

THE EFFECT OF EDUCATIONAL  
PROGRAMS ON EMOTIONAL  
INTELLIGENCE

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION .....	1
Female Offenders.....	1
The History of Women in Prison.....	2
History of Oklahoma Prisons.....	4
Characteristics of Female Offenders.....	6
Emotional Intelligence.....	9
Prison Education.....	11
Regimented Treatment Program and Education.....	14
Problem Statement.....	17
Purpose.....	19
Hypotheses.....	19
Limitations.....	21
Definitions.....	22
II. LITERATURE REVIEW .....	24
Women and Prison.....	24
Prison Education.....	26
Adult Education.....	28
Self-Directed Learning.....	33
Transformative Learning.....	37
Empowerment.....	41
Women In The Workforce.....	46
Emotional Intelligence.....	49
III. METHODOLOGY .....	57
Design.....	57
Sample.....	58
Instrumentation.....	59
Procedure.....	65
IV. FINDINGS .....	68
Profile of Inmates.....	68
Firo-B Results.....	69

Chapter	Page
Educational Differences Between Groups.....	83
Emotional Intelligence and Age.....	89
Discriminant Analysis.....	92
Cluster Analysis.....	101
 V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS .....	 111
Summary of the Study.....	111
Overview of Findings.....	114
Firo-B.....	117
Educational Differences.....	118
Imprisoned Inmates.....	124
Special Programs.....	126
Groups.....	130
The Need for a Paradigm Shift.....	133
 REFERENCES .....	 137
 APPENDIX .....	 145

LIST OF TABLES

Table	Page
1. Frequency of Ages .....	69
2. Frequency of Inclusion .....	72
3. Frequency of Control .....	73
4. Frequency of Affection .....	74
5. Frequency for Total Scores for Inclusion, Control, and Affection .....	75
6. Frequency of Total Scores for Expressed and Wanted .....	76
7. Frequency of Overall Score .....	78
8. t-test of Pretest and Posttest Scores .....	83
9. Frequency of Total Firo-B Scores by Quartiles .....	85
10. Analysis of Covariance for Total Firo-B Posttest with Pretest by Educational Groups .....	86
11. Analysis of Covariance of Posttest Total Firo-B Scores by Educational Groups with Pretest Total Scores .....	89
12. Analysis of Covariance of Posttest Total Firo-B Scores by Age Groupings with Pretest Total Scores .....	91
13. Naming Variables from Structure Matrix .....	106
14. Mean Scores by Cluster on Naming Variables .....	109
15. Demographic Variables by Cluster Groups .....	110

## CHAPTER I

### INTRODUCTION

#### Female Offenders

The scarcity of literature about women offenders supports the expert opinions that the reasons women commit crimes have yet to be thoroughly studied. Although this situation has existed for decades, little has been done to change it:

Bower (1978) said it would be easier to study a woman's prison than a male facility since the smaller size of women's institutions makes the task of data collection much more manageable than it could ever be in the massive male structures that dot every state in the union. Despite this fact, the literature of female correctional subcultures is quite limited. There are a number of factors that have contributed to this, among which are (1) only four percent of American prisoners are women, (2) women are generally thought of as being less criminal than men, (3) most graduate school professors, grant-awarding panel members, and other powerful administrators are male, and (4) almost all correctional scientists are male. Considering the cultural and structural forces arrayed against concentrating research resources on the study of incarcerated females, we are lucky to know as much as we do about the topic and things have not changed. (Fletcher, Shaver, Moon, 1993, p. 43)

Besides the limited research on female offenders, another challenge to research is understanding and quantifying the different needs of the female offenders. Female offenders have often been referred to as forgotten offenders. Throughout most of the nation's history, women in prison have been correctional afterthoughts. Addressing the unique problems and needs of the increasing number of female offenders poses a significant challenge. Some of the special needs that require addressing are in the area of educational training and rehabilitation. Many female offenders have endured years of physical, emotional, and sexual abuse before and after being incarcerated (Ross & Fabiano, 1986, p. 5).

#### The History of Women in Prison

Female convicts are rarely mentioned in the standard histories of the penitentiary. Little is known about the first females to be incarcerated except by the few records that were kept by various states. In the early legislative debates over the penitentiary, no references were made of the inclusion of women, but it is believed that the conditions and treatment of female convicts in the state of Illinois typified national trends. Between 1831 and 1859, only 59 women in contrast to over 3,000 men were sentenced



to prison in Illinois (Dodge, 1999, p. 3). In the antebellum years women constituted only 2.0% of those incarcerated in Illinois, and this number only increased to 2.4% between 1860-1900 (p.3).

Unfortunately as the numbers increased, the fate of the women was to become more serious than their crimes. The average time a woman served in prison was 2.2 years in the 1850s, 3 years in the 1860s, 7 years in the 1890s, and 16 years in the following decade (Snell & Morton, 1994, p. 25). The descriptions of the women's quarters contained in most states' annual reports described wretched conditions, overcrowding, lack of supervision, neglect, enforced idleness, and occasional hints of sexual exploitation or abuse (Dodge, 1999, p. 5).

In 1876, the state of New York opened a reformatory for women called Elmira. It stressed reform through education and rewards. Paternalistic reformatory was thought to be the best treatment since young women were more in need of protection and guidance than men (Feinman, 1986, p. 167). New York was one of the first states that treated women more like humans than objects. Even in building reformatories for women, the architecture was subdued to keep with the image of women as soft, passive, tractable, and congenitally domestic. They constructed

cottages on acreages and filled them with a home like environment (Harris, 1998, p. 2).

In the state of Arkansas, women were not so lucky. Women were forced to share cells with men. Females had to cope with menstruation, the possibility of becoming pregnant, and often the reality of pregnancy and childbirth. Women were constantly used for sexual favors (Harris, 1998, p. 3). A prison chaplain best summarized the situation faced by women prisoners in this early period: "To be a male convict in prison would be tolerable; but to be a female convict, for any protracted period, would be worse than death" (Dodge, 1999, pp. 3-4).

#### History of Oklahoma Prisons

While women have been incarcerated in America throughout the last two centuries, their numbers were small and were considered quite insignificant. They were ignored by the public and by correctional administrators. Therefore, limited historical information is available for specific states including Oklahoma. One of the unique features of women in prison was perhaps their invisibility. During the territorial days of Oklahoma, women prisoners were contractually incarcerated in the Kansas State Penitentiary in Leavenworth, Kansas. Apparently, the

number was small since fewer than 10 females were returned when Oklahoma inmates were brought back to the state (Holley & Brewster, 1997/1998, pp. 1-2). Of the group, two were serving sentences for murder, and three were incarcerated for manslaughter. The remaining five had been convicted of adultery (Holley & Brewster, 1997/1998, p. 2).

The first female ward was built in 1911 at McAlester, Oklahoma, one-half mile east of the main prison. This facility was a converted rock warehouse. The location was consistent with that of other states by including women's units within the male penitentiary complex (American Correctional Association, 1990, pp. 1-5). In 1926/1927, the old housing for female inmates was replaced by a new structure, which was located near the Oklahoma State Penitentiary; it housed 61 female inmates (Holley & Brewster, 1997/1998, p. 2).

Times have changed in relation to women in prison in Oklahoma. Current history for Oklahoma now indicates that it has incarcerated more women per capita than any other state in the nation, and this rate increases annually. Incarcerated women have not only been treated differently than men but also have experienced conditions of confinement inferior to those of men. Inferior medical and mental health treatment, and educational and other program

offerings have been typical of women's prisons (Holley & Brewster, 1997/98, p. 4). Women's prisons are facing serious overcrowding conditions as many former inmates return to prison time and time again. Recidivism among female offenders has risen alarmingly over the past few decades, and research indicates that the female population in general has risen every decade since data collection began in 1926 (Fletcher, Rolison & Moon, 1994, p. 1).

This history indicates that women offenders have been neglected, and that there is clearly a need to re-evaluate current treatment methods. Rather than just housing them for a long period of time as has been done in the past, society needs to find a way to rehabilitate female offenders. As this century drew to a close, almost all the particular problems of imprisoning women were still unresolved from the early Victorian era (Heidensohn, 1985, p. 82).

#### Characteristics of Female Offenders

In Oklahoma, the adult female inmate profile is uniquely different from other states. Oklahoma leads the nation in the proportion of inmates who are women. Almost 1 out of 11 (8.6%) of all Oklahoma inmates are women as compared to the national average of nearly 1 out of 18

(5.7%) (Fletcher, Shaver, & Moon, 1993, p. 18). In Oklahoma, the average age of women incarcerated is 32 years. Over one-quarter (27.4%) of these are married. More than 6 out of 10 have a GED or high school diploma and over 95% are mothers.

Other characteristics also separate Oklahoma female offenders from the national profile (Fletcher, Shaver, & Moon, 1993, pp. 19-21). Nearly three-fourths (74%) have experienced physical abuse compared to the national average of slightly over one-half (53%). Likewise, the use of marijuana for female offenders Oklahoma (76%) showed a dissimilar comparison to the national average (46%). Sexual abuse is higher (53%) than the national average (36%). When comparing education, Oklahoma female offenders were more educated with 10% having college degrees while the national average showed only 2% with college degrees. Oklahoma's rate of violent offenders (29%) is lower than the national average (41%). Thus, Oklahoma female inmates are quite different from the national profile. Higher age, different racial demographics, higher rates of marriage and motherhood, higher use of drugs, higher rates of sexual abuse, and the higher levels of education attainment are just a few incongruities. Over half of the women in

Oklahoma prisons have been incarcerated for the first time (Fletcher, Moon, Rolison & Bedore, 1993, p. 24).

Another issue that often is not dealt with is the amount of female incarcerated for murder in Oklahoma. Women's share of arrest for serious violent offenses rose from 10.9% to 14% during the period from 1985 to 1995. This may seem little to get excited about (Chesney-Lind, 1997, p. 101). However, women's crimes tend to be more in the area of shoplifting, check forgery, welfare fraud, and in Oklahoma minor drug offenses as opposed to business crimes. Once again, Oklahoma is different. There were five women on death row in 1993, and this represented 15% of the national total (Fletcher, Shaver, & Moon, 1993, p. 20). The profile of females incarcerated for murder is 31 years of age, Caucasian, divorced with two children, having a high school diploma or equivalent, and self-classified as middle class. These inmates were raised in middle class families and report physical and emotional abuse during childhood and adulthood. Murder offenders were arrested for the first time at age 23 and had no prior arrests before age 18 (Hardety, O'Shea & Fletcher, 1996, p. 1).

## Emotional Intelligence

A major issue that has not been analyzed in the female prison population is low emotional intelligence. In trying to develop an accurate profile of female inmates, it is essential to explore the issues of self-esteem or emotional intelligence. Women tend to internalize the blame for lack of success rather than recognize the social structural constraints in society; this can severely affect their self-esteem (Fletcher, Shaver, & Moon, 1993, p. 27). Because of the abuse that surrounds female inmates, it is often difficult to cope with negative emotions. This often leads to dangerous and destructive behavior such as aggression for the inability to manage their emotions (Miller, 1996, p. 31). It is important to understand the factors within the inmates' background and current life that influence the level of self-esteem or emotional development (Fletcher, Shaver, & Moon, 1993, p. 29).

Oppression and abuse are frequent phenomenon seen while working with female offenders. Signs of low self-esteem and the lack of emotional intelligence are visible. Emotional intelligence is a group of mental abilities that help an individual recognize and understand their feelings as well as those of others (Epstein, 1999, p. 1). It is

also the ability to understand oneself, feel empathy for others, and maintain a positive attitude. A person's emotional intelligence is very important to happiness (Dumas, 1996, p. 1). Women offenders often enter prison with serious victimization histories, substance abuse problems, and mental illness. Program evaluations for these women in prison indicate that little progress has been made in therapeutic services for female offenders (Saviano, 1993, p. 1).

Individuals with low emotional intelligence are more inclined to follow a criminal path (Dumas, 1996, p. 4). Another issue is that crime and abuse seem to go together. Research on females that have experienced abuse found that as adults they have difficulty negotiating the demands of adult life, and that the personality formed in an environment of coercive control is not well adapted to adult life (Mendoza, Sargent, Chong Ho, 1994, p. 4). While this element has often been neglected, Oklahoma is doing something to address the needs of female inmates with their rehabilitation and self-esteem problems. It is a unique program called the Regimented Treatment Program.



## Prison Education

For inmates to have a better chance of success on the outside, they must leave prison capable of functioning critically in an increasingly technological society. It is clear that this is not happening. Education for those in prison is a necessity in helping inmates not to become a statistic in recidivism. Upon release, inmates need to be able to return to society with the skills to be self-productive. While prison education cannot solve the ills of the entire prison system, it can offer a theory of education designed to operate within the daily, experienced realities of the prison system and designed to better the future chances of inmate-students when they are released (Werner, 1990, p. 155).

Prison education should not punish and should not be part of the punishment process. To punish a prisoner by not allowing them the chance for an education is to punish all of society when that person who is poorly educated commits additional crimes upon release. Prison education should be removed from the punishment structure and seen as an independent force operating within the confines of the institution with benefits open to all (Werner, 1990, p. 155). The frequently discussed issue of making special

adult education available for various disadvantaged groups may be seen as evidence of a concern for fairness and justice. The various arguments put forward can be put into a context of a group of ideas associated with the concept of equality and especially with the idea of equality of educational opportunity (Merriam, 1995, p. 312).

Mezirow (1990) stated that individuals who encounter dilemmas that force them to challenge established ways of seeing and thinking and are able to move developmentally toward more inclusive, discriminating, and integrative meaning perspectives may do so as self-directed learners (p. 365). Prison inmates need to re-evaluate their past experience and critically reflect on what they want their future to hold. They can benefit from direction and guidance from educators. Every adult educator has a central responsibility for fostering critical reflection and transformative learning (Mezirow, 1990, p. 358). Transformative learning includes learners who can make informed decisions of how and when to act upon their new perspectives (Mezirow, 1990, p. 358). Educators have an obligation to assist them in learning how to take action found necessary by the new perspective (Mezirow, 1990, p. 358).

In prison education, the goal is to strive for individual empowerment. The concept of empowerment is that it includes the concept that education is an enabling process that allows the individual to develop intellectual, moral, and psychological potential. Education can assist the habilitation of the individual who is incarcerated by providing inmates with the ability, tools, and resources to exist in modern society and by enhancing, thereby, their desire to do so (Werner, 1990, p. 156). Prison educators can give inmates a moral and ethical sensibility. However desirable it is to tell inmates how to behave, this sensibility cannot be imposed because this seldom works and is often ignored. What instructors can do is share their own morality and ethics with their students and hope this will assist inmates in developing their own moral and ethical sensibility. In providing these standards, the instructor can give an inmate the opportunities to learn to act differently. The Eddie Warrior Correctional Center is trying to do something to address this problem with education and to help the inmates learn to recognize and change their behavior by instituting a special program called the Regimented Treatment Program.

## Regimented Treatment Program and Education

The Regimented Treatment Program is located at the Eddie Warrior Corrections Center in Taft, Oklahoma, and is a substance abuse treatment program for female offenders. It is set up to operate as a therapeutic community where each member is responsible for not only her own behavior but also for the community as a whole. The individual's responsibility is to learn to develop self-control and improve self-image through a 4-phase program (U.S. General Accounting Office, 1993, April). This includes the following programs:

Life without a Crutch Training: This program encourages offenders to assess their addictive behavior honestly and to increase their awareness of the advantage of confronting their addiction.

Moral Reconciliation Therapy: This is a systematic treatment system designed to foster social and moral growth.

The Stephanie Covington Substance Abuse Treatment Program: This program addresses issues with which many women struggle, especially if they are abusing alcohol or other drugs. It targets specific topics such as self-esteem, sexism, family, sexuality, and abuse.

The Adult Basic Education Program: This is provided to offenders functioning on the eighth grade level or below. Offenders who are assessed above the eighth grade level are placed in General Education Development classes. The goal of the educational program is the successful completion of the state examination and receipt of a high school equivalency diploma.

In a boot-camp approach, the goal is for trainees (which is the term used to designate members of this program) to develop self-control and to improve self-image through regimentation, physical exercise, cognitive programming, substance abuse treatment, and work. Each phase has its own expectations and responsibilities. While one trainee never has any authority over another trainee, she does have obligations to the other trainees and to the community. As trainees progress through the program and assume more responsibility, they earn more privileges (U.S. General Accounting Office, 1993, April).

