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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

CONGRUENCE AMONG MEASURES OF ATTITUDES AND VALUE JUDGMENTS OF TRAINEES, WITHIN JOB CLASSIFICATIONS, WORKING FOR THE FEDERAL PRISON SYSTEM

A DISSERTATION

SUBMITTED TO THE GRADUATE COLLEGE

in partial fulfillment of the requirements for the

degree of

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BY

JERRY R. PRATHER

Norman, Oklahoma

1975

CONGRUENCE AMONG MEASURES OF ATTITUDES AND VALUE JUDGMENTS OF TRAINEES, WITHIN JOB CLASSIFICATIONS, WORKING FOR THE FEDERAL PRISON SYSTEM

APPROVED BY

DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

Research in corrections during the past decade have stressed the need for total staff participation in the treatment function of corrections. Studies by Goffman (1961) and Glaser (1964), and articles by Kruger (1968), Henderson (1970), and Wicks (1974) have all pointed to the impact of the lay personnel on institutionalized persons. The finding, as generally projected to prisons, was that inmates in prison spend most of their time with other inmates, Correction Officers, or work supervisors and only a fraction of their time with the education specialist, caseworker, psychologist, or psychiatrist. Professional treatment specialists too often have a case load so large that they spend no more than a few hours per month with the inmate. Foremen, supervisors, and officers, in contrast, may spend as much as 130 hours per month with an inmate.

Historically, the attitudes toward the importance of custody-security, care, and corrections (treatment) have been cited as a major source of conflict among staff of prisons (Grusky, 1959; Ohlin, 1958). Weber (1957) and Zald (1962) suggested that the source of conflict is only associated with the three functions and is actually due to competition for power and resources among Job Classifications within the closed system of the total institution. Cressey (1959) suggested that the source of conflict was due to contradictory directives coming from administrators responsible for each of the different Job Classifications. It was the hypothesis of Cressey that can be traced to the eventual administrative decision to develop treatment teams. However, by structure, the team concept should

consolidate to some extent the power and resources of an institution. Three conclusions, applicable to teams, can be drawn from Cressey's work:

1. Administration of all three functions should be consolidated,
2. The greater the administrative distance between the inmate and the administrative unit responsible for all three functions, the greater will be the disparity among directives from different staff to the inmate,
3. Correction Officer trainees with as little as six months' experience demonstrated contempt and distrust for those fellow fellow workers who were responsible for noncustodial functions.

These and similar findings led many writers to recommend that all personnel who work in the total institution environment be trained and given responsibility as psychological aides or helpers. In response to these kinds of recommendations, the Federal Prison System has made several managerial changes in an attempt to facilitate the development of treatment responsibility among all of its employees who work in direct contact with inmates.

One of the administrative approaches taken has been the creation of treatment teams. Technically, anyone having a significant potential for influencing the treatment of an inmate should be a member of his treatment team. The team is then responsible for the inmate and the program of treatment for that inmate. The hope is that the treatment team can function as a team with all its members contributing to the improvement of inmate behavior. The greatest treatment potential seems to exist when each member feels free to contribute and share his area of expertise and to take responsibility for the behavior he can alter. He is also responsible for knowing when he cannot make a contribution, when the

limits of his training and experience have been exceeded, or when he needs to refer a particular case to someone with more or different expertise.

In addition to having responsibilities for inmates, the team itself commands some of the attention of its members. Members are expected to agree on the team's purpose and the role each member must play within the team. Without commonality in purpose, the team loses consistency in the directions and consultations given an inmate by the various team members. Without a role, defined in terms of responsibilities for the inmate and the team, there can be no team function. Both purpose and role must exist for all of the team members, or by definition, a team does not exist for that set of members. Interpersonal conflicts among members of a team has been viewed as a major threat to the existence of that team.

The administrative solution was to create a program which would delegate the responsibility for the custody-security, care, and treatment of inmates to the lowest possible level of the administrative hierarchy. Were all staff of an institution equally qualified and competent in all functions, the ideal would be an administrative procedure delegating to individual staff the responsibility for inmate treatment. Not all staff, however, have demonstrated a full level of competency for all three functions. The alternate, more feasible approach, was to create a team consisting of several staff who collectively possessed strength in the three correctional functions and in administration. Nonetheless, it is still verbalized that all three of the correctional functions remain everyone's responsibility.

