Emotionally Stable	N. S.	N. S.	N. S.
E	Humble--Assertive	N. S.	N. S.	N. S.
F	Sober--Happy-Go-Lucky	N. S.	N. S.	N. S.
G	Expedient--Conscientious	N. S.	N. S.	N. S.
H	Shy--Venturesome	N. S.	N. S.	N. S.
I	Realistic--Sensitive	.05c	N. S.	N. S.
L	Trusting--Suspicious	N. S.	.05d	N. S.
M	Practical--Imaginative	N. S.	N. S.	N. S.
N	Forthright--Shrewd	N. S.	N. S.	N. S.
O	Self-Assured--Apprehensive	N. S.	N. S.	N. S.
Q ₁	Conservative--Experimenting	N. S.	N. S.	N. S.
Q ₂	Group Dependent--Self-Sufficient	N. S.	N. S.	N. S.
Q ₃	Low Integration--Self-Controlled	N. S.	N. S.	N. S.
Q ₄	Relaxed--Tense	N. S.	N. S.	N. S.

^aBecame more concrete in thinking

^bBecame less concrete in thinking

^cBecame slightly sensitive

^dChanged from suspicious to normal

(Figure 4) of pre-release or transient inmates is included in the Appendices so that one may observe the similarity between the profiles (Figures 1, 2, and 3) of "permanent" inmates and that of transient inmates.

Academic and Vocational Achievements

Academic achievement is evaluated on the basis of differences between mean scores obtained from the administration of California Achievement Tests (CAT). Inmates upon entering the academic program are administered CAT Form W. Ninety days after entering the program, Form X is administered in order to determine academic progress. The t-test with a .05 level of confidence is used to determine the significance of differences between mean scores. Table VIII shows the educational training program to have been quite beneficial to these trainees as academic achievement is shown to have increased significantly at the .05 level.

TABLE VIII
ACADEMIC ACHIEVEMENT AMONG ACADEMIC
TRAINEES DURING A PERIOD OF THREE
MONTHS (N = 14)

	1st Test Mean	2nd Test Mean	SD	<u>t</u>
California Achievement Tests	217	244	10.78	2.54*

* $p < .05$

Vo-tech trainees' achievements are evaluated by means of Differential Aptitude Tests (DAT) scores and instructors' evaluation scores. Prior to an inmate's assignment to a specific vocational-technical program, he is generally administered DAT to determine his potential for success in the vocational programs. After these inmates had undergone 90 days of training, instructors in the various vo-tech programs rated their respective trainees on the basis of their progress within the particular area of concentration. The inmates were rated on a point basis, and these points were then summated for inclusion into the categories of excellent, good, satisfactory, and poor as indicative of an inmate's general performance. The progress, or achievements, of vo-tech trainees in the vocational programs is investigated by comparing diagnostic scores (DAT) with instructors' evaluation reports. The distribution of trainees on DAT and general performance scores is analyzed by means of the chi square statistical technique with a .05 level of confidence as the basis for determining the significance of the distribution. These results are presented in Table IX. No significant differences in the distribution of trainees with respect to DAT scores and performances are shown. No consistency occurs between diagnostic scores and instructors' evaluation ratings; that is, the magnitude of a diagnostic score is not indicative of any specific performance level. The lack of consistency may be a result of counseling received by the trainee prior to a program assignment, an inmate's selection of a particular program, or the determination of the trainee to succeed.

TABLE IX
 INMATES' DIFFERENTIAL APTITUDE TESTS SCORES
 COMPARED WITH VOCATIONAL TRAINING
 PERFORMANCE

Performance	Scores		Chi-square
	High	Low	
Excellent*	4	2	1.55
Good	2	9	
Satisfactory	8	5	
Poor*	1	0	

* Rows 1 and 2 and Rows 3 and 4 collapsed respectively for chi square test.

Inmate Suggestions and Evaluations

A number of open-ended questions were presented to the inmates so that they might express their own views on: (1) reasons for inmates frequently returning to prison, (2) means for reducing recidivism, (3) changes in self while at the Lexington Institution, (4) services the institution should provide its inmates. Since the answers were strictly voluntary, the responses are assumed to be sincere efforts in offering constructive criticisms and suggestions. The responses and their frequencies are presented in Tables X, XI, XII, and XIII.

TABLE X
INMATES' EXPLANATIONS FOR RECIDIVISM

Reason	Frequency
Unable to Adjust	50
Irresponsibleness	35
Unemployment	30
Financial Problems	25
Return to Same Environment	21
Lack of Security	17
Police Harassment	14
Alcohol or Drugs	10
Attitude of Community	9
Family Problems	5
Prison Experience	4
Disrespect for Rights of Others	3

Table X shows personal maladjustment to be the most important problem affecting one's chances for success on the streets. The next most important problems facing an ex-convict in being able to remain on the streets involve unemployment and financial needs. The other reasons given in accounting for recidivism may be seen as being either directly or indirectly related to the above noted problems. Basically, the inmates show much awareness for their responsibility in returning to prison.

Based upon information presented in Table XI, it appears that correctional institutions should place more emphasis upon vocational

training, job placement, work-release programs, education, and counseling in order to reduce recidivism. Probably, the most significant aspect of these responses is the positive attitude expressed towards activities which assist in bringing about societal acceptance.