The Regimented Treatment Program is a yearlong program that concentrates on offenders who have an established history of chemical addiction. Offenders are normally assigned to the program by the courts and assessed for appropriate placement. In a boot-camp approach, specially trained drill instructors provide a regimented environment

and physical conditioning. Drill instructors try to instill respect for authority, act as role models, and motivate offenders to reach positive goals (U.S. General Accounting Office, 1993, April).

Referrals for after-care services are provided to program graduates. Coordination of efforts with community corrections and treatment staff ensure a continuum of supervision and treatment. The Oklahoma Department of Corrections strives to return offenders to the community as healthy, productive, law-abiding citizens (U.S. General Accounting Office, 1993). Utilization of this unique multi-disciplinary approach, including programming and treatment offered by the Regimented Treatment Program, allows the courts and the law-enforcement and correction communities to cooperate in achieving this goal (U.S. General Accounting Office, 1993).

Educational opportunities are also available for inmates who are not in the Regimented Treatment Program. In an effort to address the inmates' myriad of problems, the Oklahoma Department of Corrections offers educational, vocational, and psychological programs, as well as work assignments and access to religious services. In the Eddie Warrior Correctional Center, preparatory classes are offered for the high school equivalency test, adult basic

education, parenting classes in which children participate, and vocational-technical programs in building maintenance, electronics, and building repairs. Volunteers provide Alcoholics Anonymous, Cocaine Anonymous, and Narcotics Anonymous. College classes are also available for inmates who can afford them, and inmates can obtain an associate degree while incarcerated.

#### Problem Statement

Female offenders enter into prison with serious victimization histories, substance abuse problems, and mental illness (Saviano, 1993, p. 14). The effects of such abuse can lead to low emotional intelligence and negative attitudes. The background of adult women in prison emphasizes the important links between childhood sexual abuse, physical abuse, and their criminal careers (Snell & Morton, 1994, p. 10).

In the Oklahoma prison system, special rehabilitation programs exist. These special programs deal with female offenders and are based on educational concepts. Educating incarcerated women can help shape their productivity in society. An assumption behind all correctional education programs is that if becoming a criminal is a learning process, the remaking of useful citizens is more the task

of education than it is the outcome of custody and punishment (Williford, 1994, p. 138).

Prisoners confront a social world that affirms that their rightful place is at the very bottom of the social ladder. Learning from life experiences results in debilitating, growth-inhibiting outcomes (p. 14). Experiences that were regarded as negative learning caused those individuals to close themselves off rather than open themselves up to what might be termed positive learning or growth. When the threat to the self is reduced by time, by having support, and by gaining a larger perspective and personal agency, this process can be reversed toward more growth-oriented out-comes (Merriam & Caffarella, 1991, p. 108).

Oklahoma has set up a program to deal with this problem. It is a regimented boot-camp approach. It has all the characteristics of a military boot camp with regimented discipline including exercise, drilling, strict military discipline, and enhancing self-esteem. The program is being implemented. However, it is not known if it is making any difference in the women. This is especially true in the area of emotional intelligence. In order for prison administrators and educators to decide whether to continue use of this model program, information



is needed on the emotional intelligence profile of the inmates and on how the educational programs in prison relate to the emotional intelligence of the inmates.

#### Purpose

The purpose of this study was to describe the emotional intelligence of the female inmates at the Eddie Warrior Correctional Center. The Regimented Treatment Program is a one-year, four-tier program for first time offenders. To accomplish this, the study determined if the programs in the Regimented Treatment Program had helped increase the emotional intelligence of the incarcerated female in comparison to the General Population. Emotional development was measured with the Firo-B, which has been adopted by the Eddie Warrior Correctional Center as part of the assessment program.

#### Hypotheses

The following hypotheses were addressed in this study:

1. There is no difference between the emotional intelligence of the female inmates when they enter The Eddie Warrior Correctional Center and one-year later.

2. There is no relationship between the emotional intelligence of the female inmates as measured by the Firo-B and their educational programs.
3. There is no relationship between the emotional intelligence of the female inmates as measured by the Firo-B and their age.
4. It is not possible to discriminate between inmates based upon their educational groupings of the Regimented Treatment Program, Educational Programs, and the General Population using the items of the Firo-B.
5. It is not possible to discriminate between inmates who have participated in the Regimented Treatment Program and other inmates using items of the Firo-B.
6. Cluster groups based on the Firo-B items do not exist for the female inmates at the Eddie Warrior Correctional Center.

Various statistical techniques were used to analyze the data. The profile of emotional intelligence was described by using frequency distributions. The difference between the Regimented Treatment Program and the General Population was analyzed by means of analysis of covariance using the pretest and posttest administered to each inmate.

A discriminate analysis was used to examine the interaction of emotional intelligence items as measured by the Firo-B with the training programs at the Eddie Warrior Correctional Center. Cluster analysis was used to explore for groups within the female population based on emotional intelligence as measured by the individual items of the Firo-B.

#### Limitations

There were several limitations found within this study. One of significance was it was confined to the prison system. Within this system, established education programs have mandates and regulations which are ordered by the courts. This directly affects the variables that could be collected and examined in relationship to the programs. Inmate placement into these programs was controlled outside of this study. In addition, those in the Regimented Treatment Program were ordered by the courts to participate in this educational program. This could limit the effort they put forth to improve themselves and their emotional intelligence. The Educational group and the General Population group had a choice to take part in the educational programs and improve their emotional intelligence.

## Definitions

Eddie Warrior Correctional Center: One of five female prisons in the State of Oklahoma for females only.

Emotional Intelligence: There are five basic elements of Emotional Intelligence. Being aware of your feelings as you experience them, being empathic, managing your moods, being motivated and optimistic despite setbacks, and interacting with others (Goldman, 1995, p. 191).

Firo-B: The Fundamental Interpersonal Relations Orientation-Behavior is a behavior instrument that measures how an individual typically will behave with other people and how the individual expects others to act toward them (Schutz, 1978, p. 2).

General Population: What all inmates are called once they are confined in prison and inside the perimeter of the prison.

Incarcerated: Individuals who are shut up closely so that escape is impossible or unlikely.

Inmates: Any individual who has been confined to a prison is called an inmate.

Practical significant: When the authors state that the practical significance of statistically significant correlations was not fully appreciated, they in essence are

asserting that many of the studies they reviewed contained results that were trivial in terms of practical implications. Large sample sizes can produce a statistically significant result even though there is limited or no practical importance associated with the findings (Huck, 2000, p. 205).

Prison education: Adult Education programs that are offered for all individuals who are incarcerated.

Recidivism: A tendency for individuals to relapse back into a previous condition or life style that put them in prison in the first place; thus they return back to prison in a short period of time.

Regimented Treatment Program: A program of short duration ordered by the courts for first time drug offenders. It has a boot camp environment with strict discipline programs that demand constant work and respect of others.

Rehabilitate: Inmates are offered programs to help them learn new skills so they will not return to prison.

## CHAPTER II

### LITERATURE REVIEW

#### Women and Prison

A population that seems to have been forgotten and left behind in all walks of life is female prisoners. Because of the small number of female inmates compared to that of male prisoners, female inmates have become the afterthoughts of society in prison, education, and the workforce. Differences in the treatment between women and men within the judicial and correctional systems have often harmed women rather than helped them. Evidence continues to grow of ways in which the life experiences of women have helped to pave the way for their incarceration. Being convicted of a crime has somehow placed a woman outside the bounds of acceptable society. Ideas about women's nature and their proper roles have also been powerful influences on how they were treated and how this treatment was justified (Harris, 1998, p. 7).

Fear of the nonconforming woman has transcended ethnic, racial, and religious bounds in almost all

civilizations throughout history (Feinman, 1990, p. 1). Any female whom questions established beliefs or practices, engages in activity associated with men, or commits a crime is regarded as a nonconforming woman. Such women generate fear and anxiety and are viewed as a threat to social stability (p. 1). Consequently, they are subject to informal and formal sanctions and the punishment intended to control females, and to serving as a warning to others. It is not surprising that these women in the criminal justice system are viewed as nonconformists and treated with hostility and rejection (Feinman, 1990, p. 2).

Treatment of female inmates has improved in the areas of housing and supervision, but efforts to make them self-supporting members of the community have met with little success. This failure may be the continuing adherence to practices in women's correctional institutions that are based on traditional attitudes toward the role of women in society and, perhaps, to a public preference for the punishment of nonconforming women. Furthermore, the design and implementation of rehabilitation programs are still based on the traditional roles of women. The programs have ignored the realities of the socioeconomic backgrounds of the women and the communities to which they return (Feinman, 1990, p. 40). Little or no effort has been made

to help the female inmates in the areas of education and the workforce upon their release back into society. Programs to help with psychological aspects such as emotional intelligence have also been ignored.

#### Prison Education

Treatment of educational programs for women is distinctively poorer in quantity, quality, and variety, and different in nature from those of male offenders. Reports suggest that correctional programs have been typically conceived by males for males and only later, often as an afterthought extended to female offenders, for whom they may be thoroughly inappropriate (Ross & Fabiano, 1986). Female inmates have been given the leftovers and hand-me-downs of prison facilities. These programs were designed for men, and when nothing was left over to hand down, a poor imitation of the model or an outmoded version was hastily provided at less cost (p. 13).

Many prison officials believe a comprehensive educational program can decrease the female prison population and recidivism rate. A major problem is to ensure that incarcerated women have access to as many programs as their male counterparts. Commissioners of correction have been embarrassed about the tendency of the



Department of Corrections agenda to save women's institutions until the end of the budgeting process so that they receive only whatever is left over (Rafter, 1990, p. 40). Therefore, in order to reduce the female prison population, quality educational programs for female offenders must be addressed.

These programs should encompass all learning of value which address the great needs of these misbegotten women. In addition, they should require careful assessment of the characteristics of female offenders, their needs, problems and strengths, and thorough assessment of the relevance and value of current correctional programs and services for women (Ross & Fabiano, 1986, p. 2).

In dealing with comprehensive vocational employment programs, an adequate program may require a combination of the following:

- Good-quality training of sufficient duration to ensure that the offender actually progresses from unskilled to skilled status
- Training in skills for traditional or nontraditional vocations which are:
  - a) Of interest to the offender
  - b) Appropriate to her ability
  - c) In demand on the job market
  - d) Financially rewarding
- Training not only in job-seeking but in job-maintaining skills, such as punctuality and relations with employers and employees
- Job placement
- Employer preparation

- Follow-up counseling (Ross & Fabiano, 1986, pp. 32-33)

While the public seems concerned about tax dollars spent on educating prisoners, most people do not realize that every dollar spent on education is returned in public safety, employment, and recidivism reduction which can be interpreted as crime prevention (Werner, 1990, p. 191). Education is an opportunity to turn a negative experience (incarceration) into a positive experience (rehabilitation). By assessing the future of education in America, society can predict with some certainty that adult education will continue to grow. Several social indicators point to this. One of importance is the aging of the population and the ongoing need for retaining to keep up with new knowledge and advanced technology (Warner, 1990, p. 195). Lifelong learning has become the norm, and education, as opposed to formal schooling, will serve as a source of continuous renewal and adaptation throughout an individual's life.

#### Adult Education

One of the first models for learning that teachers based their curriculum and teaching practice on was pedagogy. Information was transmitted in the teacher-

directed classroom to a room full of submissive students. Pedagogy was "the art and science of teaching children" (Knowles, 1980, p. 18). This was good at a time when knowledge was changing very slowly but not so well when the knowledge explosion, technological revolution and educational opportunity came about. The old method of learning became obsolete (Knowles, 1980, p. 18). The need to produce competent people who were able to apply their knowledge to the changing world and conditions became the goal of society (p. 20).

With the knowledge explosion and a more educated society, industry no longer had a thousand pair of hands working on an assembly line but 500 competent brains working for the improvement of society as a whole. So began lifelong learning for the adult and the focus for educators to become more aware of what was happening with the learner rather than the instructor. Thus, Malcolm Knowles initiated reorganization of education and learning at this time with "andragogy," and it was defined as the art and science of helping adults learn (Knowles, 1980, p. 41).

Knowles (1980) described learning as a lifelong process with the need to acquire the skills of self-directed learning (p. 43). It became the precipitate for many advances in the instruction of adult learners and

their instructors. There are four assumptions of andragogy. As individuals mature: 1) their dependent personality becomes more self-directed; 2) their life experiences become an increasingly rich resource for learning; 3) their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; 4) and their desire for immediate application of learned material increases (pp. 43-44).

Knowles (1980) based adult learning on these four assumptions that gave adult educators a "badge of identity" that distinguished adult education from childhood learning, but he did take the position that pedagogy-andragogy was a learning continuum and could be appropriate with children and adults, depending on the situation (p. 59). Based on these assumptions, Knowles (1980) developed a seven step program development process: producing a learning climate, participative planning, diagnosing the needs for learning, formulating learning objectives, developing activities, operating the activities, and evaluating learning needs (p. 59). Adults will continue to be lifelong learners if instructors present ways to deliver educational services so individuals can continue learning at their own pace and time (p. 59).

Instructors affect almost everyone's life either in a negative or positive way. Good instructors are concerned with their students and are aware of individual differences. Instructors encourage verbal interaction and know the importance of creating an environment that is crucial to learning. The psychological atmosphere should be warm, respectful, and supportive (Knowles, 1980, pp. 46-49). Instructors should make sure the adult learner is aware of the skills, aptitudes, and interests that will give them an opportunity to become successful. Adults need encouragement along their career paths to tell them they are on track and going in the right direction. The adult needs to be aware of specific goals and time frames, keeping the distance of where they are and where they want to be in mind as motivation to learn (p. 49).

Adult learners need an atmosphere where they feel in control of their own planning procedures. The student is directly involved in the educational objectives such as designing and conducting the learning experiences. When given the opportunity, individuals will grow in a manner beneficial to themselves and society (Knowles, 1980, p. 50). The learning process should not be the responsibility of the teacher or student but should be a shared process where learning is dependent upon mutual

collaboration (p. 50). Self-evaluation where the teachers assist the adult in accomplishing academic goals is preferred. All of the programs planning steps are dependent on mutual collaboration between the teacher and the learner. This mutual collaboration allows the learners to take charge of their own learning by determining their academic needs and goals (p. 50).

Adults tend to be more open to aspects of learning when they are experiencing specific developmental tasks in their lives. These tasks, particularly those concerning social roles, allow the adult learner to respond to changes occurring in the learner's life. Learning prepares the adult student for change and increases their willingness to embrace any new information required to proactively meet desired goals:

A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. (Knowles, 1980, p. 51)

The educational development task is not often achieved and leaves inmates lacking knowledge and survival skills in a world they already know as cruel and hurtful. Often they choose a life of petty crimes as a means to survive.

When inmates are put in an educational setting and given encouragement to learn new skills, their thirst for knowledge seems to be constant. Thus, for female inmates this is where their ability to become self-directed learners could help them improve their life style. "For the most part, however, being self-directed in one's learning is a natural part of adult life" (Merriam & Caffarella, 1999, p. 293). The female inmate decides what and why they want to learn and how in depth this learning will take them. Because their thirst of knowledge becomes so acute when they begin the learning process in prison, self-direction often takes place.

#### Self-Directed Learning

Self-directed learning has been defined several ways by different researchers. It was described as a process where individuals take the initiative with or without the help of others in diagnosing their needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Knowles, 1975, p. 18). Because inmates are often in need of acquiring coping mechanisms to have a better life after incarceration, they are often self-directed to learn

employment skills, conflict skills, and decision-making skills. Utilizing life experiences is also an important step in self-directed learning. Not all learning takes place in a classroom. Self-directed learning assumes that the learner's experiences become a rich resource to draw from which should be exploited along with the resources of experts (Knowles, 1975, p. 21).

Life experiences are the activities in learning that incorporate all the person's experiences including everything they do, think, feel, hear, and see during that learning period (Tough, 1979, p. 84). Self-directed learning can be seen as a deliberate act to learn specific knowledge that can last a minimum of 7 hours within a 6-month period (Tough, 1979, p. 84). Tough's (1967, 1978) research found that 70% of all learning projects were self-directed and that 90% of adults planned at least one activity per year. For those adults who engaged in more than 15 projects per-year, learning was a central activity that was marked by extraordinary growth and a higher learning profile. The adult learner is constantly striving to achieve certain major goals. Obstacles can be seen as challenges, and the individual can be seen as productive and successful (Tough, 1979, p. 85). Tough's profile has characteristics common to Carl Roger's fully functioning



person and Maslow's self-actualized individual (Tough, 1978, p. 119).