Most staff have responsibilities other than the treatment of inmates. Historically, employee attitudes toward corrections have coincided with the Job Classifications into which employees were hired. In a treatment

philosophy, the primary product of all corrections should be the adjustment of inmates. Yet, budget officers have been most concerned with budgets, procurement, and inventory. Food service has been most concerned with procuring, preparing, and serving food. Correctional supervisors have a prime responsibility for the security of the institution. Within other Job Classifications, similar responsibilities prevail. The result is that inmate behavior in some instances appears merely incidental to other tasks. The Goffman (1961), Glaser (1964), and Kassebaum, Ward, and Wilner (1964) studies have shown that even though employees lose sight of the primary goal, each is continuously and differentially impacting the treatment of inmates. Watch Officers, Foremen, and others may focus their attention on a specific task and yet impact treatment by serving as a model for those with whom they are working. The differing responsibilities of various jobs appear to have the potential to detract from the implementation of treatment teams.

The implementation of the organizational change toward use of treatment teams may further be hampered by hiring practices. Employee hiring practices have forced new employees to be hired into a specific career lattice identified with only one of the functions. The past designated employee responsibilities were specific to only that career lattice. Under the current concept of a functioning team, a contrary condition exists, each member is a specialist within one of the functions while maintaining team membership. Membership in the team includes understanding and respect for the role and function of other members of the team.

Anyone in the administrative hierarchy, from clerk-typist to warden, may be asked to counsel or supervise the work of inmates. The nature of most corrections work, therefore, requires that hiring occur

at the supervisor level of experience. Hiring people who have enough experience to qualify as supervisors of others means that most who are hired have often relatively strong opinions about the specific task for which they were hired. Often, fortunately, the new employees have not yet formed an attitude toward corrections or the interrelationship between their area of expertise and their role in corrections (Kowitz, Prather, Reeves, Dronberger, and Abbot, 1971).

When first introduced into the Federal Prison System, the concept of treatment teams was a new one for most of the personnel. In addition, treatment teams was only one of many new changes that were to take place in federal corrections. One of the early tasks that had to be faced during the mid 1960's was the problem of training and retraining staff. In March, 1971, the Federal Prison System opened its first Staff Training Center at El Reno, Oklahoma. The El Reno center was to function as a training center for orienting new employees, retraining older employees, and providing support for a network of staff training officers at all the correctional institutions under the Bureau's jurisdiction. In 1972, a second center was opened in Atlanta, Georgia. Among the many topics presented were and are the principles of team treatment. The orientation training classes, Introduction to Correctional Techniques, also included classroom introductions to custody-security, care, corrections (treatment), and administration: the four employee functions stressed in federal corrections (Introduction to Correctional Techniques: Student Manual, 1972).

In the setting of the Staff Training Centers, new employees from varying job backgrounds and experiences were given the opportunity to develop interpersonal relationships with new staff from their own and

other fields as applied to corrections. The classes were kept heterogeneous according to age, sex, race, education, work experience, and job description. In addition to the instruction provided, the Staff Training Centers also collected five different kinds of data. The data collection included demographics, attitudinal questionnaires toward corrections, ratings of one's own ability in corrections, ratings one gave others' abilities in corrections, and ratings reflecting the opinion others had about one's ability to function in corrections. The ratings received from others were in two forms: ratings from peers and ratings from staff. The heterogeniety of the classroom and the effort put forth by the instructors at the Staff Training Centers to maintain that heterogeniety was part of an overt attempt to open up the interpersonal relations among the various Job Classifications.

Kowitz et al. (1971) were able to demonstrate that new employees of the Federal Prison System had begun to formulate measurable, structured attitudes toward corrections by the end of three months' experience. Trainees with less than three months' experience demonstrated measurable correctional attitudes upon completion of the full two weeks of training. The comparisons were made based upon the ability to achieve construct validity using a factor analysis on the pre and post attitudinal questionnaires. Those with more than three months' experience provided responses to pre-questionnaires which factored, while those with less than three months' experience and no training provided responses to questionnaires which would not factor. Both experienced and non-experienced trainees provided evidence for construct validity on the post training attitudinal questionnaires. The finding led to the requirement that all new trainees

attend the Introduction to Correctional Techniques class prior to having three months' experience.