TABLE XI
INMATE PROPOSALS FOR REDUCING RECIDIVISM

Proposal	Frequency
More or Better Job Training Programs	25
Better Job Placement Services	22
Expansion of Work-Release Program	14
Education	13
Counseling Services	11
Community Acceptance	10
Less Police Harassment	8
Qualified Prison Personnel	7
More Use of Alternatives to Incarceration	6
Financial Aid	5
Encouragement	5
Better Family Contacts	4
Given More Responsibility	4
Relistic Laws	4

Eighty per cent of the inmates' responses on changes in self-perception while at the institution are of a positive nature. The responses and their frequencies are presented in Table XII.

TABLE XII
 INMATES' PERCEIVED CHANGES IN SELF
 WHILE AT LEXINGTON

Change	Frequency
Improved Outlook	20
More Bitter	12
Improved Ability in Thinking	11
Improved Self Control	9
Increased Self Confidence	8
Increased Respect for Rights of Others	6
Become Appreciative of Responsibility	5
Become Frustrated	5
Learned More About People	5
More Mature	4

TABLE XIII
 SERVICES DESIRED BY INMATES AT LEXINGTON

Service	Frequency
More or Better Vocational Training Programs	26
More or Better Educational Training Programs	15
Better Family Contacts	13
Counseling	13
Job Placement	11
Responsibility	5

The services most desired by inmates at Lexington are shown in Table XIII.

The most important services the institution should be providing its inmates as seen by those inmates are those services which assist in solving personal and financial problems. The inmates indicate an awareness of their inadequacies, and based upon the services requested, they presumably wish to correct these deficiencies and become acceptable members of the larger society.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

It is often assumed that correctional training, whether punitive or therapeutically oriented, changes and improves the overt behavior of the person undergoing the training. The lay public as well as the professionals at work in the field hope that the experiences persons have in correctional institutions will be reflected in an improvement in the behavior they exhibit after they are released. Whether or not they subsequently get into further trouble with the law, the treatment they receive, if effective, should alter their attitudes, values, and opinions, and this alteration should be detectable while they are undergoing prison experience. However, the findings of this study show that basically the institution had no significant effect on the attitudes and the personality dimensions measured. The major findings include:

1. No significant attitudinal change occurs during the three-months period. The inmates' indices in socialization, responsibility, future orientation, self-concept, and purpose-in-life remain virtually the same. Only in institutional perception is there a significant change, and here their attitudes are affected adversely. However, this finding is a reflection of the change that occurred among vo-tech

trainees as they are the only group of inmates having a significantly adverse change in their attitudes towards the institution.

2. Academic trainees show a significant increase in their mean index on the California Achievement Tests, from 217 to 244.

3. Vo-tech trainees show satisfactory progress in their training programs. However, this degree of progress is questionable because of the school's emphasis upon successful completions, which is probably a result of its being evaluated on the basis of this criterion.

4. Trusty inmates have the highest responsibility mean score of all inmate groups. Perhaps, the best way to improve a sense of responsibility is by assigning inmates to roles of responsibility as is done with the trusties.

5. Better educated, regularly employed, and irregularly employed inmates show significant deterioration in attitudes towards the institution.

6. Those inmates better informed on job opportunities show significant deterioration in their attitudes towards the institution.

7. Those inmates better informed on job opportunities generally have higher attitudinal mean scores and in addition show significantly improved attitudes in the areas of future orientation, self-concept, and purpose-in-life.

8. White inmates exhibit significant deterioration in attitudes towards the institution. Non-white inmates, on the other hand, respond proportionately more favorably towards the institution.

9. Those inmates 22 years of age or over showing no change in their attitudes significantly affect the distribution of attitudinal

changes. Age is the only personal attribute showing a significant effect on the distribution of attitudinal changes.

10. Familial orientation has no significant effect on distribution of attitudinal changes.

11. Criminal experience shows no significant effect on distribution of attitudinal changes.

12. Personality profiles do not change significantly, although some desirable changes occur in the areas of suspiciousness, thinking, and sensitivity. The no change finding parallels the Highfields experiment which provided group therapy for a group of delinquents in a residential center for a period of three months and then found no significant changes in either attitudes or personality characteristics (Weeks, 1958).

13. Total inmate group shows little change; however, based on positive, neutral, and negative changes, 22 inmates exhibit positive change, 31 show no change, and 18 indicate deterioration in attitudes. The inmates show improvements in some attitudes, deterioration in some attitudes, and no change in others.

The training programs, academic and vocational, show tangible results among the trainees. Similarly, trusty inmates while being assigned to positions of responsibility show the highest responsibility mean scores, which suggests that on-the-job practical training has its merits. Important as a job is in a man's life, its significance becomes even more noteworthy among incarcerated persons. In the open-ended responses of the inmates, their greatest concerns are job placement, and financial problems. Furthermore, familiarity with

job opportunities is found to be associated with the more favorable attitudes.

Conclusions

The analyses presented here are intended to be illustrative and suggestive discussions of the Lexington Institution and are not advanced as established conclusions.