Brookfield (1985) differentiated three inter-related but distinct functions of self-directed learning: (a) instrumental learning which is task-oriented problem solving that is relevant for controlling the environment or other people; (b) dialogic learning by which individuals attempt to understand what others mean when communicating with them; and (c) self-reflective learning by which individuals come to understand themselves (p. 18).

Brookfield's notion of (1985) self-directed learning could apply to female inmates in the area of self-reflective learning. Self-reflective learning focuses on gaining a clear understanding of oneself. Individuals need to recognize the dependency-producing psychological assumptions that were acquired during childhood that helped them become dysfunctional in adulthood. It has impeded the life that the learner wishes to live as an adult (p. 21). Traumatic childhood experiences can cause an individual to have specific traits such as never to confront or express feelings, and never be the center of attention. Such traits will continue into adulthood and influence the behavior of the learner (p. 21).

In a classroom setting, feelings of anxiety and rejection can be symptoms of the childhood experiences that influence the adult learner. To be disadvantaged is not an individual phenomenon but a social product (Brookfield, 1985, p. 22). Personal troubles occur in an adult's immediate milieu and are often perceived as private matters generated by biographical circumstance (p. 22). Individuals are able to learn throughout their lifetimes, but experiences can help or hinder learning. To work with these learners, instructors need to understand the social foundations of the learners. This includes an understanding of personal factors such as the learner's background, language, and culture, as well as relevant social factors (Fellenz & Conti, 1989, p. 7).

Past experiences have a great impact on the way female inmates learn. Being sentenced to prison is viewed as a very negative and frightening experience. These experiences must be taken into consideration. Female inmates have been sentenced to prison with predetermined stipulations into certain programs in which they must participate. The most important of these programs is being in an educational setting. It is the hope of prison officials that the inmate will take this opportunity to become self-sufficient and learn to become more self-

directed. Female inmates have been incarcerated because they have not had the opportunity to view their past behavior as negative and learn new ways to change it. The sincere hope of the judge or caseworker is that each inmate will become self-directed, improve their emotional intelligence and maturity once they have acquired some educational success and knowledge. An essential aspect of maturity is the ability to accept responsibility for one's own life (Knowles, 1975 p. 15).

#### Transformative Learning

Mezirow's theory of transformative learning draws from developmental and cognitive psychology. The adult development approach seeks to explain the way adult learning is structured and to determine by what processes the frames of reference through which adults view and interpret their experience (meaning perspectives) are changed or transformed (Mezirow, 1991, p. xiii). In this re-constructive approach, the premise was on how most psychologists view adult development. The cognitive approach drew from studies that had been done in psychology and psychotherapy. The study found that it was not so much what happens to people but how they interpret and explain what happens to them that determines their actions, their

hopes, their contentment and emotional well-being, and their performance (Mezirow, 1991, p. xiii).

Assumptions underlying the transformation theory include a conviction that meaning exists within individuals rather than in external forms such as books, and that personal meanings attributed to experience are acquired and validated through human interaction and communication (Mezirow, 1991, p. xiv).

Transformative learning happens when individuals change their frames of reference by critically reflecting on their perceptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds. According to Mezirow (1991), "in transformative learning, however, we reinterpret an old or new experience from a new set of expectations, thus giving a new meaning and perspective to the old experience" (p. 11). By going through this process, any individual can release oneself from flawed and inadequate reasoning to embrace a more comprehensive and flexible understanding of oneself and of the world (Willyard, 2000).

Mezirow (1991) reported on 30 displaced females who were enrolled in a college program designed especially for them. These women had experienced divorce, were separated from their spouse, or had lost a spouse due to death. The

stages of transition of this group were "shock and devastation, pain and rejection, immobilization and depression, gaining confidence, exploring options, decision making and establishment of independence" (p. 169):

For most of the women who had experienced a perspective transformation, the following major belief shifts occurred: defining their personal identity as separate from roles and relationships, taking responsibility for themselves, recognizing negative effects of total dependence, recognizing that there are options for ways of thinking and acting and that one has choices to make, recognizing the benefits of being alone, viewing a relationship with a man as a nice extra rather than as an essential for well being, viewing divorce as acceptable. Understanding that having a relationship or being a wife and mother does not preclude having a career. (p. 169)

As individuals reflect on past experiences to provide understanding and meaning to their lives, they are using Mezirow's (1985) definition of critical reflection.

Critical reflectivity is "the bringing of one's assumptions, premises, criteria, and schemata into consciousness and vigorously critiquing them" (p. 25).

When individuals use critical reflectivity, it helps them examine their assumptions before blindly acting on them, to pay attention to surprising results and inquire into their meaning, to ask probing questions, and to reframe their understanding of what a problem might be (Marsick & Watkins, 1990, p. 29). To critically analyze one's

feelings and motivations is to be able to change them if they are misleading, and to ask what do these feelings mean.

Mezirow equated emancipatory learning with perspective transformation. Emancipation begins with reflecting on one's experiences. According to Mezirow (1991), "Reflection involves a critique of assumptions to determine whether the belief, often acquired through cultural assimilation in childhood, remains functional for adults. We do this critically examining its origins, nature and consequences" (p. 223).

Adult learning has the opportunity to achieve something in the prison population. It can be a vehicle through which incarcerated women might be able to transform their lives. Higher education has for more than three decades legitimized itself as a vehicle for the reform of criminal offenders in the prisons (Williford, 1994, p. 6).

The theoretical assumption behind all the education programs developed, however, is that if becoming a criminal is a learning process, the remaking of useful citizens is more the task of education than it is the outcome of custody or punishment. (p. 7)

Adult education can create opportunities that lead to positive change in the female inmates' lives. Returning inmates to society as productive citizens, along with the

tools to become successful in the workforce, gives these individuals control over their own destinies. This can help female inmates create a sense of control and personal power over their existence.

### Empowerment

There is some evidence that women in general, and women of color in particular, may be marginalized in educational contexts, workplace contexts, and even in the judicial system. By drawing from such adult educators as Myles Horton and Paulo Freire, adult educators might make learning more meaningful, relevant, and perhaps even empowering to women who are incarcerated.

When the treatment of women in the workplace, education environment, and the prison system is examined, there is an apparent theme. Women not only have been treated unfairly; they have been sexually exploited (Williford, 1994, p. 6). Women became exasperated with their male counterparts and their sexist expectations and treatment. To raise the consciousness of society about their plight, women's liberation groups were formed. Their attempts to publicly discuss their complaints and concerns were considered irrelevant, trivial, and of no political or general importance (Mezirow, 1990, p. 48). Houle and

Levine (1971) said: "Their attempts to speak about the issues of concern were not only drowned in laughter but also met with the shouting of obscenities that reminded women of their proper place" (cited by Mezirow, 1990, p. 112-135).

Women realized they could not change their status in life because they did not have one. The only status they had was the one defined and assigned by men, and they reaped the consequences. The new feminist movement began with a group of women forming their own autonomous, all-women's group in the summer of 1967 (Mezirow, 1990, p. 49). Women made themselves visible and broke the culture of silence (Freire, 1970). Elimination of social oppression occurs by acknowledging the existence of both female and minority oppression. Because oppression is a distortion of being more fully human, sooner or later being less human leads the oppressed to struggle against those who made them so. In order for this struggle to have meaning, the oppressed must not, in seeking to regain their humanity, become in turn oppressors of the oppressors but rather restorers of the humanity of both (Freire, 1970, p. 28).

The feminist perspective in adult education is generally known as feminist pedagogy. It has its roots in the radical philosophy of education as well as critical



theory and humanistic psychology. An assumption of the feminist theory is that unequal power relations exist that foster the oppression of women (Elias & Merriam, 1995, p. 231). Feminist pedagogy seeks to address the oppression of women through the context of education. Feminist pedagogy is emancipatory in focus and is concerned with the empowerment of women (Elias & Merriam, 1995, p. 231). Radical feminists are concerned with constructing a new, women-centered knowledge to replace the old male-centered variety and with getting women into a position where they can distribute and reproduce this knowledge:

While males control education and there is no direct means for women to pass on their understanding. What women learn frequently dies with them, until feminists periodically rediscover them and their writing and attempt to reconstruct women's heritage and tradition. Each generation of women forges understandings about subordination, within their own lifetime and from the circumstances of their own lives, but because these meanings do not become the general currency of the culture they are not passed on to the next generation with the results so that neither women nor men know about the struggle of women who have gone before them. (Spender, 1982, cited in Merriam, 1995, p. 230)

In constructing a curriculum for women's education, radical feminists build on the separateness of the male and female identities and make it into a virtue. One idea is to advocate the setting up of a separate, women-controlled institution for the education of women only, with women-

taught courses within the existing educational institutions (as cited in Merriam, 1995, p. 230).

It is no secret that males are most often chosen for leadership positions over females in the professional world of work. They are more often chosen for leadership roles in less formal situations such as voluntary organizations, in social gatherings, and in adult education classrooms. These issues need to be addressed and changed. The role of the adult educator in changing the nature of unequal power relations between the privileged and oppressed groups is a concern of adult literature (as cited in Merriam, 1995, p. 209).

Another theory to empower the female is that adult educators have an ethical responsibility to create environments where people can come to an understanding of how the realities of their lives were created. This means helping people explore what the nature of structured power relations has to do with the realities of their personal lives (as cited in Merriam, 1995, p. 209). In doing so, the creation of such an environment will help students examine the connection between their personal situations and their structured power relations for the oppressed groups in our society. This may lead to a more conscious and informed understanding of their lives and may

contribute to their emancipation (Elias & Merriam, 1995, p. 10).

Both Paulo Freire and Myles Horton brought other concepts on empowerment and emancipation of the oppressed to education. They were men of compassion, wisdom, and educational insight. Horton and Freire both believed that education was never neutral and devoted their lives to proclaiming this declaration. As great teachers they empowered individuals to change their social situation through education. Freire stated that most traditional curriculum ignores the reality of racism, sexism, and exploitation of workers and by doing so supports the status quo (Freire, 1970, p. 30). Promoting the status quo creates conditions of oppression or a "culture of silence." Silenced women grew up in the midst of great violence. They were taught to use words as weapons, not as communication back and forth between people. To bring women into an ongoing dialogue requires an extremely safe and caring community where people draw each other out and listen to one another with the greatest of care (Mezirow, 1991, p. 83).

Myles Horton (1975), the founder of Highlander School in Tennessee, had a simple teaching philosophy that was based on a simple belief. If individuals want to put

themselves in line with people's struggle, they have to listen to what the people want, be sure they are not listening to themselves, and then together try to develop a solution out of what they can do to change what they are doing (p. 24). Helping people to discover within themselves the courage and ability to confront reality and change it was another one of Horton's premise (p. 26).

### Women In The Workforce

Not all women who obtain an education are guaranteed a pathway to success in the workforce. Education can be just one step in the struggle for equality. The treatment of women in society has been so culturally dominated that they still appear to receive the leftovers in almost all roles of life. According to the U.S. Bureau of Labor Statistics women make up two-thirds of all minimum wage earners, and during 1998, women in the United States earned 76 cents for every dollar earned by men. Asian-American women earned 67 cents, African-American women earned 58 cents, and Hispanic women earned 48 cents (Lips, 1999, p. 2). At the managerial level, the wage gap is greater and most noticeable for women of color (p. 2).

The average woman can expect to spend about three decades of her adult life in the labor force. The

probability of employment increases with the more education she obtains. Women are still heavily employed in low-paying, dead-end jobs and in traditional occupations. The number of working mothers has more than tripled since World War II. This data indicates the importance of women in the workforce. However, it does not emphasize any increased female participation in many professional and managerial occupations (Herr & Cramer, 1991, p. 239). The glass ceiling effect implies that an invisible barrier exists which has been put up by men to deter the upward mobility of women beyond middle management (Herr & Cramer, 1992, p. 251). This problem still exists in professional occupations for women. This was shown the last half of the 20<sup>th</sup> century when the president of Harvard University saw no reason to increase the number of female undergraduates because the University's mission was to train leaders (Rosen, 1999, p. 9). A sociologist teaching at Harvard declared that if anything were to remain unchanged, it would be the role of women (Rosen, p. 9).

The male's identity has been more historically cloaked in career fabric than has females; girls have a different problem of identifying achievement from that of boys (Herr & Cramer, 1991, p. 375). Cultural influences have historically assigned to boys in this country the primary

role as breadwinners and, thus, have reinforced in many ways that career development of males is more important. This does not take into consideration that divorce occurs and women are forced to become the breadwinner and main support of the household. Thirty percent of all children will be in single parent families, and most single parents are women. This usually leaves women with no career development and in jobs that are traditional and low paying (p. 375). In the area of divorce, the distribution of wealth is of serious concern. The real income of divorced men increases on the average by 73%, while the family they leave behind falls by 42% (Gray & Herr, 1998, p. 31).

Career preparation for women is essential if they are to succeed in life as a spouse or single parent. Women have been entering the workforce outside the home since the 1960s and will continue at a slower rate through the year 2005 (p. 34). The Department of Labor predicts that by the year 2010, white women will outnumber white men in the workforce. Despite this gain, women are not only facing a glass ceiling in gaining access to corporate offices, but more importantly, even larger numbers of women are finding it difficult to escape the "sticky floor" of low-wage assembly and clerical work (Gray & Herr, 1998, p. 34).

The percentage of minorities in the United States continues to climb, and their fate in the workforce continues to decline. By the year 2005, the labor force will be 74% White, 11% Black, 11% Hispanic, and 4% Asian. Despite this growth, the unemployment growth tends to be higher for non-Whites. Like women, minorities tend to be under-represented in higher paying occupations. An obvious role for workforce education is to assist women and people of color in qualifying for these jobs (Gray & Herr, 1998, p. 35).

Educators need to find ways to help women envision themselves in non-traditional jobs. Women need to realize that becoming an engineer, computer scientist, political leader, business executive, and a bio-technologist is within their grasp. Since society has stereotyped women for so many years, their vision of better jobs is limited. As technological and social changes move at an ever-increasing pace, women need to envision themselves as engineers, computer scientist, business executives, and other skilled, high-paying jobs in the trades sector (Lips, 1999, p. 11)

#### Emotional Intelligence

Educators of the 1990s have come to realize that plain academic excellence is insufficient for a successful life.

An individual's personal and emotional intelligence is also of equal importance (Kelly & Moon, 1998, p. 1). Some form of intelligence is needed beyond academic knowledge and cognitive problem-solving capacity for success in life. The need to examine the personal attributes and skills that link academic intelligence and success in school, work, and interpersonal relationships is also needed (p. 1).

Emotional intelligence is defined as a type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Dumas, 1996, p. 1). Emotional intelligence is also important to happiness (p. 1). When looking into the purpose and potency of emotions, it suggest that an individual's deepest feelings, or passions and longings, are essential guides, and that society owes much of its existence to their power in human affairs (Goleman, 1995, p. 4).

Emotions guide individuals in facing predicaments and tasks too important to leave to intellect alone such as danger, painful loss, persistence toward a goal despite frustrations, bonding with a mate, or building a family. Each one of these emotions offers a distinctive readiness to act; each points individuals in a direction that has worked well to handle the recurring challenges of human life. As these eternal situations were continually repeated over evolutionary history, the survival value of the human emotional repertoire was attested to by its becoming imprinted in an individual nerve as innate,



automatic tendencies of the human heart. A view of human nature that ignores the power of human emotions is sadly shortsighted. (p. 4)

Emotional intelligence includes both personal and social competence. Personal competence involves self-awareness, self-regulation, and motivation. Personal competence is reflected in such characteristics as self-confidence, knowledge of one's own strengths and limits, self-control of emotions, trustworthiness, flexibility, comfortability with new ideas and change, initiative, drive, commitment, optimism, accountability for one's own performance, and the performance of one's personal best (Bellack, 1999, p. 1). Personal talent is also defined as aptitudes that are primarily intrapersonal and enable one to take constructive action with respect to both people and tasks. Personal talent includes both affective processes and aptitudes and cognitive processes and aptitudes, such as volition and self-regulation. These two correlated sets of abilities help an individual develop self-awareness, capitalize on personal strengths, minimize personal weaknesses, make effective life decisions, and set and achieve goals (Kelly & Moon, 1998, p. 4).