One of the questions not administratively formulated, but which does seem important to the field of corrections is: If attitudes begin to solidify in structure by the end of the two weeks' training session, can it be demonstrated that employees who differentially score the attitudinal measures, in like manner, rate themselves and their fellow employees on matters of perceived ability or more on sociability? It seems reasonable to assume that if Correction Officers saw the jobs of custody-security as the more important task for them to perform, and therefore, rate the attitudes toward custody-security higher than their attitudes toward treatment, might one also expect to find that Correction Officers valued other Correction Officers higher than they valued those whose Job Classification made them responsible for a non-custody-security function? If one could not only show that significant differences had occurred across Job Classification for both attitudes and the values given people within Job Classifications but could also show that those significances were in the same directions and with similar magnitudes, one might then say that the measures of attitudes and values were congruent.

Purpose

Change is never an easy matter and can be quite difficult to accomplish in an organization as large as the Federal Prison System. Administrators rely upon two general models for changing human organizations. The first model is similar to revolution and requires the condition of chaos or quasichaotic accord among the parts of the organization. Change then occurs through discarding the old and giving support to the new

system. The second form of change is systematic and can in most instances be carried out through programs which are sequentially ordered steps from the old to the new system. Changing large organizations systematically, requires the development of staff training programs for the training and retraining of old and new personnel.

The Bureau elected to develop a systematic form of change for the implementation of the team treatment strategy. The establishment of the Staff Training Centers was the result of an intent to support a systematic form of change as one approach to operational problems. The role for the Staff Training Centers included initiation and support of administrative and operational changes. Treatment teams was one of the administrative procedures that was supported.

The change to a treatment team method of dealing with inmates was not, however, the only problem facing the treatment team implementation. A part of the change, itself, was the need for team members to accept and define a role and the responsibilities for the role as a member of the team. One of the underlying additional responsibilities was that each member also develop respect and trust for the roles and responsibilities of each of the other members of his team. It is to a portion of the latter change that this research addresses itself.

It is the purpose of this study to assess the relationships that exist among seven measures taken of new trainees upon completing two weeks of orientation training. The seven measures include; the job for which the new trainee was hired, the Correctional Practices Questionnaire-Treatment Score (CPQ-T), the Correctional Practices Questionnaire-Security Score (CPQ-S), the Self Rating, the Peer Rating Given, the Peer Rating Received, and the Staff Rating Received.

Objective

As cited above, some of the literature suggests a relationship between the attitudes toward corrections and the difficulties or conflicts that occur among staff. Cressey (1959), in his research, found that as early as six months, new trainees had developed some contempt and mistrust for those peers who worked in jobs with correctional functions other than their own. The contempt and mistrust were identified as a source of conflict among staff. In addition, Kowitz et al. (1971) demonstrated construct validity in the measures of attitudes toward corrections for most new trainees attending the Staff Training Centers by the time training was completed. Logically, one would think that as the attitudes toward custody-security and treatment were formed, the attitudes would become a base with which employees would make decisions and judgments related to situations and people encountered in corrections. If so, then relationships among correctional attitudes and peer opinions may also suggest a potential for conflicts between Staff having different Job Classifications.

The objective for the study is to determine, at the time of training completion, the level of congruence by Job Classification among the measures of trainee attitudes toward corrections, measures of values they give themselves and others, and the measures of value others gave them. Of concern is the congruence among the measures at the time of training completion, when the Kowitz et al. (1971) study demonstrated that the attitudes had structure.

Problem

There are two problems for study. Both emerge from questions of congruence. As suggested earlier, there are three sets of value judgments or opinions about staff that are of concern, the value judgments others make of the trainees and the value judgments the trainee makes of himself and others. The base for congruence is the attitudes the trainee held toward corrections.

The first problem for study is: upon completion of training, is there congruence, by Job Classification, between the CPQ attitudes held toward corrections and the value judgments as evidenced by the Self Rating and the Peer Rating Given? It can be demonstrated at training completion that a difference exists in the attitudes toward corrections held by trainees representing the different functions of corrections. Can it also be demonstrated that similar differences exist in the opinions that the trainee has of himself and others?