Although no change in inmates' attitudes is found in this study, this is not unique. Scores of previous studies have ended with neutral results or no change (Bailey, 1970; Glaser, 1971; Ward, 1971). In fact, correctional experiments are noted for neutral and even negative results. The well reputed Highfields experiment showed no change in attitudes or personality characteristics even though it reduced the rate of new offenses. The "no-change" findings do suggest that (1) either the inmates have made no movement, or (2) the tools of measurement are not sensitive, or (3) both of these. However, these suggestions are not applicable to this study. The data show that out of 71 inmates 22 moved to improvement and 18 showed deterioration; only 31 showed no movement. The second suggestion that the tests may not be sensitive can also be refuted. The Socialization Scale and the Responsibility Scale have been used previously in longitudinal studies and have proved their sensitivity (Dinitz, Scarpetti, and Reckless, 1962; Sandhu, 1968). These scales are validated and are a part of the California Psychological Inventory. Similarly, Purpose-In-Life, though much less used in criminology, is validated. Regarding the other questionnaires on Future Orientation, Self-Concept, and Institutional Perception, these tests are direct questions probing the respondent's attitude

or seeking his opinion. These questionnaires have also demonstrated their ability to show change.

Although the academic trainees registered a significant gain in academic achievement, the facilities for instruction are both inadequate and undesirable for motivating a desire to become involved in the learning process. This situation is most unfavorable for inducing a desire to study and learn because of the physical conditions of the instructional area and a lack of reading materials. However, improvements are slowly being made, and hopefully, inmates of the future will be provided with a place in which they will be able to exercise their capabilities and hopefully will wish to do so. Not to be overlooked are the efforts that are being expended in the implementation of college level courses in the program. These efforts are most commendable, and inmates eligible for this training are quite impressed with the efforts.

Vo-tech trainees, on the other hand, not only have very good training equipment but the facilities are adequate for the training purposes. The vo-tech school also appears to function as a treatment-oriented unit. It seems to be imparting good training in auto mechanics, welding, air-conditioning and refrigeration. These trades not only can equip the inmates with very useful skills for employment, but also, because the trainees like the programs and speak well of their instructors, can establish relationships that have many therapeutic potentials. This group of inmates has however virtually the same attitudinal mean scores as academic trainees except they have become significantly disenchanting with the institution. Presumably, this attitudinal deterioration may have affected other

attitude areas. Although they are quite vocal in expressing dissatisfaction with other parts of the institution, they do not criticize the vo-tech center. The custodial section receives exceptionally strong criticism, and the administration is blamed for this condition as well as for some practices and policies that are viewed as means of harassment. Much criticism is directed towards: the caliber of personnel hired for guards, the food served in the mess hall, the hours of operating the canteen, the clothing services provided and clothing regulations, and the restrictions placed on visiting privileges. Thus, the treatment-oriented practices and atmosphere of the vo-tech center appear to be neutralized by the administrative and custodial sections of the institution.

While training programs for the academic and vo-tech trainees show tangible results among these inmates, trusties, on the other hand, assigned to positions of responsibility show the highest responsibility mean scores. This suggests that on-the-job practical training has merit.

The inmates who are better educated and those who are more informed on job opportunities show greater self-reliance and greater identity with the larger society than do other inmates, and these are the inmates most critical of the institution. These factors probably contributed to the inmates being more sensitive to shortcomings of the institution and to its operations. They are presumably more aware of the world around them and of what it takes to be successful in free society, and consequently, they may feel the institution has little, if anything, to offer. On the other hand, those inmates who are less informed on job opportunities, and those who are non-white show less

dissatisfaction with the institution. This reaction may be a result of their being less sensitive to the world around them and to the shortcomings of the institution. These inmates lacking the sensitivity of the more knowledgeable inmates may feel the institution can offer them something, or that their situation is not so bad when compared with their former experiences. This may account for their less critical view of the institution. At least, Weeks (1958) found non-white inmates benefited more than white inmates in a treatment-oriented correctional setting.

It is not presumptuous to believe that prison inmates have strong resistance toward changes, and for change to occur there must be a lessening of this resistance. There are several factors at the Lexington Institution which probably aid and abet inmates' resistance to positive attitudinal changes. Examples of conditions at the institution which may be regarded as being detrimental to lessening the inmates' resistance to change are as follows: Some work assignments are seen as being unimportant while meaningful tasks are neglected or go unnoticed. The physical conditions and the facilities of the institution could be greatly enhanced through the use of inmate labor and paint; however, this is primarily a neglected area. The location and condition of the visiting area is very undesirable, if not deplorable, and visiting privileges are quite restrictive. Recreational facilities are very inadequate--not only is there a limited amount of equipment but areas for activities are limited. The hobby shop has been closed which has eliminated a means for making spending money, and this has resulted in stealing becoming a problem for some inmates. Freedom of movement is felt to be more restricted at Lexington than

at other State correctional institutions. Security guard lieutenants are permitted to make too many arbitrary rules--inmates are never sure of what is expected of them. Attitudes of the guards are resented by the inmates. The guards are considered to be militaristic and of low mentality, and the inmates have no respect for their decisions and behaviors. Administrative regulations and custodial harassment of residents in the minimum security dorms exert strong psychological pressures upon these inmates to "run." Because of these conditions, many of the residents feel they would be better off if they lived behind the fence. When inmates perceive an institution in such a manner, how can their resistance to change be overcome? Although the inmates may have expected too much upon their arrival at the institution, be that as it may, there is a large proportion of the inmates whose attitudes towards the institution deteriorated significantly, and this no doubt only adds to their resistance to change.

Emerging from the foregoing analyses and from the researcher's observations at the institution during frequent visits, a number of recommendations are suggested which might be helpful in developing a more treatment-oriented atmosphere at the institution and thus contribute to more positive attitudinal changes among its inmates:

1. More knowledge of and more contacts with job opportunities should be given the inmates. This seems to be an important area for counseling, pre-release preparation, work-release centers, study-release centers, halfway houses, and parole.