Social competence includes the capacity for empathy and effective social skills. It is also important in such qualities as recognizing and responding to people, valuing

diversity, political awareness, effective listening and communication, influencing and inspiring others, managing change, resolving conflict, and cooperating and collaborating with others toward shared goals (Bellack, 1999, p. 1). Social intelligence is also understood as the ability to understand other people and social interactions and to use this knowledge to lead and guide others to mutually satisfying outcomes. There is agreement among parents, students, and teachers that social competence is important for academic and career achievement as well as for family relationships (Kelly & Moon, 1998, p. 4).

Emotional intelligence also includes individuals being aware of their feelings and using that knowledge to make good decisions. It is being able to manage distressing moods, calm oneself when anxious, and handle anger appropriately. It is maintaining hope in the face of setbacks, having empathy, and being able to get along with people (Brown, 1996, p. 85).

"Know thyself", implored Socrates more than 2,000 years ago. This was one of the most famous aphorisms in any language. It has been passed down through the ages as part of the criteria for wisdom and peace of mind; it has been ideal for a slogan for positive mental health.

Knowing oneself, deeply and fully, involves facing oneself

squarely and honestly (Hamachek, 2000, p. 1). It can open a door to a simple and psychological truth. The self is not something with which individuals are born but is something they create out of their experiences and interpersonal relationships. Most people accept the importance of knowing oneself and of knowing more about the kind of person they think they have become. For many, however, there is confusion about what self-knowledge or self-understanding means and how to acquire this kind of intrapersonal savvy (Hamachek, 2000, p. 1).

Those with low emotional intelligence may be those who feel they do not have the ability or skills to succeed in life, feel inadequate around people, and have a negative feeling about themselves (Merriam & Caffarella, 1999, p. 323). Emotional intelligence can lead to behaviors that may cause an individual to commit a criminal act or not commit a criminal act. This decision can lead the individual to become incarcerated or not be incarcerated.

Questions of why females choose crime as a way of life may have much to do with the way they perceive themselves. Research findings show questions like this can be answered by linking crime and abuse of female offenders together (Brown, 1998, p. 89). Environmental factors may be contributing to the increase in crimes committed by women.

Abuse is one such factor. Adults abused as children will have difficulty negotiating the demands of adult life (Mendoza, Sargent, & Chong Ho, 1994, p. 4). The personality formed in an environment of coercive control is not well adapted to adult life. The survivor is left with fundamental problems in basic trust, autonomy, and initiative (p. 4). For women, the tasks of establishing independence and intimacy in early adulthood is often burdened by major impairments in self-care, in cognition and memory, in identity, and in the capacity to form stable relationships (p. 5). Females can become a prisoner of their childhood. Given the limited capacity of the survivor of abuse to cope with the demands of adult life, it seems plausible that women who were abused as children would be unable to negotiate the environmental stresses that have been associated with crime. Many survivors of abuse turn to drugs and alcohol as a means of coping and end up in abusive relationships, financial hardship, and prison (Mendoza, Sargent, & Chong Ho, 1994, p. 4).

Women prisoners are likely to have endured a long history of physical, sexual, and emotional abuse before their incarceration. This situation usually precedes female criminality (Bill, 1998, p. 106). While in prison, these

women experience again feelings of powerlessness and vulnerability by prison officials (p. 106).

To help female inmates to succeed when returning to society and the workplace and to improve their emotional intelligence is important. Emerging researches from education and business point to the importance and value of emotional intelligence to personal health and career excellence (Low & Nelson, 2000, p. 2).

There are five major domains of emotional intelligence: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships (Merriam & Caffarella, 1999, p. 181). In *Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman's description of how adults might display their emotional intelligence is similar to Gardner's concept of personal intelligence. Both authors speak to the need for people to make personal connections and be empathetic as well as to have access to their own internal feelings (Merriam & Caffarella, 1999, p. 181). By incorporating education along with the five characteristics of emotional intelligence, a behavior change might occur. Self-directed learning can be incorporated as a learning process, in which individuals take the primary initiative for planning, carrying out, and evaluating their learning

experiences (Meriam & Caffarella, 1999, p. 293). This can be added to transformation of the individual where learning shapes people. They are difference afterwards, in ways both they and others can recognize (p. 318).

Educators of children have gravitated to Goleman's ideas that outline practices that schools can utilize to encourage the development of emotional intelligence and show adults how emotional intelligence can assist them with their lives in both home and work situations (Merriam & Caffarella, 2000, p. 181).

Improving emotional intelligence may help adults achieve more success and satisfaction in their personal and career life. Learning and understanding emotional skills may help adults as much, if not more, than traditional academic learning (Goleman, 1995, p. 256). Emotional intelligence is an ability that can be easily and intentionally learned at any stage of development (Low & Nelson, 2000, p. 3).

## CHAPTER III

### METHODOLOGY

#### Design

This study utilized an ex post facto design focusing on the effect educational programs had on the emotional intelligence of female inmates incarcerated at the Eddie Warrior Correctional Center in Taft, Oklahoma:

Causal-comparative, or ex post facto, research is that research in which the researcher attempts to determine the cause, or reason, for existing differences in the behavior or status of groups of individuals. In other words, it is observed that groups are different on some variable and the researcher attempts to identify the major factor that has led to this difference. Such research is referred to as "ex post facto" ("after the fact") since both the effect and the alleged cause have already occurred and are studied by the researcher in retrospect. (Gay, 1986, p. 321-322)

In this study a pretest and posttest were given to three groups of inmates using the Firo-B. One group consisted of the female inmates in the Regimented Treatment Program, the second group consisted of the female inmates that were enrolled in the Educational Programs, and the third group was the General Population group who was not

enrolled in any educational programs. The Firo-B was administered at the Eddie Warrior Correctional Center in the educational department. The administration of the Firo-B was part of the inmate's program, and the data was kept in their records. Before the administration of the Firo-B, inmates received an orientation in which researchers explained the purpose of the research and answered questions and concerns.

#### Sample

The population of a study is "the group to which the researcher would like the results of the study to be generalizable" (Gay, 1987, p. 112). In this study the population was inmates entering the Eddie Warrior Correctional Center. The sample was a smaller group that had been pulled out of the population and was representative of the overall group from which it was selected (p. 113). One way to get a representative group is with random sampling. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample (p. 114).

For this study, 157 female inmates were randomly selected from a special Educational Program, the General



Educational Program, and the General Population of the prison. The sample included 60 inmates from the Regimented Treatment Program, 48 inmates from the Educational Program, and 49 inmates from General Population. The design was set up to have approximately 50 inmates in each group for the statistical analysis. But given the intake process of the prison the following numbers were all that were available at the beginning of the study. Each inmate was given a pre-test upon entering the programs and a post-test one year later after completion of the programs.

#### Instrumentation

##### Firo-B Awareness Scale

The Firo-B (Fundamental Interpersonal Relations Orientation-Behavior) is a behavior instrument that measures how an individual typically will behave with other people and how the individual expects others to act toward them. The instrument has 54 questions that can be answered with a response scale from 1-6: 1=Never, 2=Rarely, 3=Occasionally, 4=Sometimes, 5=Often, and, 6=Usually. The instrument is formatted as a one-page layout with very small print and small boxes in which the respondent marks their score. The questions are in block format in

subsections 1-16, 17-27, 28-40 and, 41-54. The test takes about 30 minutes to complete and is not timed. There are six sub-scales on the Firo-B. There are Expressed and Wanted scores for each of the areas of Inclusion, Control, and Affection. These scores may range from 0-9. Scores of 0-2 are low scores, which show individual preference for this behavior is very selective. A score of 3-6 is the medium range, which shows individual preference for this behavior is moderate. Scores of 7-9 are high scores, which shows individual preference for this behavior is strong. The general behavioral descriptions for high and low score in each are more applicable for scores that are closer to the extremes of the range.

Scoring is done with the use of a scoring template. The summary scores derived from the six basic scale scores are written on the front of the Firo-B. The Firo-B form has spaces provided for sums of column (3), sums of row (2), sum of totals (1), differences within columns (3), and sum of differences (Schutz, 1978, p. 6).

Validity is the degree to which a test measures what it is supposed to measure; consequently, it permits appropriate interpretation of scores (Gay, 1996, p. 138). The three major types of validity are construct, content, and criterion related. Construct is the degree to which a

test measures an intended hypothetical construct. A construct is a nonobservable trait, such as intelligence, which explains behavior. A construct cannot be seen; it can only be observed by its effect (Gay, 1996, p. 140).

Schultz developed the Firo-B on the theory that beyond the needs for survival, food, shelter, and warmth, individuals each have unique interpersonal needs that strongly motivate them. These needs relate to the areas of Inclusion, Control, and Affection (Waterman & Rogers, 1996, p. 2).

**Inclusion:** inclusion refers to one's general social orientation. Thus, a low expressed score means that the person is uncomfortable around people and will tend to move away from them. High expressed score suggests that the person is comfortable in social settings and will tend to move toward people.

A low wanted inclusion score means that the person is selective about with whom association takes place, while a high wanted score means that the person has a strong need to belong and to be accepted.

**Control:** The score on this dimension pertains to leadership behavior. A low expressed score means that the person avoids making decisions and taking responsibility. A high expressed score indicates that the person can and does take on the responsibilities involved in a leadership role.

A low wanted control score suggests that the person does not want to be controlled by others. A high wanted score reflects abdication of responsibility and a disposition toward accepting control from others. For some women, a high

score may merely be a measure of tolerance rather than the degree of control desires. This is the only score that requires a differential interpretation for females.

Affection: This dimension, unlike inclusion, concerns itself with the need for deep relationships rather than superficial ones. Thus, a low expressed score describes a person who is cautious about initiating the development of close, intimate relationship; a high expressed score suggests that the person can readily become emotionally involved, establishing intimate relationships with others.

A low wanted affection score indicates that the person is very selective about with whom deep relationships are formed while a high wanted affection score describes a person who wants others to initiate close, intimate relationships. (Schutz, 1978, p. 6)

Schultz does not address construct validity in the Firo-B, but provides information regarding content validity and concurrent/criterion validity. Content validity is the degree to which a test measures an intended content area. Content validity requires both item validity and sampling validity. Item validity is concerned with whether the test items represent measurement in the intended content area, and sampling validity is concerned with how well the test samples the total content area (Gay, 1996, p. 139).

Content validity in the Firo-B was determined by showing how well the content of the test items sample the class of situation or the subject matter about which conclusions are to be drawn. If the theory underlying the

use of Guttman scales is accepted, then content validity is a property of all legitimate cumulative scales, and therefore, of all Firo-B scales (Schutz, 1978, p. 9). If all the items are measuring the same dimensions, and is of descending proportion, then they must represent a sample of items from that dimension. Any other item in that dimension fits between (or beyond) scale items according to the percentage accepting the items (i.e., marginal), and an individual's response to the new item is at least 90% reproducible (i.e., predictable) from the scale score (Schutz, 1978, p. 9). This would imply that any sample of items in this dimension would rank respondents in essentially the same way. Therefore, the sampling of the universe of items yields a satisfactory content validity (Schutz, 1978, p. 9).

Criterion-related validity is the degree to which the scores on a test are related to the scores on another already established test administered at the same time or to some other valid criterion available at the same time. Concurrent validity is determined by establishing relationship between scores on the test and scores on some other established test or criterion (Gay, 1996, pp. 141-142). Thus, the concurrent validity of the Firo-B was evaluated by showing how well test scores correspond to

measures of concurrent criterion performances or status. This validity area refers to studies, which attempt to demonstrate differences of present attitudes of individuals (Schutz, 1978, p. 9).

Since the original publication of the test in 1958, research on Firo-B has taken place in a wide variety of fields. These include: marriage counseling, compatibility on the outcome of several real-life dyads, evaluation of human relations workshops, and exploration in clinical work of the usefulness of inclusion, control, and affection as possible dimensions for psychiatric classification (Schutz, 1978, p. 9).

Reliability was established by examining the internal consistency of the items in the instrument. The coefficient of internal consistency is the measure based on the internal analysis of data obtained on a single trial. Essentially this measure indicates the degree to which the items are homogeneous, or measuring the same thing. The Firo-B scales were developed on about one thousand individuals. Some scales were altered when they proved unsatisfactory and then re-administered with unaltered scales. Subjects were mostly college students, with a small population of Air Force personnel. The reproducibility of all scales was very high (90%) and

consistent over all samples. These reproducibility scores were the coefficients of internal consistency for Firo-B (Schutz, 1978, pp. 8-9).

Reliability was also confirmed for the Firo-B by checking its stability over time. Coefficient of stability refers to the correlation between test scores and scores on a retest after a period of time (Schutz, 1978, p. 10). For the Firo-B, this is an important measure since interpersonal orientations are presumably stable traits. The test-retest reliability coefficients among Harvard students over a one-month period provided the mean coefficient of the six scales at .76 (Schutz, 1978, p. 10).

#### Procedure

Each week 10-20 female prisoners arrive at the Eddie Warrior Correctional Center. Upon their arrival, female inmates are assembled for orientation. This is a procedure used to give instructions to the inmates on what conduct is expected and what rules and regulation must be followed while they are serving their sentences. Inmates are assigned to dorm units where they will live during their incarceration, given clothes to wear, and told what medical services are available. Identification badges with the

inmate's name, DOC (Department of Corrections) number, and picture are distributed and are to be worn at all times.

Orientation is also used to inform the female inmate of the educational opportunities and other programs that are available to them. These include Drug Rehabilitation, Moral Reconciliation Therapy, and parenting training. They were given a date and time to report to the education department for an academic assessment to see at what grade level they were functioning. It was at this time that the Firo-B was administered as a pretest in order to measure the emotional intelligence of the female inmate upon entering the prison.

The Firo-B was administered to inmates upon entering the prison and then one-year later upon exiting the prison. The test was used to measure the emotional growth upon completion of the educational programs and the Regimented Treatment Program.

#### Ex post facto

Because this study investigated the relationship between variables involving education and emotional intelligence, an ex post facto research was used. The independent variable, which is emotional intelligence, will change with education. Determining the exact causal



patterns is difficult. Some strong inferences to be taken into account are factors such as, but not limited to, different educational levels, higher or lower level of emotional intelligence and willingness to learn.

Ex post facto, also known as causal-comparative research, is research in which the researcher attempts to determine the cause, or reason, for existing differences in the behavior to the status of groups of individuals (Gay, 1996, p. 321). Ex post facto observes that groups are different from some variable and the researcher attempts to identify the major factor that has led to this difference. Such research is inferred as "ex post facto" which is Latin for "after the fact", since both the effect and alleged cause have already occurred and are studied by the researcher in retrospect (Gay, 1996, p. 322). The basic causal-comparative approach involves starting with an effect and seeking possible causes.

## CHAPTER IV

### FINDINGS

#### Profile of Inmates

There were 157 participants in this study. The only demographic variable that was gathered in this study was age (see Table 1). Of the 157 female inmates, the median age was 34 and the average age was 34.45 years with a standard deviation of 7.73. Approximately one-third (33.76%) of the participants in this study were under 30 years of age, almost half (45.9%) were in their 30's, and over one-fifth (22.4%) were in their 40's. Four (3.0%) of these participants were in their 50's.

The female inmates in this study were divided into three groups based on their educational program. Of the 157 women, 60 (38.2%) were in Regimented Treatment Program, 48 (30.6%) were in the Education Program, and 49 (31.2%) were in no educational program and remained in the General Population.

TABLE 1  
FREQUENCY OF AGES

Ages	Frequency	%
20 - 24	18	11.46
25 - 29	27	17.20
30 - 34	39	24.84
35 - 39	33	21.02
40 - 44	26	16.56
45 - 49	9	5.73
50 - 54	3	1.91
55 - 60	2	1.27
Total	157	100.00

#### Firo-B Results

The participants were administered the Firo-B as part of their entrance procedure. They were given the same form of the test one year later. The Firo-B measures areas of interpersonal needs, which are Inclusion, Control, and Affection. Each area is divided into two dimensions for each need, which are Expressed and Wanted. The Expressed dimension indicates how much the individual prefers to initiate the behavior. It is about what individuals actually do and what can be easily observed by others to initiate the behavior towards them. It shows how the individuals want to be treated by others in areas of importance, respect, and affection. They may not show or

request this need openly, but it is still the treatment they want from others. The Wanted dimension indicator can show respondents how to satisfy their interpersonal needs. It can also show respondents the means they prefer in taking initiative or having others take initiative with them.