The second problem for study is: upon completion of training, is there congruence, by Job Classification, between the CPQ attitudes held toward corrections and the values other trainees and the instructors place on the trainee? Value judgments of the trainee would be measured respectively by the Peer Rating Received and the Staff Rating. The Self Rating, the Peer Rating Given, and the Peer Rating Received are subscales of the Class Rating Form.

Opinions toward others are the foundation for the interpersonal relations necessary for team treatment to be effective. The existence of congruent attitudes toward corrections and the interpersonal ratings given and received should be critical to the management of treatment teams.

Assumptions

Cause and effect relationships are beyond the scope of this study. Hence, one of the assumptions is that pre-measures for the staff and peer ratings would be meaningless. Logically, one can assume that when a large number of new staff are brought together for the first time, they would naturally not have preconceived ideas about one another's functioning level in corrections or about personal compatability. The assumption, therefore, is that trainee attitudes toward classmates are not present before training begins.

A second assumption, which may be relevant to the study, is that the hiring of experienced supervisors suggests that most trainees may have had a set of attitudes about the job for which they had experience. For example, teachers would be expected to have attitudes related to the field of teaching, carpenters developed attitudes associated with their skills and methods in carpentry, etc.

A correctional institution is a total institution. As such, it operates as a mini-cosmos. Many of the standard operations found in a small city are also found within an institution. Staff are hired because of skills related to these main services and operations within the institution. Because of the level of prerequisites for hiring, one must assume that a person having at least three years of specialized experience in his field would have attitudes associated with that specialty. (One must assume the existence of a set of attitudes toward a particular task.) With that assumption goes the potential for those attitudes to be an uncontrolled source of variability in the study.

Definitions of Terms

In the field of corrections and correctional research, some rather common terms have taken on unique meanings. The following are terms which may have different meanings for those not familiar with the field.

Care: is the act of providing basic services to those in an institution. Generally, services include the basics of food, clothing, and living quarters. In federal corrections, care also includes special services and assistance such as medical and spiritual help, grooming assistance, commissary privileges, hobbies instruction, academic education, etc.

Congruence: statistically refers to the coincidence of like elements of two sets when one set is superimposed upon the other. In psychological experiments, it is the agreement in elements, systems, or subsystems of the behavior, attitudes, values, etc. being measured. The most common measure is correlation.

Corrections: is the process of caring for persons legally convicted by the criminal-justice system. Corrections emphasizes the shift in goals by the system. During incarceration the goal is not just punishment or doing penance but also treatment designed to assist the inmates' return to society.

Custody: is the state of being legally confined under guardianship. The courts endow the prisons with the responsibility to carry out that portion of a sentence requiring confinement. The prison authorities are then liable for guardianship during confinement. Custody may be referred to as the processes of keeping the inmate "in."

Custody-security: is a set of functions. Responsibility for both custody and security have been combined in the job description of the

Correction Officer. The total function is that of keeping the peace, protecting, and confining, within the boundaries and jurisdiction of a correctional institution.

Security: is the act of protecting human life, civil rights, and property. The first line of responsibility for security is the protection of life, civil rights, and property of private citizens. The second priority is the protection of staff lives; the third priority is the protection of inmates' lives; the fourth priority is the protection of staff and inmate civil rights; and finally, the last priority is the protection of the prison facilities.

Total institution: as defined by Goffman (1961) is,

> The central feature of total institutions can be described as a breakdown of the barriers ordinarily separating these spheres of life. First, all aspects of life are conducted in the same place and under the same single authority. Second, each phase of the member's daily activity is carried on in the immediate company of a large batch of others, all of whom are treated alike and required to do the same thing together. Third, all phases of the day's activities are tightly scheduled, with one activity leading at a prearranged time into the next, the whole sequence of activities being imposed from above by a system of explicit formal rulings and a body of officials. Finally, the various enforced activities are brought together into a single rational plan purportedly designed to fulfill the official aims of the institution. (p. 6)

Treatment: as used today in penal work refers to the act of adjusting the physical, intellectual, and social-emotional health of a legally convicted inmate of a prison. The philosophy governing treatment is based upon a belief that behavior is a product of one's total health. A positive adjustment in health should eventually result in a like adjustment in behavior.