2. A continuing program should be used to identify those inmates who show no change or deterioration in attitudes in order to direct more efforts toward reaching these individuals.

3. The counseling programs should be directed towards eliciting from the inmate a willingness to change and to accept help. Programs should be designed to reduce resistance to change.

4. Group therapy sessions should be used in the counseling program to aid in developing a better outlook on life. Group discussions are often more beneficial than individual counseling; thus, there is justification for the use of both practices at the institution.

5. The treatment programs should be based more upon the wants and needs of the inmates. Many inmates are desirous of other types of programs being offered.

6. The inmates should be introduced into group improvement sessions such as Alcoholic Anonymous, drug abuse centers, and Volunteers in Correction whenever these are available.

7. The treatment-oriented training program should be emphasized more strongly and should involve all administrative and custodial personnel.

8. More responsibility should be placed upon the inmates.

9. Behavior modification techniques should be included in the rehabilitation process.

10. Greater selectivity should be used in assigning inmates to the training programs in order to stabilize the flow of inmates into and out of the programs thus lending stability to the programs.

11. Periodic evaluations of this kind should be continued in order to establish basic expectancy scores for the entire population and also for different groups of inmates exposed to different programs. The institution then can experiment with different correctional programs and observe its effect on the basic expectancy scores. This will

require concentrated and active cooperation, coordination, and expertise on the part of administrators, reception and diagnostic center, classification units, and the planning and research division.

Administrators of correctional institutions are faced with the prospect that in the future fewer offenders will be confined for long periods, and thus programs of these institutions must have a strong emphasis on preparing the inmate for release and reintegration into normal society and less on punitive measures, escape prevention, and economic production.

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APPENDICES

APPENDIX A

FUTURE ORIENTATION QUESTIONNAIRE

FUTURE ORIENTATION QUESTIONNAIRE

Directions: These tests and questionnaires concern a research study with respect to inmate changes, if any, within a correctional institution. The information which you furnish will in no way affect you either favorably or unfavorably. This information is only for the eyes of the researcher and not for correctional officials. Therefore, please feel free to express your feelings as truthfully as you can. To the best of your knowledge, indicate your feelings about each statement by drawing a circle around the number that most closely indicates your degree of feeling. Number 1 stands for strongly disagree, number 5 stands for strongly agree, while number 3 is for an undecided attitude.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. The chances for legitimate employment after release are very good.
1 2 3 4 5
2. After my release, I do not expect most "straights" who know that I am an ex-convict to avoid me.
1 2 3 4 5
3. I do not think it will be very difficult for me to reshape my life into a socially useful pattern after my release.
1 2 3 4 5
4. I do not expect to encounter harassment from the police after release.
1 2 3 4 5
5. I believe that I can return to my former place of residence without getting into trouble again.
1 2 3 4 5
6. I have every hope that my family will help me out of my difficulties.
1 2 3 4 5
7. I believe that my friends will give me moral support after my release.
1 2 3 4 5
8. I am hopeful about my personal future.
1 2 3 4 5

9. I expect to be able to earn good wages from the job I am able to obtain after my release from this institution.

1 2 3 4 5

10. Is there anything else you want to say or any suggestions you want to make?

APPENDIX B

A SELF-CONCEPT QUESTIONNAIRE

A SELF-CONCEPT QUESTIONNAIRE

Directions: These tests and questionnaires concern a research study with respect to inmate change, if any, within a correctional institution. The information which you furnish will in no way affect you either favorably or unfavorably. This information is only for the eyes of the researcher and not for correctional officials. Therefore, please feel free to express your feelings as truthfully as you can. To the best of your knowledge, indicate your feelings about each statement by drawing a circle around the number that most closely indicates your degree of feeling. Number 1 stands for strongly disagree, number 5 stands for strongly agree, while number 3 is for an undecided attitude.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. I tend to make a favorable impression on people when I first meet them.
1 2 3 4 5
 2. I enjoy meeting people.
1 2 3 4 5
 3. I know that I must stand on my own feet.
1 2 3 4 5
 4. I have confidence in my abilities to handle most social situations.
1 2 3 4 5
 5. Life is not meaningless and futile.
1 2 3 4 5
 6. I am of some use to some people.
1 2 3 4 5
 7. I do not see goals as getting out of my reach.
1 2 3 4 5
 8. People are not indifferent to my problems.
1 2 3 4 5
 9. Is there anything else you want to say or any suggestions you want to make?
-
-

APPENDIX C
INSTITUTIONAL PERCEPTION
QUESTIONNAIRE

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1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. The administrative (non-security) staff seems more interested in helping rather than punishing the inmates.
1 2 3 4 5
2. Security personnel seem more interested in helping rather than harassing or punishing the inmates.
1 2 3 4 5
3. Counselors are very good in helping inmates to become better adjusted for the future.
1 2 3 4 5
4. Inmates make good use of their time at Lexington.
1 2 3 4 5
5. Conditions at this institution, generally, do not make a person feel that he is worthless.
1 2 3 4 5
6. Conditions at this institution provide inmates with encouragement that they can succeed in free society.
1 2 3 4 5
7. This institution tries to bring the inmates closer to their families.
1 2 3 4 5
8. Since coming to this institution, I feel that I am being prepared to become a part of the free society.
1 2 3 4 5