Inclusion refers to one's general social orientation. A low Expressed score means that the person is uncomfortable around people and will tend to move away from them. A high Expressed score suggests that the person is comfortable in social settings and will tend to move toward people.

Control measures leadership behavior. A low Expressed score means that the person avoids making decisions and taking responsibility. A high Expressed score indicates that the person can and does take on the responsibilities involved in a leadership role.

Affection concerns itself with the need for deep relationships rather than superficial ones. A low Expressed score describes a person who is cautious about initiating the development of close, intimate relationship. A high Expressed score suggests that the person can readily become emotionally involved, establishing intimate relationships with others.

There are six sub-scales on the Firo-B. There is an Expressed and Wanted score for each of the areas of Inclusion, Control, and Affection. These scores may range from 0-9. Scores of 0-2 are low scores, which show individual preference for this behavior is very selective. A score of 3-6 is the medium range, which shows individual preference for this behavior is moderate. Scores of 7-9 are high scores which show individual preference for this behavior is strong. The general behavioral descriptions for high and low score in each area are more applicable for scores that are closer to the extremes of the range.

#### Component Areas: Pretest

The Pretest scores were low for the 157 participants on the Inclusion scale (see Table 2). For Expressed Inclusion, nearly one-half (49.68%) were in the low range of 0-2, and slightly less than half (45.23%) were in the medium range of 3-6. Only 5.1% scored in the high range of 7-9. For Wanted Inclusion, over three-fourths (77.71%) were in the low range. Of the remaining approximately one-fourth, 12.74% were in the medium range, and 9.56% were in the high range.

TABLE 2  
FREQUENCY OF INCLUSION

Score	Expressed				Wanted			
	Pre Fre- quency	%	Post Fre- quency	%	Pre Fre- quency	%	Post Fre- quency	%
0	24	15.29	18	11.46	108	68.79	111	70.70
1	25	15.92	26	16.56	7	4.46	6	3.82
2	29	18.47	25	15.92	7	4.46	6	3.82
3	23	14.65	25	15.92	8	5.10	6	3.82
4	26	16.56	29	18.47	3	1.91	7	4.46
5	14	8.92	11	7.01	4	2.55	2	1.27
6	8	5.10	9	5.73	5	3.18	2	1.27
7	7	4.46	7	4.46	8	5.10	10	6.37
8	0	0.00	5	3.18	3	1.91	3	1.91
9	1	0.64	2	1.27	4	2.55	4	2.55
Total	157	100.00	157	100.00	157	100.00	157	100.00

The pretest scores were also low for the 157 participants on the Control scale (see Table 3). Over three-fourths (79.61%) scored low on Expressed Control. Less than one-fourth (17.19%) scored in the medium range, and only 3.82% scored in the high range. Scores for the Wanted Control were also low with almost three-fourth (73.86%) scoring in the low range. Less than one-fourth (20.38%) scored in the medium range, and only nine individuals (5.73%) scored in the high range.

TABLE 3  
FREQUENCY OF CONTROL

Score	Expressed				Wanted			
	Pre		Post		Pre		Post	
	Fre- quency	%	Fre- quency	%	Fre- quency	%	Fre- quency	%
0	74	47.13	60	38.22	53	33.76	53	33.76
1	36	22.93	35	22.29	35	22.29	36	22.93
2	15	9.55	23	14.65	28	17.83	23	14.65
3	12	7.64	10	6.37	16	10.19	18	11.46
4	12	7.64	13	8.28	3	1.91	9	5.73
5	3	1.91	8	5.10	5	3.18	10	6.37
6	4	2.55	2	1.27	8	5.10	1	0.64
7	1	0.64	3	1.91	2	1.27	2	1.27
8	0	0.00	3	1.91	0	0.00	4	2.55
9	0	0.00	0	0.00	7	4.46	1	0.64
Total	157	100.00	157	100.00	157	100.00	157	100.00

The pretest scores were low for the 157 participants on the Affection scale (see Table 4). For Expressed Affection, slightly over one-half (56.05%) scored in the low range. Over one-third (38.85%) scored in the medium range. The remaining 5.05% scored in the high range. Scores for Wanted Affection were also low with slightly less than half (43.31%) scoring in the low range. Nearly one-half (49.68%) scored in the medium range with the remaining 7% scoring in the high range.

TABLE 4  
FREQUENCY OF AFFECTION

Score	Expressed				Wanted			
	Pre		Post		Pre		Post	
	Fre- quency	%	Fre- quency	%	Fre- quency	%	Fre- quency	%
0	15	9.55	19	12.10	23	14.65	26	16.56
1	34	21.66	28	17.83	23	14.65	22	14.01
2	39	24.84	41	26.11	22	14.01	18	11.46
3	39	24.84	43	27.39	15	9.55	14	8.92
4	10	6.37	5	3.18	24	15.29	34	21.66
5	10	6.37	7	4.46	36	22.93	31	19.75
6	2	1.27	6	3.82	3	1.91	5	3.18
7	2	1.27	3	1.91	5	3.18	1	0.64
8	2	1.27	4	2.55	3	1.91	3	1.91
9	4	2.55	1	0.64	3	1.91	3	1.91
Total	157	100.00	157	100.00	157	100.00	157	100.00

Total Score: Pretest

The Firo-B also has total scores for Expressed Behavior and Wanted Behavior. These scores are made up of the Expressed score and the Wanted score in each of the areas of Inclusion, Control, and Affection. Because all of the scores in these three areas tended to be low, the total scores of the Expressed and Wanted behaviors were also low (see Table 5). The classifications for the Total Inclusion, Total Control, and Total Affection are as follows: 0-5=low, 6-12=medium, and 13-18=high. On the Total Inclusion Pretest, nearly three-fourths (115) scored in the



low range. Of the remaining nearly one-fourth, 31 participants scored in the medium range, and 11 participants scored in the high range. On the Total Control Pretest, over three-fourths (123) of the participants scored in the low range. Of the remaining nearly one-fourth, 31 participants scored in the medium range, and 3 scored in the high range. On the Total Affection Pretest, slightly over one-half (83) scored in the low range. Slightly over two-fifths (67) were in the medium range. Only seven participants were in the high range.

TABLE 5  
FREQUENCY FOR TOTAL SCORES FOR INCLUSION,  
CONTROL, AND AFFECTION

Scores	Inclusion		Control		Affection	
	Pre	Post	Pre	Post	Pre	Post
0 - 5	115	116	123	121	83	74
6 - 12	31	26	31	35	67	77
13 - 18	11	15	3	1	7	6

Total Expressed and Total Wanted scores were also calculated on the Firo-B for the 157 participants. These scores are a combination of the Inclusion, Control, and Affection scores for the Expressed behavior and the Wanted

behavior. On the pretest for the 157 participants, these scores were low (see Table 6). On the Total Expressed and Total Wanted scales, 0-7 is regarded as low and indicates a desire not to want to initiate or be involved in activities. A medium score is 8-19 and indicates a desire to sometimes have other people initiate activities. A high score is 20-27 and indicates that individuals want people to initiate activities with them. Of the 157 participants for the pretest scores, two-thirds (105) scored in the low range. The remaining third (51) scored in the medium range with only one individual in the high range. For the Wanted score, nearly two-thirds (103) scored in the low range. The remaining third (54) scored in the medium range with only 4 scoring in the high range.

TABLE 6  
FREQUENCY OF TOTAL SCORES FOR  
EXPRESSED AND WANTED

Scores	Expressed		Wanted	
	Pre	Post	Pre	Post
0 - 7	105	95	103	110
8 - 19	51	60	50	46
20 - 27	1	2	4	1

The Overall score is calculated by combining the Total Expressed and the Total Wanted scores; this is equivalent to combining the Total Inclusion, Total Control, and Total Affection scores. The Overall score simply summarizes how strong a personal need is for general interpersonal contact and interaction. The scores for the 157 participants were low (see Table 7). Scores from 0-15 are considered low and indicate that interaction with others in all areas of Inclusion, Control, and Affection is not likely to be a strongly felt need. Scores from 16-26 are considered low medium and indicate interaction with others in all areas of Inclusion, Control, and Affection is on a selective basis. Scores from 27-38 are considered high medium and indicate that interacting with other people in the areas of Inclusion, Control, and Affection is a source of satisfaction and that interpersonal relationships help individuals attain the goals they want to reach. Scores from 39-54 are considered high and indicate individuals enjoy engaging frequently with others in all areas of Inclusion, Control, and Affection. Those in this range are likely to seek out, work on, and enjoy interpersonal relationships. The overall scores on the 157 participants were low. Nearly three-fourths (111) scored in the low range. Nearly one-fourth (36) of the participants scored in

the low-medium range. The high-medium range had only nine individuals, and only one scored in the high range.

TABLE 7  
FREQUENCY OF OVERALL SCORE

Scores	Pre	Post
0 -15	111	107
16 - 26	36	36
27 - 38	9	14
39 - 54	1	0
Total	157	157

Component Areas: Posttest

After the female inmates had been in the programs for one year, they were posttested with the Firo-B. For the 157 participants, the score still remained in the low range with a slight increase in some areas. For the Expressed scale (see Table 2), over two-fifths (43.94%) of the participants scored in the low range. Nearly one-half (47.13%) scored in the medium range. Only 14 individuals (8.91%) scored in the high range. The posttest scores for Wanted Inclusion were also in the low range. Over three-fourths (78.34%) of the participants scored in the low

range. Of the remaining nearly one-fourth, 17 (10.82%) scored in the medium range, and only 17 (10.82%) individuals scored in the high range.

The posttest scores were low on the Control scale (see Table 3). On the Expressed Control scale, three-fourths (75.16%) of the participants scored in the low range. Of the remaining one-fourth, most (21.02%) scored in the medium range, and only 6 (3.82%) scored in the high range. For the Wanted Control scale, nearly three-fourths (71.34%) scored in the low range. Of the remaining slightly over one-fourth, most (28.66%) scored in the medium range, and only seven scored in the high range.

The posttest scores were low for the 157 participants on the Affection scale (see Table 4). For Expressed Affection, slightly over one-half (56.04%) scored in the low range. Of the remaining participants, over one-third (38.85%) scored in the medium range, and eight (5.1%) scored in the high range. For Wanted Affection, over two-fifths (42.03%) scored in the low range. One-half (50.33%) scored in the medium range, and seven (4.46%) scored in the high range.

Total Scores: Posttest

The Firo-B also has a total score that is made up of the combination of the Inclusion, Control, and Affection scores (see Table 5). On the posttest for Total Inclusion, nearly three-fourths (116) scored in the low range. Only 26 (16.6%) scored in the medium range, and 15 (9.55%) scored in the high range. On the Total Control, over three-fourths (121) scored in the low range with 35 (22.29%) scoring in the medium range and only one (.64%) scoring in the high range. On the Total Affection scale, nearly half (74) scored low with approximately half scoring (77) in the medium range and with six (3.82%) scoring in the high range.

Total Expressed and Total Wanted scores were also calculated on the Firo-B for the 157 participants. The posttest scores for the participants remained low (see Table 6). For the Total Expressed scores, nearly two-thirds (95) scored in the low range with 60 (38.22%) scoring in the medium range and with only 2 (1.27%) scoring in the high range. For the Total Wanted scores, nearly three-fourths (110) scored in the low range with 46 (29.29%) scoring in the medium range and with only one (0.64%) scoring in the high range.

The Total Need scores for the posttests were calculated on the Firo-B for the participants (see Table 7). On the posttest scores, over two-thirds (107) scored in the low range with 36 (22.93%) scoring in the low-medium range, 14 (8.91%) scoring in the high-medium range, and none scoring in the high range.

#### Group Differences

The inmates scores on the pretest and posttest were compared to determine if any change had occurred in the emotional intelligence of the inmates. The t-test statistical procedure was used to compare these scores. The t-test is used to determine whether two means are significantly different at a selected probability level (Gay, 1996, p. 477). There are two different types of t tests, an independent sample t test and non-independent sample t test. In the independent t test, the groups are not related except that they are from the same population. The non-independent t test is done with some type of matching or when the two samples are measured at different times (p. 478). This is referred to as a paired t-test when "a single group of subject is measured twice" (Huck, Cormier, & Bounds, 1974, pp. 52-53).

In this study the differences were examined for the participants between their pretest and posttest scores. The paired t-test was used to examine these differences for the total scores for Inclusion, Control, Affection, Expressed, Wanted, and Overall. The only significant differences found were on the Total Expressed scale (see Table 8). The mean on the pretest was 6.53, and the mean on the posttest was 7.73. Although this difference of 1.2 was statistically significant, the range for the score is 27, and scores from 0-7 are considered low. Thus, even with the growth of 1.2 points, the inmates were still performing at a low level. While results of this type may have statistical significance, they are not practically significant. Even though facts that result from educational research can be statistically significant, it does not automatically mean they are of any educational value. Statistical significance means that results would be likely to occur by chance a certain percentage of the time. This only means that the observed relationship or difference is likely a real one, but it does not necessarily mean that it is an important one (Gay, 1996, p. 521).



TABLE 8

## t-TEST OF PRETEST AND POSTTEST SCORES

Scale	t	df	p
Total Expressed	2.134	156	.034
Total Control	1.109	156	.269
Total Inclusion	.872	156	.384
Total Need	.756	156	.451
Total Wanted	.634	156	.527
Total Affection	.399	156	.690

## Educational Differences Between Groups

The participants in this study were divided into three groups according to the type of educational program they experienced: the Regimented Treatment Program, the regular Educational Program, or no educational program as a member of the General Population of the prison. Differences among the groups were explored with an analysis of variance procedure. An analysis of variance is used to determine whether there is a significant difference between two or more means at a selected probability level (Gay, 1996, p. 479).

An additional pretest and posttest score was calculated for this analysis. In order to capture the maximum possible amount of variance, the raw scores for each of the 54 items of the Firo-B were used to calculate a

Total score. The negative items on the test were recoded so that their value accurately represented the rating of the item. Questions 19, 25, 35, 40, 46, and 52 were the negative items and were recoded as follows: 1=6, 2=5, 3=4, 4=3, 5=2, and 6=1. All 54 items were added together to construct the Total score.

Scores could range from 54 to 324 on the Total score. The mean for the Total pretest (166.66) and the Total posttest (163.66) was below the mid-point of the scale of 189 and indicates a typical response of "Occasionally" or "A few people" on the scales. When the groups were separated into quartiles on the pretest, one-fourth of the group was in each of the following ranges: 80-132, 133-152, 153-181, and 182-250 (see Table 9). The quartile grouping had a similar range on the posttest: 63-138, 139-162, 163-187, and 188-257 (see Table 9).

TABLE 9

## FREQUENCY OF TOTAL FIRO-B SCORES BY QUARTILES

Quartile Range	Number	%
Pretest		
80 - 132	40	25
133 - 152	40	25
153 - 181	38	25
182 - 250	39	25
Posttest		
63 - 138	40	25
139 - 162	40	25
163 - 187	39	25
188 - 257	38	25

An analysis of covariance (ANCOVA) was calculated using the Total score to investigate the relationship between emotional intelligence and the female inmates educational programs of the Regimented Treatment Programs, the Educational Programs, and General Population. Analysis of covariance is "one of the most useful and sophisticated parametric statistical techniques" (Huck, Cormier, & Bounds, 1974, p. 132) because it allows for the adjustment of "differences between the groups on some relevant covariant (concomitant) variable" (p. 134). This process statistically controls for any initial differences that might have existed between the groups and which might confound the differences between the group (p. 135). "In a

one-way analysis of covariance, there are (1) two or more comparison groups which differ from one another along a single dimension, (2) scores on the dependent variable, and (3) scores on the covariant variable" (p. 136). This procedure tests for a difference among the adjusted means of the groups on the dependent variable.

In this ANCOVA, the posttest for the Total score was the dependent variable, and the inmates were divided into their three educational groups. The covariant was the pretest for the Total score. A significant difference was found among the groups (see Table 10). Those in the Regimented Treatment Program (171.11) scored significantly higher than those in the Educational Program (156.26) and the General Population (155.79).

TABLE 10

ANALYSIS OF COVARIANCE FOR TOTAL FIRO-B POSTTEST  
WITH PRETEST BY EDUCATIONAL GROUPS

Source	SS	df	MS	F	P
Pretest	64,051.46	1	64,051.46	85.89	0.001
Between	8,437.83	2	4,218.92	5.68	0.004
Within	114,096.80	153	745.73		
Total	186,586.10	156			

In addition to the analysis of the Total score, additional analyses of covariance were conducted for all of the standard scores of the Firo-B. These included Total Inclusion, Total Control, Total Affection, Total Expressed, Total Wanted, and Overall. In each analysis, participants were divided into three groups according to the type of education programs they experienced: The Regimented Treatment Program, the regular Educational Program, or General Population. The posttest was adjusted for the pretest scores.

Significant differences were found on five of the six scales (see Table 11). For the Overall score, the Regimented Treatment (15.88) group had a higher adjusted mean than the Educational (11.13) group and the General Population (12.76) group. This score was in the low-medium range, but it was only by one point. For the Expressed score, the Regimented Treatment (8.47) group had a higher adjusted mean than the Educational (6.10) group and General Population (6.82) group. This score was in the medium range of the scale but only by one point. For the Inclusion scores, the Regimented Treatment (5.56) group had a higher adjusted mean than the Educational (3.9) group and the General Population (4.22) group. This score was also in the medium range of the scale but only by three-fourths

of a point. For the Wanted scores, the Regimented Treatment (7.55) group had a higher adjusted mean than the Educational (4.71) group and General Population (6.10) group, but it was still in the low range. For the Affection scores, the Regimented Treatment (6.17) group had a higher adjusted mean than the Educational (4.44) group and the General Population (5.88) group. This score was in the medium range but only by one point. For the Control scores, the Regimented Treatment (4.20) group had a higher adjusted mean than the Educational (3.19) and General Population (2.82) group, but all of the scores were in the low range.

Thus the Regimented Treatment Program scored higher than the other two programs in all of the six characteristics but was at the edge of the low group. Even though the inmates gained slightly, it was still not practically significant, and the scores were still considered low.

TABLE 11

ANALYSIS OF COVARIANCE OF POSTTEST TOTAL  
FIRO-B SCORES BY EDUCATIONAL GROUPS  
WITH PRETEST TOTAL SCORES

Source	SS	Df	MS	F	P
Inclusion					
Covariant	815.35	1	815.35	65.83	0.001
Between	160.59	2	80.29	6.48	0.002
Within	1894.96	153	12.39		
Control					
Covariant	258.18	1	258.18	34.73	0.001
Between	37.54	2	18.77	2.53	0.083
Within	1137.27	153	7.43		
Affection					
Covariant	575.30	1	575.30	58.93	0.001
Between	66.05	2	33.03	3.38	0.036
Within	1493.54	153	9.76		
Expressed					
Covariant	749.21	1	749.21	57.08	0.001
Between	174.26	2	87.13	6.64	0.002
Within	2008.27	153	13.13		
Wanted					
Covariant	963.42	1	963.42	61.63	0.001
Between	160.63	2	80.32	5.14	0.007
Within	2391.70	153	15.63		
Overall					
Covariant	3334.10	1	3334.10	76.85	0.001
Between	634.73	2	317.37	7.31	0.001
Within	6638.14	153	43.39		

### Emotional Intelligence and Age

An analysis of covariance was used to measure the difference between the emotional intelligence and age of the female inmates. Several analyses were conducted. In

each of them, the dependent variable was the posttest for the Firo-B score, and the covariant was the pretest score.

The inmates were divided into quartiles which formed age groups. The age groups for these quartiles were as follows: 21-28, 29-33, 34-39, and 40-58. The scores for the posttest were calculated on the groups to see if there were any differences between age and the interpersonal characteristics on the Firo-B, (see Table 12). For the Expressed score, ages 21-28 (8.72) had a higher adjusted mean than ages 29-33 (7.27), ages 34-39 (6.93), and ages 40-58 (6.14). Even though ages 21-28 scored in the medium range of the scale, it was only by one point and of no practical significance. For the Inclusion score, ages 21-28 (5.52) had a higher adjusted mean than ages 29-33 (5.00), ages 34-39 (3.99), and ages 40-58 (3.43). For the Control score, ages 21-28 (4.76) had a higher adjusted mean score than ages 29-33 (3.08), ages 34-39 (3.24), and ages 40-58 (2.87). All of the age groups scored in the low range.



TABLE 12

ANALYSIS OF COVARIANCE OF POSTTEST TOTAL  
FIRO-B SCORES BY AGE GROUPINGS  
WITH PRETEST TOTAL SCORES

Source	SS	Df	MS	F	P
Total Score					
Covariant	71,578.50	1	71,578.50	93.37	0.001
Between	3,222.19	3	1,074.06	1.40	0.245
Within	116,529.12	152	766.64		
Inclusion					
Covariant	815.35	1	815.35	63.41	0.001
Between	101.20	3	33.73	2.62	0.053
Within	1,954.35	152	12.86		
Control					
Covariant	258.18	1	258.18	35.87	0.001
Between	80.91	3	26.97	3.75	0.012
Within	1,093.89	152	7.20		
Affection					
Covariant	575.30	1	575.30	56.58	0.001
Between	13.96	3	4.65	0.46	0.712
Within	1,545.63	152	10.17		
Expressed					
Covariant	749.21	1	749.21	55.44	0.001
Between	128.44	3	42.81	3.17	0.026
Within	2,054.09	152	13.51		
Wanted					
Covariant	963.42	1	963.42	58.69	0.001
Between	57.26	3	19.09	1.16	0.326
Within	2,495.07	152	16.41		
Overall					
Covariant	3,334.10	1	3,334.10	72.75	0.001
Between	306.46	3	102.15	2.23	0.087
Within	6,966.42	152	45.83		

The youngest age group (21-28) scored higher than the other three age groups in all of the six characteristics. Even though the younger inmates gained slightly on these scales, it was not considered significant because the

youngest inmates only went from the low end of the scale to the high end of the scale. They were still in the low range of emotional intelligence.

### Discriminant Analysis

This study is one of several studies conducted under the supervision of Dr. Gary Conti using multivariate statistical procedures. Most of the studies have used a similar format for presenting the discriminant analyses which were conducted. The presentation of the discriminate analyses in this study parallels the write-up of earlier studies (cf., Kolody, 1997; Lockwood, 1997).

Discriminant analysis is a statistical technique which allows the investigation of the differences between two or more groups in the relationship to several variables simultaneously (Klecka, 1990, p. 7). In discriminant analysis as with other multivariate techniques, the emphasis is upon analyzing the variables together rather than singularly. In this way, the interaction of multiple variables can be considered (Conti, 1993). This statistical procedure "requires the researcher to make meaningful decisions about the data and to impose sense upon it" (p. 90).

Discriminant analysis can be used either to describe the way groups differ or to predict membership in a group. In this study, discriminant analysis was used to investigate if emotional intelligence as measured by the items on the Firo-B could be used to identify the ways groups differed. Two analyses were conducted. In the first 157, the participants were grouped according to educational programs. In the second, they were grouped by whether or not they were in the Regimented Treatment program. For both analyses, the 54 items on the Firo-B posttest were used as the discriminating variables to determine if it was possible to discriminate among the groups.

Two criteria were used for judging if it was possible to discriminate between those in the group using the discriminating variables of the Firo-B. Established criteria are needed for determining if the function can be "judged as good and useful" (Conti, 1993, p. 93). The first criterion was that it needed to be possible to describe the discriminant function by using the structure coefficients with a value of .3 or greater (p. 93). The second criterion was that the discriminant function had to correctly classify at least one-half of the cases beyond the chance placement than might occur in the group. The

first criterion examined the structure matrix, which shows the correlation between the individual discriminating variables and the overall discriminant function (Klecka, 1980, p. 31). This criterion requires that the function must have clarity in order to be judged good and useful. The second criterion requires the discriminant function to account for a significant amount of variance before it can be useful. This can be viewed as "an index of the effectiveness of the discriminant function" (Norusis, 1988, p. B-13). Together these two criteria require that the function be both clearly descriptive and highly accurate in order to be used.

#### Educational Groups

Discriminant analysis was used to describe the combination of variables on the Firo-B that could be used to distinguish the educational groups of the Regimented Treatment Program, Educational Programs, and General Population. The 157 respondents were placed in three groups. One group of 60 was the Regimented Treatment program, one group of 48 was the Educational program, and one group of 49 was the General Population group. The set of discriminating variables used to predict placement in these groups consisted of the 54 items found in the Firo-B.

The raw values on the six-point scale were used; negative items were recoded so that they correctly represented their value in relationship to the other items.

The pooled within-groups correlations are the correlations for the variables with the respondents placed in their groups by educational programs. In a multivariate analysis, the variables should not be sharing variance. The within-groups matrix was examined to investigate how the discriminant function was related to the variables within each group in the analysis. The examination of the 1,431 coefficients in this analysis showed that all were at a sufficiently weak level to retain the variables in this analysis. The coefficients were at these levels: .0=313, .1=357, .2=221, .3=122, .4=177, .5=134, .6=58, .7=45, and .8=4. Of the 1,481 possible correlations, 16.8% (241) were at .5 or above. An examination of the correlation matrix revealed that these correlations tended to be for items that were similar in wording or only represented a few of the many correlations possible for an item. Therefore, it was judged that none of the variables were sharing enough variance to be removed from the analysis.

Stepwise selection was used to determine which variables contributed to the discrimination between the educational groups. Stepwise procedures produce an optimal

set of discriminating variables. Wilks' lambda was used as the selection criterion in this study because it takes into consideration both the differences between the groups and the cohesiveness within the groups. Only one variable was included in the discriminant function. This variable was Question 7 which deals with being included in informal social activities. Its Wilks lambda value was .904.

Standardized discriminant function coefficients are used to determine which variables contribute most to the discrimination between the groups. These coefficients revealed the relative importance of each variable to the overall discriminant function. The standardized coefficient for Question 7 was 1.0 because it was the only variable in the function.

The percentage of cases correctly classified shows how accurate the discriminant function was in grouping the respondents. This analysis had three groups; therefore, it had a chance placement rate of 33.3%. This analysis was 46.5% accurate in classifying cases. It correctly placed 33 (55%) in the Regimented Treatment program group, 23 (47.9%) in the Educational program group, and 17 (34.7%) in the General Population group. This was a 13.29% improvement over choice placement.

The discriminant function used to classify the cases into these groups was as follows:

$$D = .91 (\text{Question 7}) - 2.83.$$

The group centroids for the three groups were as follows: Regimented Treatment Program group (.396), the Educational group (-.351), and General Population group (-.141). The canonical correlation is a measure of the degree of association between the discriminant scores and the groups and was .31 for this study. When this is squared, it indicates that the groups explain only 9.5% of the variation in the discriminant function.

The structure matrix is used to name the discriminant function (Klecka, 1980, p. 31). This matrix shows the similarity between each individual variable and the total discriminant function. This function is extremely important in discriminant analyses which have a descriptive purpose. In this interpreting process, variables with coefficients of approximately .3 and above are usually used for the interpretation. No variables in this analysis were at the .3 level. Therefore, this discriminant function was not named.

Thus, a discriminant analysis was calculated to investigate the hypothesis that it was not possible to discriminate between inmates based upon their educational

groupings using the items on the Firo-B. Based on the low percentage of variance explained by the discriminant function and the low percentage of accuracy of prediction into the groups by the discriminant function, it was determined that it is not possible to discriminate between educational groups based on the Firo-B.

#### Regimented Treatment Program

Discriminant analysis was also used to describe the combination of variables on the Firo-B that could be used to distinguish between the inmates who had participated in the Regimented Treatment Program and other inmates using the items of the Firo-B. For this analysis, the 157 were placed into two groups. One group of 60 was the Regimented Treatment program, and the other group consisted of 97 inmates who had not experienced the Regimented Treatment Program. The set of discriminating variables used to predict placement in these two groups consisted of the 54 items found in the Firo-B posttest. The raw value on the six-point scale was used; negative items were recoded so that they correctly represented their value in relationship to the other items.

The pooled within-groups' correlation is the correlations for the variables with the respondents placed



in their groups by education. The examination of the 1,431 coefficients in this analysis showed that all were at a sufficiently weak level to retain the variables in this analysis. The coefficients were at these levels: 0=314, 1=362, 2=216, 3=125, 4=170, 5=138, 6=57, 7=44, and 8=5. Thus, none of the variables were sharing enough variance to be removed from the analysis.

Only two variables were included in the discriminant function. The variables were Question 7, which dealt with being included in informal social activities, and Question 14, which dealt with being easily led by other people. Wilks's lambda values for question 7 was .911 and for question 14 was .885. The other variables included in the analysis did not account for enough variance to be included in the discriminant analysis. The standardized coefficients for Question 7 and Question 14 were 1.0, because they were the only two variables in this function.

The percentage of cases correctly classified shows how accurate the discriminant function was in grouping the respondents. This analysis had two groups; therefore, it had a chance placement of rate 50%. This discriminant function was 62.4% accurate in classifying cases. It correctly placed 39 (65.0%) in the Regimented Treatment

Program and 59 (60.8%) in the Educational Program. This was a 12.4% over chance placement.

The discriminant function, which was used to classify the cases into these groups, was as follows:

$$D = .75(\text{question 7}) + .51(\text{question 14}) - 3.37.$$

The group centroid for the Regimented Treatment program was .455 and for the Educational group was -.281. For this study the canonical correlation was .34. When this is squared, it indicates that the groups explain only 11.6% of the variation in the discriminant function.

The structure matrix had 35 sufficient coefficients that could have been included in the interpretation of the meaning of the discriminant function. However, because of the low placement rate for the function and because of the low percent of variance explained by the function, it was not named.

Thus, a discriminant analysis was calculated to investigate the hypothesis that it was not possible to discriminate between inmates who have participated in the Regimented Treatment Program and inmates in other educational programs using the items of the Firo-B. Based on the low percentage of variance explained by the discriminant function and the low percentage of accuracy of prediction into the groups by the discriminant function, it

was determined that it is not possible to discriminate between the Regimented Treatment program and other inmates.

### Cluster Analysis

Cluster analysis was conducted to determine if groups existed among the female inmates based on the 54 items of the Firo-B. Of the 157 participants, complete data was available on all 157. The goal of cluster analysis is to "have meaning and understanding emanate from the data itself" (Conti, 1996, p. 67). Whereas discriminant analysis is a deductive process in that the researcher attempts to impose sense upon the data, cluster analysis is an inductive process (p. 67). Cluster analysis is a "useful statistical procedure to discover structure in data that is not readily apparent by visual inspection or by appeal to other authority" (Aldenderfer & Blasfield, 1984, p. 16). It examines the data from a holistic point of view instead of just unrelated variables (Conti, 1996, p. 67). This in turn gives the data more meaning and understanding.

Cluster analysis is a multivariate statistical procedure that seeks to identify homogenous groups or clusters (Aldenderfer & Blasfield, 1984, p. 25). When conducting a cluster analysis, several methods are available to determine how the data will be combined into

clusters. The Ward's method was used in this study. This method "is designed to optimize the minimum variance within clusters and tends to create clusters of relatively equal size" (p. 43). Since there are no established formal procedures for choosing clusters, it is possible to get different numbers of clusters from the same data set (p. 54).

Multiple cluster solutions were examined. Using the cluster procedure in SPSS, two-cluster through seven-cluster solutions were calculated using the 54 variables of the Firo-B. The three cluster solution was determined to be the most appropriate for this data set based on the number of inmates. The clusters contained the following number of members: 60, 49, and 48.