9. I am being helped in learning how to be a responsible person.
1 2 3 4 5
10. It is always up to the inmate to learn what he can do at this institution.
1 2 3 4 5
11. In planning treatment programs for inmates, the inmates should be fully consulted.
1 2 3 4 5
12. Why do many prisoners come back to prison? Give two or more reasons.
-
-
13. What can be done that will help make it more possible for the inmates of this institution to be able to stay out in the "street"?
-
-
-
14. Where can this kind of service be best given?
In the treatment center? _____
In the community? _____
15. During your stay here in the treatment center, in what way do you think you have changed?
-
-
-
-
16. If this center was to give you any one service, what would you expect the center to do for you?
-
-
-

17. Is there anything else you want to say or any suggestions you want to make?

APPENDIX D

INSTRUCTOR'S EVALUATION OF TRAINEE

INSTRUCTOR'S EVALUATION OF TRAINEE

Trainee's Name _____

Date _____

Vo-Tech Section:

_____ Auto Mechanics

_____ Air-Conditioning and Refrigeration

_____ Welding

Draw a circle around the number which most nearly corresponds to your evaluation of the trainee inmate with respect to that particular statement.

1 = Unsatisfactory

2 = Poor

3 = Satisfactory

4 = Good

5 = Excellent

-
- 1 2 3 4 5 (1) Mechanical interest
- 1 2 3 4 5 (2) Mechanical aptitude
- 1 2 3 4 5 (3) Comprehensive ability
- 1 2 3 4 5 (4) Ability to follow written instructions
- 1 2 3 4 5 (5) Ability to follow verbal instructions
- 1 2 3 4 5 (6) Follows instructions
- 1 2 3 4 5 (7) Performance skill
- 1 2 3 4 5 (8) Completion of each training phase in the program
- 1 2 3 4 5 (9) Creativeness
- 1 2 3 4 5 (10) Acquisition of proper work habits
- 1 2 3 4 5 (11) Harmonious relations with fellow workers
- 1 2 3 4 5 (12) Harmonious relations with supervisors

APPENDIX E

PERSONAL DATA SHEET

PERSONAL DATA SHEET

Your cooperation and assistance is greatly needed and will be most appreciated for your answering of the questions on the tests and questionnaires which you will be subjected to. Please answer each question to the best of your knowledge. The purpose of this project is to become acquainted with some of the feelings experienced by prison inmates and changes, if any, which may occur.

The personal data which you are asked to supply will only be used in analyzing the tests and questionnaires. This information will only be used in grouping inmates into certain characteristic categories. It is the group characteristic, not the individual characteristic, that is vital to the researcher. However, in order to group the data, a means is required to identify the tests and questionnaires pertinent to those individuals possessing certain characteristics. This is the only reason for asking you to mark your work with your name.

Thank you for your cooperation and best wishes for a successful future.

-
- I. _____ Name.
- II. Educational level attained in school:
1. _____ Less than 5th grade.
 2. _____ Less than 9th grade.
 3. _____ 9th grade or more but failed to finish high school.
 4. _____ High school graduate.
 5. _____ Years in college.
 6. _____ College graduate.
- III. _____ Number of years since last attending school.
- IV. Employment record:
1. _____ Worked regularly (year-round).
 2. _____ A seasonal worker.
 3. _____ Avoided regular work.
 4. _____ Avoided work.
- V. Personal community contacts:
1. _____ Contacts were mostly in lower-class neighborhoods.
 2. _____ Contacts were mostly in working-class neighborhoods.

3. _____ Contacts were mostly in middle-class neighborhoods.
4. _____ Contacts were not overly concentrated in any one type of neighborhood.

VI. Exposure to the business world:

1. _____ Familiar with many of the job opportunities which exist in the business world.
2. _____ Familiar with only a few of the job opportunities which exist in the business world.
3. _____ Unfamiliar with the job opportunities which exist in the business world.

VII. Exposure to the industrial world:

1. _____ Familiar with many of the job opportunities which exist in the industrial world.
2. _____ Familiar with only a few of the job opportunities which exist in the industrial world.
3. _____ Unfamiliar with the job opportunities which exist in the industrial world.

VIII. Current offense committed _____ .

IX. Length of sentence _____ .

X. Age at time of offense _____ .

XI. Present age _____ .

XII. Age at onset of criminal activity _____ .

XIII. Race _____ .

XIV. Marital status:

1. _____ Single.
2. _____ Married.
3. _____ Divorced.
4. _____ Separated.
5. _____ Common-Law Marriage.