Various methods can be used to identify the differences among the clusters, and this information can be used to name clusters. One technique is to examine separately the variables used to form the clusters (Norusis, 1988, p. B-95). Another is to examine the variables at the same time using discriminant analysis (Conti, 1996). In order to examine the interaction of the variables forming the three clusters, discriminant analysis was used:

Discriminant analysis is a useful tool for identifying the process that separates the clusters and therefore for helping to describe the clusters. By using the various clusters as the groups and by using the variables from the cluster analysis as the set of discriminating variables, an analysis can be generated which produces a structure matrix which describes the process that separates the various clusters into distinct groups and which yields a discriminant function that is a formula that can be used for predicting placement in the various clusters. (Conti, 1996, p. 71)

An examination of the 157 pooled within-groups coefficients in this analysis showed that most were at a sufficiently weak level to retain the variables in the analysis. The coefficients were at these levels: 610 below .0, 350 in the .1 range, 210 in the .2 range, 124 in the .3 range, 58 in the .4 range, 41 in the .5 range, 31 in the .6 range, 13 in the .7 range, and 1 in the .8 range. Thus, none of the variables in this discriminant analysis were sharing enough variance to be removed from the analysis.

Stepwise selection with Wilks' lambda was used to determine which of the 54 variables contributed to the analysis. Six variables were included in the discriminant function: Question 39=.536, Question 35=.385, Question 8=.307, Question 53=.256, Question 48=.229, and Question 38=.212.

The standardized discriminant analysis function coefficients show how each variable contributes to the

discrimination between the groups. The standardized coefficients for Function 1 were as follows: Question 8=.443, Question 35=.311, Question 38=.332, Question 39=.347, Question 48=.399, and Question 53=.084. For Function 2, the standardized coefficients were as follows: Question 8=.034, Question 35=.792, Question 38=.159, Question 39= -.700, Question 48=.416, and Question 53=-.595.

The percentage of cases correctly classified shows how accurate the discriminant function was in grouping the respondents. Since this analysis was conducted on the three groups found by cluster analysis, a high accuracy rate was expected, and this analysis was 83.3% accurate in classifying cases. It correctly placed 32 (97.0%) in Cluster 1, 38 (79.2%) in Cluster 2, and 67 (88.2%) in Cluster 3.

Two discriminant functions were produced in this analysis. They were as follows:

$$\begin{aligned} D_1 = & .395(\text{Question 8}) + .211(\text{Question 35}) + \\ & .274(\text{Question 38}) + .386(\text{Question 39}) + \\ & .434(\text{Question 48}) \text{ and } .075(\text{Question 53}) - 6.615. \end{aligned}$$

$$\begin{aligned} D_2 = & .031(\text{Question 8}) + .561(\text{Question 35}) + \\ & .131(\text{Question 38}) - .779(\text{Question 39}) + \\ & .453(\text{Question 48}) - .529(\text{Question 53}) - .749. \end{aligned}$$

The group centroids were as follows: -1.51 for Cluster 1, -.944 for Cluster 2, and 1.26 for Cluster 3. The eigenvalue for Function 1 was 1.56. The canonical correlation of .781 explained 61% of the variance. The eigenvalue for Function 2 was .839, and the canonical correlation of .675 explained 45.6% of the variance.

The most important item in the discriminant analysis to help name the process that separates the clusters is the structure matrix. When discriminant analysis is used with the groups produced by cluster analysis, the structure matrix is the primary item of interest because it "describes the process that separates the various clusters into distinct groups" (Conti, 1996, p. 71). The structure matrix for this analysis contained 23 variables with a high enough coefficient to be included in the naming process (see Table 13). These variables were:

Question 39--.72, Question 48--.69, Question 42--.66,  
Question 45--.65, Question 34--.60, Question 51--.58,  
Question 28--.57, Question 31--.54, Question 43--.54,  
Question 8--.54, Question 49--.53, Question 13--.51,  
Question 38--.48, Question 12--.48, Question 27--.48,  
Question 37--.47, Question 29--.47, Question 11--.47,  
Question 23--.45, Question 21--.41, Question 4--.41,  
Question 16--.41, Question 9--.40.

TABLE 13

## NAMING VARIABLES FROM STRUCTURE MATRIX

Item	Content	Characteristics	Coefficient
39	Invite to Parties	Want Inclusion	.72
48	Include Me	Want Inclusion	.69
42	Invite to Things	Want Affection	.66
45	Invite to Join	Want Inclusion	.65
34	Include Me	Want Inclusion	.60
51	Invite Me	Want Inclusion	.58
28	Invite to Things	Want Inclusion	.57
31	Invite	Want Inclusion	.54
43	Act Close	Want Affection	.54
8	Close and Personal	Express Affection	.54
49	Close and Personal	Want Affection	.53
13	Join Others	Express Inclusion	.51
38	Act Friendly	Want Affection	.48
12	Close and Personal	Express Affection	.48
27	Close and Personal	Express Affection	.48
37	Join Discussions	Want Inclusion	.47
29	Close and Personal	Want Affection	.47
11	People Around	Express Inclusion	.47
23	Close and Personal	Express Affection	.45
21	Close Relationships	Express Affection	.42
4	Close Relationships	Express Affection	.41
16	Join Activities	Express Inclusion	.41
9	Include Others	Express Inclusion	.40

The first eight items of the structure matrix dealt with the social interactions of the group. These eight items ranged from .72 to .54. These individuals wanted to be invited to join into activities with others. Their focus was on wanting to be included in social events and gaining recognition and attention from other individuals. These show a preference for being with others and



encouraging relationships. The second remaining 15 variables dealt with the emotional interactions of the female inmates with others. They suggested that these individuals wanted others to express that they cared about them. Although these individuals seldom displayed these needs, they enjoyed having warm, open and supportive relationships (Waterman & Rogers, 1996, p. 30).

Three groups emerged from the cluster analysis. The clusters were named Somewhat Social, Mildly Social, and Not Social. According to the Firo-B results the Somewhat Social group wanted to have a lot of social interaction with other individuals. The ironies of these results were that these inmates were in a boot camp environment and under strict disciplinary confinement. Interaction with any other inmates other than those in the same Regimented Treatment program was not allowed.

The female inmates in the Mildly Social group and the Not Social group preferred to have low social interaction. This would indicate that the inmates in these two groups wanted very little contact with other individuals and preferred to have a great deal of privacy. The irony of this situation was they shared the prison with a least 600 female inmates and were housed in dorms that held at least a 100 women. The Firo-B indicates that the female inmates

were lacking the interpersonal skills before they were incarcerated.

The mean scores for the inmates indicated that the Somewhat Social Group wanted the most social interaction and inclusion (see Table 14). The Mildly Social Group as well as the Not Social Group preferred to have their privacy and little or no contact with other individuals. The Somewhat Social Group scored highest in social interaction. This group had a greater desire than the other groups to be included in activities and have warm personal relationships. The Mildly Social Group and Not Social Group scored the lowest in this area. There were a few items of interest such as question 38, which indicated that all the groups wanted affection from others. This was indicated by the mean scores which were in the medium range. The Somewhat Social Group had a mean score of 5.59, Not Social 4.25, and Mildly Social 4.00. Question 38 showed how much affection the inmates wanted. It appears from these scores even if incarcerated, needing affection in life is a necessity for all the inmates in this study.

TABLE 14  
 MEAN SCORES BY CLUSTER ON NAMING VARIABLES

Item	Not Social	Mildly Social	Very Social
Expressed Affection			
4	3.08	2.73	4.11
12	2.50	2.39	3.76
21	2.50	2.52	3.88
23	2.31	2.30	3.51
27	2.48	2.30	3.67
Expressed Inclusion			
8	2.69	2.39	4.04
9	3.06	2.94	4.39
11	2.75	2.70	4.16
13	2.54	2.79	3.93
16	2.94	3.00	4.21
Wanted Affection			
29	2.21	2.33	3.59
38	4.25	4.00	5.59
43	2.83	2.64	4.04
49	2.58	2.73	3.82
Wanted Inclusion			
28	2.81	2.91	4.34
31	2.50	2.64	4.12
34	2.65	2.48	4.20
37	2.31	2.73	3.97
39	2.50	2.76	4.25
42	2.88	3.03	4.34
45	2.65	2.91	4.24
48	2.98	2.76	4.46
51	2.83	2.91	4.41

The groups differed slightly in age. Although the difference was not significant ( $F = 2.24$ ,  $df = 2/154$ ,  $p = .4$ ), it is useful for providing exploratory information. The mean ages (see Table 16) indicated that the two younger groups of Somewhat Social and Mildly Social wanted more

social interaction than the Not Social Group. The Not Social Group was the oldest of the three groups and their scores indicated that they were not interested in social contact or activities with others.

Another factor of interest was that the Somewhat Social Group was not only the youngest but was also the largest group of this study. This could indicate that the younger group enjoyed more social activities and interaction with others than the other two groups. The oldest group had more inmates from the General Population and the Education group than from the Regimented Treatment Group.

TABLE 15

## DEMOGRAPHIC VARIABLES BY CLUSTER GROUPS

Variable	Cluster		
	Not Social	Mildly Social	Somewhat Social
Number	48	33	76
Group			
RTP	12	10	38
Education	18	12	18
Gen. Pop	18	11	20
Age	36.4	33.7	33.6

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Summary of the Study

A survey conducted by the United States Department of Justice reported that 84.5% of the American public considers offender reformation among the purposes of incarceration. Offender reformation was regarded as very important by over half of the American public, and 13% considered it as somewhat important. Some view incarceration as a punishment within itself, and some citizens do not have a clue as to what goes on in the penal system. Prison, however, has never proven to be an effective vehicle for the reformation of offenders (Williford, 1994, p. 6).

Historically, a majority of prisoners released from penal systems have ultimately committed fresh offenses and returned to prison. There is significant research that suggests incarceration encourages rather than discourages criminal activity. As the rate of incarcerations continues to climb into the hundreds of thousands, reformation

programs continue to fail. These programs do not appear to be helping these individuals become self-sufficient, community-based individuals. This is a situation that needs to be addressed on a continuing basis due to the critical lack of descriptive and exploratory research that would enable the Department of Corrections to state anything with relative authority.

It could be argued that it is impossible, first, to know how to change an individual's behavior and, second, to know if that process has been completed. Many programs have been implemented in the prison in hopes of producing this change. One such program is the Regimented Treatment program at the Eddie Warrior Correctional Center in Taft, Oklahoma. This controlled, boot-camp environment was implemented in hopes of helping female inmates become more self-sufficient and to help them develop interpersonal characteristics that would enable them to become productive citizens. The program includes areas of education, drug counseling, and a step-by-step process to re-educate inmates behaviorally, socially, and morally. Upon their arrival at the prison, female inmates are placed in this program and remain there for the duration of one year.

The purpose of this study was to describe the emotional intelligence of the female inmates at the Eddie

Warrior Correctional Center. The programs were examined to see if they made a difference in the emotional intelligence of the inmates upon their release back into society. The Regimented Treatment Program is a one-year, four-tier program for first time offenders. To accomplish this, the study looked at the educational programs used in the Regimented Treatment Group to see if they increased the emotional intelligence of the female inmates as compared to the inmates in the Educational Group and the General Population Group. Emotional intelligence was measured with the Firo-B, which has been adopted by the Eddie Warrior Correctional Center as part of the assessment program.

A pretest-posttest statistical design was used to measure the outcome of these programs for 157 inmates. These inmates were divided into three groups according to their participation in certain educational programs. These groups were the Regimented Treatment Program (60), the Educational Program (48) and the General Population (47) who did not participant in any program. They were given the Firo-B both upon their arrival in the prison as a pretest and one year later after the completion of the programs as a posttest. The posttest was administered to measure the inmates progress in the programs. The Firo-B was thought to be a good tool for measuring emotional

intelligence. It is designed to help individuals in developing an awareness of their own relationship to other people. The inmates were given the Firo-B as a pretest upon their arrival to the prison. One-year later, after the completion of their designated program, it was used as a posttest to measure any changes in the inmates emotional intelligence.

#### Overview of Findings

This study found that although the participants were enrolled in programs that were rehabilitating, the programs were not making a practical difference in the growth of emotional intelligence. Participants entered prison with low emotional intelligence, and their score remained low one year later. These programs were not helping the female inmates develop emotional intelligence or interpersonal characteristics while they were participating in them.

A t test was used to compare the means of the pretest and posttest scores on emotional intelligence upon entering and exiting one year later. The findings indicated that there were no significant differences. The female inmates entered the prison with low emotional intelligence and it was still considered low upon leaving the prison one year later.



An analysis of variance (ANOVA) was used to examine the relationships between the educational groups and for the demographic variable of age. Scores from the Firo-B tended to be low in all of the areas. This included the areas of Inclusion, Control, and Affection. Since the scores were low in these areas, the Total Scores also were low. Thus, the scores for Inclusion, Control, Affection, Expressed, Wanted, and Overall Scores tended to be low and of no meaningful significance.

Differences between the groups and emotional intelligence were explored with an analysis of co-variance procedure. This procedure was used to see if there was a relationship between the emotional intelligence of the female inmates and their educational programs. The posttest scores were used as the dependent variable, and the pretest scores were used as the covariant. An additional pretest and posttest were calculated for this procedure. The raw scores for each of the 54 items of the Firo-B were used to calculate a Total Overall score with the negative items being recoded to accurately represent the rating of the item. Significant differences were found. Those in the Regimented Treatment Program scored higher than those in the Educational Group and the General Population Group, but

the Total Overall score was still in the low range so the significance was not meaningful.

An analysis of variance was run using these scores for the demographic variable of age and no differences were found. The age groups were 21-28, 29-33, 34-39, and 40-58. The younger age group scored higher than the other three age groups in three characteristics, but it was of no practical significance. Even though the younger inmates gained slightly on these scales, they only went from the low end of the low scale to the high end of the low scale.

Two discriminant analyses were run to see if there was an interaction between the items on the Firo-B and the educational groups. One analysis grouped the inmates into three groups of the Regimented Treatment Program, the Educational Program and General Population. The other grouped them into the Regimented Treatment Program and other inmates. Neither analysis was able to discriminate in a meaningful way among the inmates.

Cluster analysis was conducted to determine if groups existed among the female inmates based on the answers of the 54 items of the Firo-B. Three distinct groups were found and they were named The Somewhat Social Group, The Less Social Group, and The Not Social Group. The Somewhat Social Group was made up of the younger age group and

wanted to be included in all activities. The Less Social Group seemed to have little desire for social interaction, while The Not Social Group was the oldest group and wanted no social interaction.

#### Firo-B

*The Firo-B uncovered the extremely low level of emotional intelligence of the female inmates.*

The Firo-B is a useful tool for addressing self-awareness and one's relationships with other people. The scales of the Firo-B do not evaluate because there is no right or wrong, good or bad, ethical or unethical, intelligent or stupid, or moral or immoral responses. The scores simply help individuals know more about the way they see themselves (Schultz, 1978, p. 3). The Firo-B is a tool to help individuals see the areas that need improvement in their interpersonal characteristics, which helps develop emotional intelligence. As people go through life, their awareness of themselves should become more conscious and meaningful. This awareness becomes a tool that can help individuals make appropriate decisions concerning their choices in life.

Conclusions were drawn based upon the combination of the pretest and posttest scores of the Firo-B. The female

inmates were given the Firo-B as a pretest upon entering the prison and a posttest upon exiting the prison after completion of their prison sentence. Women in this study entered prison nearly devoid of emotional intelligence as measured by the Firo-B. Scores in the Firo-B awareness scale in all six categories for the female inmates were low. Some differences were found; however, these were small when taken in relationship to the scale of the Firo-B. The majority of the female inmates scored low on the pretest scale on the Firo-B and remained low. This indicates that the inmates had little desire to build interpersonal relationships with other individuals and preferred to keep other individuals at a distance and stay uninvolved in any activities. The Firo-B is a tool used to help individuals identify their personal development, giving individuals a chance to review and change behavior if necessary.

#### Educational Differences

*There was no practical difference found in the emotional intelligence of the female inmates after educational intervention for one year as measured by the Firo-B.*

One of the conclusions drawn by the findings of the ANOVA was that women who enter the prison are nearly devoid of emotional intelligence as measured by the Firo-B. The

Regimented Treatment Program was created because it was believed that educational intervention could help female inmates develop emotional intelligence. Prison officials have been hoping that the educational programs could help change the inmates behavior. In this study, female inmates were divided into three groups after the completion of their educational programs. The three groups were the Regimented Treatment Program (60), the Educational Group (48), and the General Population group (49). There was a significant difference found among the groups. Those in the Regimented Treatment Program (171.11) scored significantly higher than those of the Educational Program (156.26) and the General Population (155.79). Of the items on the Firo-B, there was some degree of change in the groups in all of the characteristic areas. In the area of Affection all of the scores increased as they did in the area of Expressed and Inclusion, but they were still considered low and of no practical difference. Individuals went from the low end of the scale to the high end of the scale, but they were still in the low range of emotional intelligence. Thus, it was concluded that the educational programs did not help the female inmates to further develop their emotional intelligence as believed.

Education has long been overlooked in corrections because it is easier and less costly to house an inmate than to rehabilitate one. Treatment of educational programs for women is distinctively poorer in quantity, quality, and variety than that of their male counterparts. Prison reports suggest that correctional programs have typically been conceived by males for males and only later often as an afterthought extended to female offenders for whom they may be thoroughly inappropriate (Williford, 1990, p. 59).

Women prisoners have largely been overlooked in the literature of prison higher education and have also been overlooked in the actual delivery of opportunities for higher education within the prison. The educational opportunities that are afforded to women prisoners tend to reflect the gender inequality and occupational role segregation that is deeply imbedded in the culture and society of our nation. According to the findings of the analysis of covariance there was no practical difference in the emotional intelligence of the female inmates after being in one of the educational programs for one year. Thus, this study shows that the educational programs do not seem to be making a difference in the lives of these female offenders.

Inadequate social skill training is also lacking in the educational programs for the female inmate. Not being able to cope effectively in their ability to relate to employers, coworkers, social agency officials or spouses is relevant. Inmates may be excessively timid or aggressive in their social encounters, or have other inappropriate behaviors in their attempts to obtain what they need in their occupational endeavors. Many job skill programs for women in the prison system are considered to be busywork or traditional female-oriented programs. These programs are not designed to address the inmates lack of usable skills or specialized knowledge that would allow them to compete in the labor market. With marketable skills, females are released back into low-wage, dead-end jobs in which they can barely manage to earn a subsistence living. Add to this that ex-inmates must report on job applications if they have ever committed a felony or been incarcerated. This automatically sets them up for failure. The prison system message to the female population is that they just want to make things harder for them while they are incarcerated so they will not want to come back. This is not happening. The female inmate population is growing on a daily basis.

There was no practical change in the emotional intelligence of the female inmates after educational intervention. The participants in the Regimented Treatment Program and the Educational Program scored low on the Firo-B even after attending the educational programs for a year. This indicates that the education did not help enhance emotional intelligence for the female inmates. It is apparent the unmet needs of the female inmates for development of a stronger emotional intelligence are not being addressed.

In correctional education programs, offenders may need help not only with academics but also in identifying issues that may be impeding their growth and development in their emotional intelligence. In institutions where programs have been developed and implemented addressing the special learning needs of the female inmates, findings indicate the person developed a more positive sense of personal worth, feeling of adequacy as a person, and self-evaluation of their personalities apart from their bodies or relationships to others (Stino & Palmer, 1998, p. 42). Because literacy has an affective component, certain curriculum encourages critical thinking as well as academic success that can contribute to the development of emotional intelligence. Education can strengthen one's self-image and



help to clarify values and lead to responsible decision-making (Warner, 1990, p. 24).

In order to assist the growing population of female inmates, institutional programs that are sensitive to and understand the different needs of the females inmate need to be developed. Because of the numerous difficulties faced by these females, programming should focus on alternative ways of helping female inmates cope in the educational setting. Instructors in the prison setting should be educated about the potential difficulties experienced by female inmates so that interactions between the student and the teacher do not exacerbate already established difficulties. Staff who is respectful, dedicated and compassionate should be involved with these programs. It is essential to the female inmate's success in prison that they be treated with respect and dignity. Instructors need to help the learner diagnose their needs for learning within the scope of the given situation. They need to plan with the learner a sequence of experiences that will produce the desired learning, while also creating conditions that will cause the learners to want to learn. Instructors need to select the most effective methods and techniques for producing the desired learning, and

providing the human material resources necessary to produce the desired learning (Knowles, 1980, p. 26).

### Imprisoned Inmates

*Little or no change occurred in emotional intelligence after a year of intervention programs.*

Low emotional intelligence was prevalent when female inmates entered the prison and little or no change occurred after a year of intervention programs. The results of the t test made it apparent that the emotional intelligence of the inmates did not change after one year of participating in an educational program while incarcerated. Therefore, it is evident from the findings of this study that the needs of the female inmates were not being met even after they attended an educational program while in the correctional institution. The inmates leave prison no better equipped to face their social and economic circumstances than when they entered the prison. They leave with nothing that would make it possible for them to take responsibility for their lives in less damaging ways.

Most incarcerated women do not have a strong sense of self-esteem or self-worth. While imprisonment tends to cause every inmate to see life as a series of failures, female inmates are especially prone to this. Female inmates

usually leave behind children they feel responsible for which further adds to the feelings of failure. The typical female offenders are poor, undereducated, unskilled, victims of past physical or sexual abuse, and single mothers of at least two children. They also enter the prison system with a host of unique medical, psychological, and financial problems. Thus, it would seem natural for individuals to score low in the areas of emotional intelligence.

Emotional intelligence has five major domains that are important: knowing one's emotion, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships (Merriam & Caffarella, 1999, p. 181). Emotional intelligence is the ability to regulate emotions in a way that enhances living (p. 182). It also enables individuals to step back from a situation and choose proper responses, an ingredient which seems to be missing in female inmates. Emotional intelligence along with interpersonal characteristics is a necessary part of everyday living and these are not being addressed by the educational programs of the Department of Corrections. It is imperative that decision makers introduce programs that address these needs and incorporate them into the daily lives of female inmates. Programs for these women must be

comprehensive and holistic in design. An all-inclusive approach to programming will provide opportunities for women to address some of their long-standing problems. These programs should have specific goals such as basic education, job skill training, psychological counseling, and treatment for substance abuse. Addressing other skill areas such as reading social signals, dealing with anger, understanding other's perspectives, and learning to respect others would also benefit the inmates by helping them become more responsible for their lives and their actions.

#### Special Programs

*There were no practical differences between the inmates that were put in the special programs and those inmates who were not. The programs did not help to enhance their emotional intelligence.*

The Regimented Treatment Program was established with the hope that it could help rehabilitate first-time female offenders arrested on drug or alcohol charges. Their sentences were of short duration compared with the other female offenders. Inmates serving time in the Regimented Treatment Program could count on their prison sentence being approximately one year. While other female offenders could serve as much as three years for the same crime. This program was implemented with a boot-camp disciplinary

environment with special programs that set these females apart from the other female inmates in the prison. The Regimented Treatment Program is the only one of its kind and is located at the Eddie Warrior Correctional Center in Taft, Oklahoma.

The females in the Regimented Treatment Program are not allowed to intermingle with the other inmates. They are not even allowed to converse with other imprisoned females. To show any disregard for these rules could further add days to their already short sentence of approximately one year. These females are put in special programs to address their behaviors. These programs are intense and specifically set apart for the females in the Regimented Treatment Program. The programs are designed to help the inmates in the areas of relapse prevention, social and moral growth, and education.

The discriminant analysis that was ran to compare the Regimented Treatment Program to the Educational Group and General Population in an educational setting was not able to discriminant between the groups. The results were the same when a different discriminant analysis was run to see if there was a difference between the inmates who had participated in the Regimented Treatment Program and the other female inmates who had not participated in the

treatment program. Thus, it did not matter how many boot camp disciplinary environments the female inmates were subjected to, it did not influence or help build their emotional intelligence or change any of their interpersonal characteristics as measured by the Firo-B.

Implications of an individual lack of emotional intelligence are very prevalent at the time of incarceration. These interpersonal characteristics are a necessary part of everyday living and are not being addressed. It is imperative that the decision-makers of the prison introduce a program or a series of programs that address daily living skills for the female inmates so they can incorporate them into their lives.

A central issue that needs to be addressed is recognition that the problems of the female inmates and their subsequent emotional needs are interconnected. Problems that result from drug and alcohol abuse, physical and sexual abuse, poor job skills and lack of education all intersect. The prisons need to take some drastic measures and evaluate the existing programs now being used to rehabilitate female inmates. There needs to be a new philosophical approach on how to rehabilitate these women in prison institutions. Emotional intelligence takes place in the affective domain and comes out of the phenomenology,

which is the study of the development of human awareness. Presently a behaviorist approach is used in the prison's Regimented Treatment Program which is not helping female inmates. The behaviorist approach was also prevalent in the traditional school systems from which these females were expelled or thrown out of before they completed high school.

Behaviorism emphasizes such concepts as control, behavioral modifications, learning through reinforcement, and management by objectives (Elias & Merriam, 1993, p. 10). Behaviorism does not address past psychological experiences that tend to leave these females with low emotional intelligence as measured by the findings of the Firo-B. The Regimented Treatment Program, which is rooted in behaviorism made no practical difference in the improvement of emotional intelligence of the female inmate.

Programs for women must be comprehensive and holistic in design. This all-inclusive approach to programming will provide opportunities for women to address some of their long-standing problems. These kinds of programs are being implemented throughout some of the prisons and the results are promising (Williford, 1994, p. 110). A progressive approach needs to be implemented into prison programs for the women. Some of the basic principles in adult education

originated in progressive thought: needs and interest, problem solving techniques, the centrality of experience, and the idea of social responsibility (Elias & Merriam, 1995, p. 45). One of the highest ideas of the progressive was education for democracy, defined by Dewey as people engaged in joint activity to solve their common problems. The goals of education as the early progressives saw them were both individual and social. Thus, in liberating the learner, a potential is released for the improvement of society and culture. The progressives accept the methods of science for understanding the human person and solving human problems (p. 48). With the progressive approach female inmates can clarify their values and look at them in relationship to the needs of society.

### Groups

*Cluster analysis was used to explore for groups within the female population based on emotional intelligence as measured by individual items of the Firo-B.*

Three distinct groups of female inmates were found with the results of the Firo-B. These three groups were named Somewhat Social, Mildly Social, and Not Social. The findings indicated that the Somewhat Social Group consisted of the younger inmates, who craved interaction and involvement with other individuals. The Somewhat Social



involvement with other individuals. The Somewhat Social Group also wanted to be included in the activities that were taking place within the prison which showed their need for Inclusion. Inclusion, as measured by the Firo-B, refers to general social orientation and the individual's desire to be in a social setting. The Mildly Social Group and the Not Social Group consisted of the older inmates. The results of the cluster analysis indicated these groups wanted privacy and very little interaction with other inmates. They had little desire for social interaction and were not comfortable around people.

Programs with a special emphasis on the emotional and affective dimensions of the personality need to be incorporated into the prison system programs. The groups found in this study, using cluster analysis, could offer prison officials insight in the development of programs that better address the different personalities of the inmates. The Not Social Group consisting of the oldest inmates preferred isolation rather than social interaction with the other inmates. Programs could be implemented that would help them develop an interest in their surroundings and would help give them direction in acquiring some interpersonal characteristics. Thus, a progressive

Presently programs used within the prison system are behaviorist and do not create conditions that are conducive to learning. Thus, these female inmates have not been successful in these penal system programs. The results of the cluster analysis showed that the inmates in this study exhibited a preference concerning their interaction with others. Information of this kind should be taken into consideration as programs are developed and incorporated into the placement of female inmates as they enter the prison system. The present programs are not altering the emotional problems these women had upon entering the prison, nor are they helping them to develop emotional intelligence even after being incarcerated. However, adults' learning does increase when participants are at ease in a setting with an instructor who relates to their present and past experiences (Knowles, 1980, p. 48). With the instructor serving as a procedural guide, the individuals can outline objectives that are directly related to their needs. When students are allowed to share in this process, they can take ownership of their learning, which becomes self-directed and increases knowledge (p. 48).

In addition, the psychological climate in an adult learning situation should be one of mutual respect and support.

People tend to feel more "adult" in an atmosphere that is friendly and informal, in which they are known by name and valued as unique individuals, than in the traditional school atmosphere of formality, semi-anonymity, and status differentiation between the teacher and student. (Knowles, 1980, p. 47)

### The Need For A Paradigm Shift

Paradigms represent a basic way of perceiving, thinking, valuing, and doing associated with a particular vision of reality (Anderson, 1992, p. 15). This study has shown that the emotional intelligence of female inmates as measured by the Firo-B upon their arrival in prison is noticeably low. It is low when they arrive to the prison and it is low when they leave one year later after educational intervention.

There were three different correctional approaches observed in this study. One was the boot-camp approach, one was the educational approach, and one was no educational approach. It did not seem to matter into which program the inmates were placed, because it made no practical difference in their emotional intelligence as measured by the Firo-B. The old paradigm keeps approaching

these programs from a behaviorist perspective much like that of the traditional school systems. These approaches seem to have consistently failed female inmates. The women in this study are suffering from extremely low levels of emotional intelligence and nothing is being done in the prison system to address this problem. Perhaps now is the time to stop looking to the behaviorist philosophy and begin looking at the affective domain where emotional intelligence begins. In moving to this new paradigm the fact remains that three distinct groups of women exist. With this information, prison officials can begin to approach the problem of low emotional intelligence among female inmates.

It is possible for educators to design programs for the Somewhat Social Group; however, for the other two groups, educators would need to combine their efforts with psychologists and counselors so as to create the most effective programs. It needs to be a combined effort of the two. The key element is to address the needs of the female inmates. This study provides an initial point for prison officials to use to create better and more worthwhile programs to implement in the prison system. A more progressive approach would show there are both societal and individual needs that need to be addressed in the training

programs. These females are incarcerated because society had certain standards that must be adhered to and these females did not meet the standards that society set for them with their behavior. These females are not making mature choices and their behavior indicates this. However, these female inmates also have individual needs that need to be taken into consideration. The current behaviorist approach is trying to impose a set of values on these individuals that teach morals and values through fear and intimidation. This is not making a meaningful difference. A progressive approach can address their needs so that the women can clarify their values and look at them in relationship to the needs of society. This can lead to an understanding of their behavior and a realization that their behavior has consequences. Through this process, female inmates can learn that they have to take responsibility for their actions. We can link this position to Dewey (1968) who believes that democracy rests on citizens taking responsibility for their actions and actively participating in society (337). Progressivism also focuses on practical problem solving for improving a person's life in society. Female inmates must take responsibility for their actions against society and society must find the reason for their actions so they will

not be repeated. Programs must be developed that encompass both society and the individual for success to ever be achieved in our prison system.

This study has shown that emotional intelligence is an intricate part of female inmates' make-up. These inmates come into prison with low emotional intelligence and the existing programs do not address this situation. Whether the inmate is placed in the Regimented Treatment Program, the Educational Program, or the General Population their needs are not being met. There was no practical difference. Legislators have touted the boot-camp approach which reinforces the existing paradigm of the behaviorist approach. It is not making a difference. Perhaps it is time for a paradigm shift.

If you can't touch their hearts you will never touch their minds (Davis, 1998).

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APPENDIX

Oklahoma State University  
Institutional Review Board

Protocol Expires: 5/18/02

Date: Saturday, May 19, 2001

IRB Application No ED01119

Proposal Title: EMOTIONAL INTELLIGENCE OF FEMALE INMATES AT EDDIE WARRIOR  
CORRECTIONAL CENTER

Principal  
Investigator(s):

Velva Brann  
PO Box 2896  
Claremore, OK 74018

Gary Conti  
206 Willard  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

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Dear PI:

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

  
Carol Olson, Chair  
Institutional Review Board



VITA

Velva V. Brann

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECT OF EDUCATIONAL PROGRAMS ON EMOTIONAL INTELLIGENCE

Major Field: Occupational and Adult Education

Biographical:

Education: Received General Education Diploma from Denver Community College, Denver, Colorado in 1976; received Bachelor of Art degree in Technology from Northeastern State University in 1991, in Tahlequah, Oklahoma; received Bachelor of Science degree in Psychology from Northeastern State University in 1991, in Tahlequah, Oklahoma; received Master of Science degree in Human Resources from Northeastern State University in 1994, in Tahlequah, Oklahoma. Completed the requirements for the Doctor of Education degree with a major in Occupational and Adult Education at Oklahoma State University, Stillwater, Oklahoma, in December, 2001.

Experience: Employed Rogers State University as Assistant Director of Special Programs in Claremore, Oklahoma

Professional Memberships: Oklahoma Division of Student Assistance, Member Southwest Association of Student Assistance Programs, Member Correction Education Association.