XV. Number of children _____ .

XVI. Kinds of previous convictions:

APPENDIX F

INMATES' PERSONALITY PROFILES

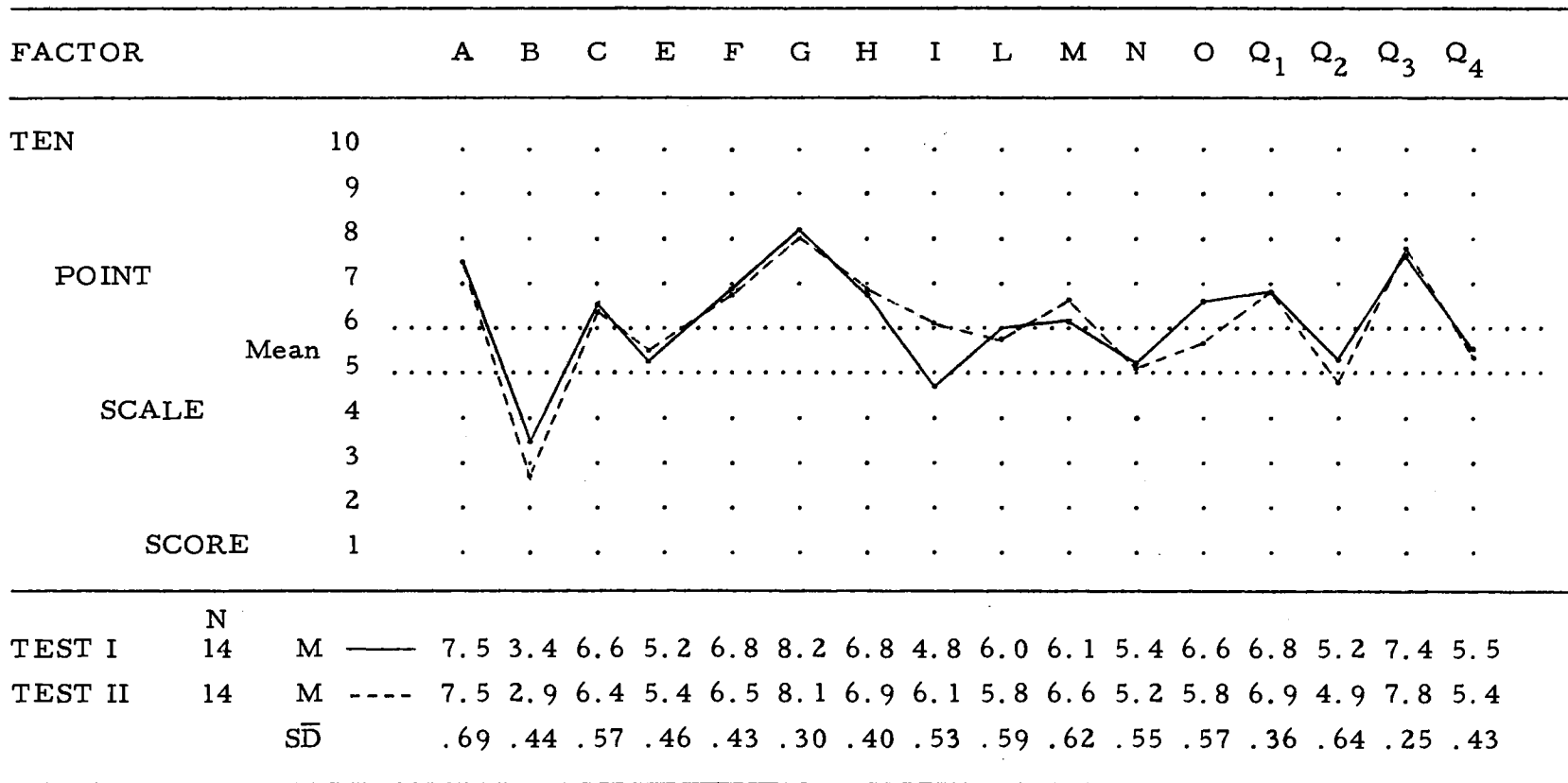


Figure 1. Personality Profile of Academic Trainees

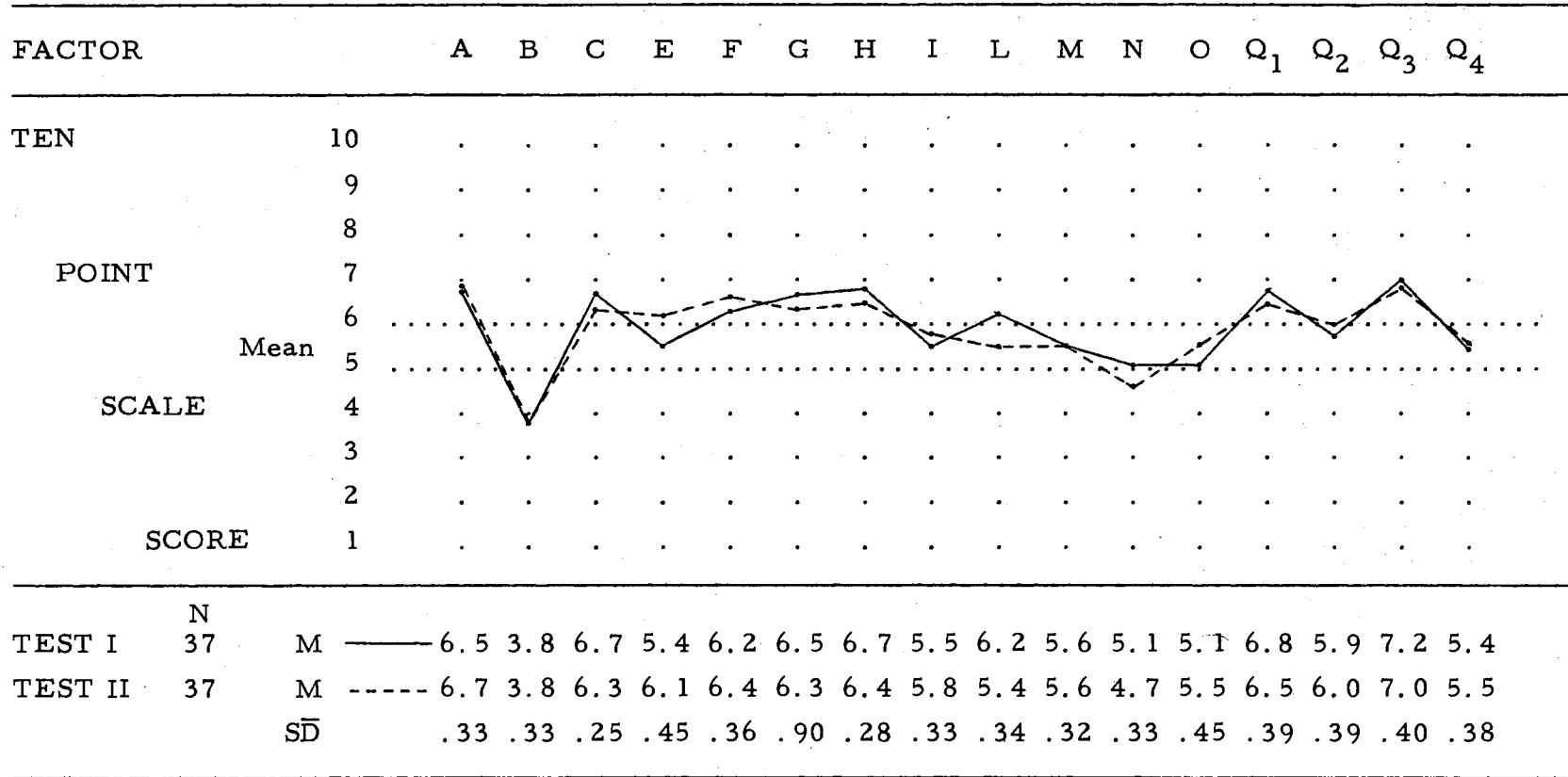


Figure 2. Personality Profile of Vo-Tech Trainees

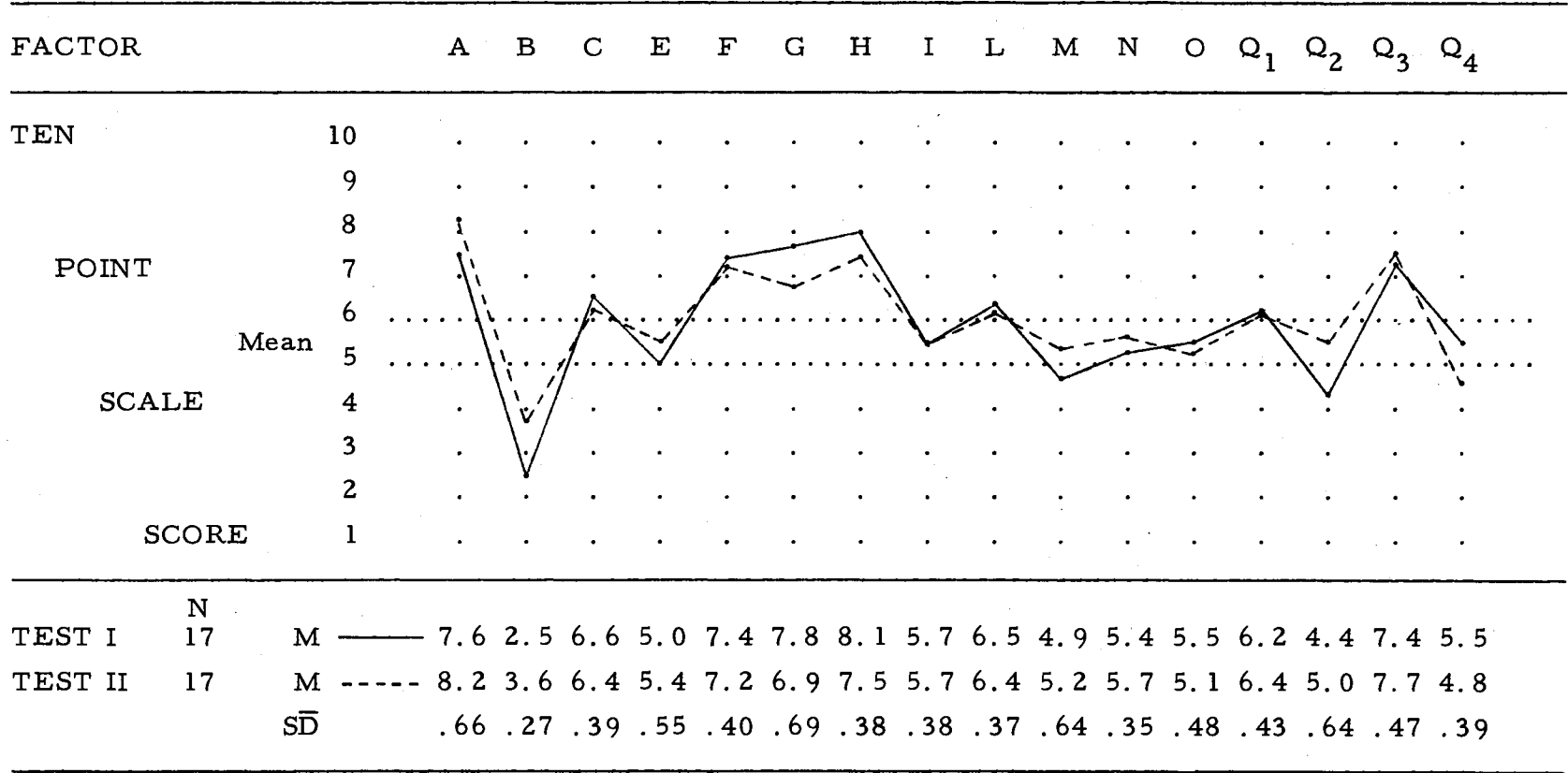


Figure 3. Personality Profile of Trusty Inmates

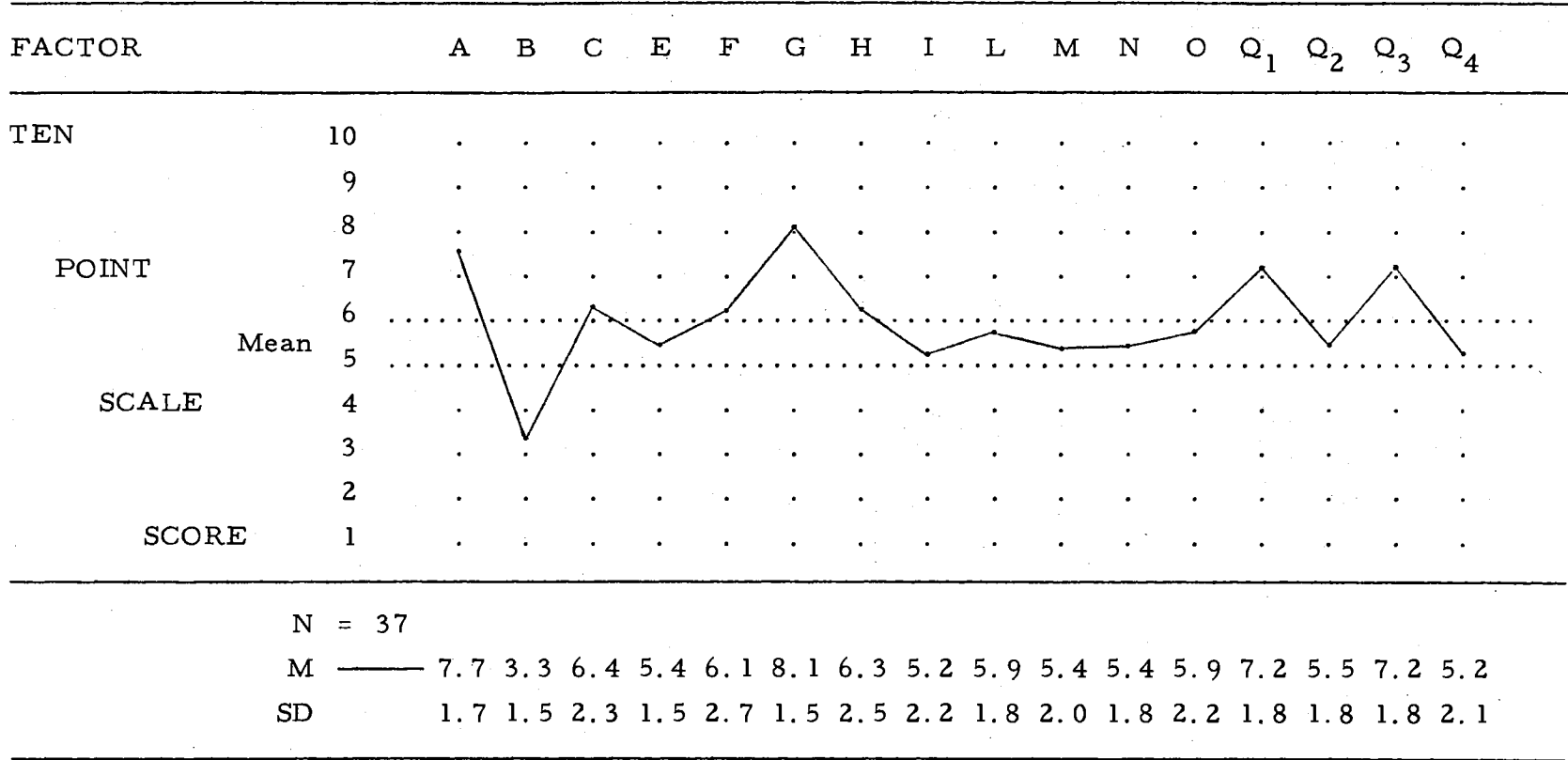


Figure 4. Personality Profile of Pre-Release Inmates

VITA

James Harold Harrison

Candidate for the Degree of

Doctor of Philosophy

Thesis: MEASURING THE EFFECTIVENESS OF PROGRAMS IN A
STATE CORRECTIONAL TREATMENT ORIENTED
INSTITUTION: A PANEL STUDY

Major Field: Sociology

Biographical:

Personal Data: Born in Horatio, Arkansas, April 29, 1925, the son of Mr. and Mrs. C.H. Harrison.

Education: Graduated from Alvord High School, Alvord, Texas, in May, 1942; received Bachelor of Business Administration degree from North Texas State University in 1967; received Master of Science in Sociology from North Texas State University in 1968; received Doctor of Education in College Teaching (Sociology) from North Texas State University in 1972; completed requirements for the Doctor of Philosophy degree at Oklahoma State University in July, 1974.

Professional Experience: Member of the American Sociological Association, Southwestern Sociological Association, Southern Sociological Society, Society for the Study of Social Problems; graduate teaching assistant, North Texas State University, Fall 1967; Instructor in Sociology, Stephen F. Austin State University, 1969-1971; Assistant Professor in Sociology, Arkansas State University, 1973-- to present.