Treatment team: is the unit with which the inmate deals. The team is comprised of those people who supervise the inmate and those who serve the inmate as specialists (e.g., psychologist, physical therapist). The

specialists, in order to be full members, most usually will have the inmate in an adjustment program requiring intensive and longitudinal treatment.

CHAPTER II

REVIEW OF THE LITERATURE

The Role of Correctional Worker

In the late 50's and early 60's, several authors began to identify an area of potential for problems in corrections associated with what was then called "role conflict" in staff (Cressey, 1959; Grusky, 1959; Ohlin, 1958; Weber, 1957; and Zald, 1962). Kassebaum, Ward, and Wilner (1964) conducted one of the earlier studies attempting to define the "role conflict" as a source of staff problems. The authors studied the staff of eight institutions and found that after holding basic institutional differences constant (e.g., type of inmate, custody of the institution, etc.), significant differences in attitudes were still observed among staff who were clustered according to the job each held within the institution. The attitudes were defined from a factor analysis of data from the California Correctional System. The attitudes were described as, ". . . authoritarian orientation, preference on severity of penalties, optimism or pessimism regarding treatment outcome, and preferred social distance vis-a-vis parolees" (p. 96).

Kassebaum et al. attributed their findings to a defined possible conflict in the perceived responsibilities given correction officers. The responsibilities could have been in some instances perceived as contradictory directives.

> In a number of prisons, custody and treatment functions have been combined in the job of correctional officer. Historically, this has occurred through the addition of treatment responsibilities to the traditional responsibility for safekeeping of the prisoners which has been the primary business of prisons since the first turnkey in the first gaol. During the past decade, the correctional officer has come to take an increasing part in treatment work in

> addition to his main duties as guard; social workers, psychologists, and other professionally educated personnel have been brought into the prison to undertake therapeutic and quasi-therapeutic work.
>
> The philosophy of treatment is based upon an assumption of continuity in behavior and personality between persons of all stations and is implemented by techniques which to varying degrees employ permissiveness, non-direction, and personal acceptance of the inmate. (p. 98)

Of direct concern to that study were the Rules of the (California) Director of Corrections (1960). Within the rules, it was suggested that officers do group counseling. Group counselors should develop the kind of rapport which would allow the freedom for inmates to discuss their and others' feelings freely. There must be the development of mutual respect and the freedom for the client to make choices and be spontaneous during treatment relationships.

In contrast, staff was not permitted to become too familiar with inmates, nor were they to allow inmates to become familiar with them. Staff was not to discuss their personal problems with inmates and was not to get involved in competitive activities, such as sports, with inmates. Inmates were also supposed to promptly and politely obey most directives given them by staff.

The contrast was between a staff member who at one moment was asked to be responsive, show empathy, and demonstrate understanding for the inmate, while at another moment was asked to remain cold and aloof. The diametrically opposite responsibilities were the basis for some authors' use of the term "role conflict" when describing many of the personnel problems in corrections. Some perceived the directives to staff as contradictory.

Waldo (1971) in an essay addressing staff training suggested,

> The goal of rehabilitation can be reached more rapidly by recognizing the importance of a division of labor in corrections

> and viewing in a more realistic manner the contributions that each position can make. It must also be remembered that each position has its own role and responsibilities, these positions must be coordinated in a 'feedback model' so that policy makers know the outcome of their policies and theoreticians are able to modify their theories. (p. 61)

The feedback to which Waldo referred was the interpersonal relationships among those staff who worked with an individual inmate on a day-to-day basis. Wicks (1974) raised the question of treatment efficiency and who has had the better opportunity to affect change in inmates, the professional or the officer? He asked,

> Who (sic) do we think is in the best position to have a positive impact on the inmate? The psychiatrist, the psychologist, or social worker (sic)? How often does the inmate see them? If he's (sic) lucky, possibly for 15 minutes each week. It is the correction officer who is in daily (24 hours per day) contact with the prisoner. (p. 32)

Both Waldo and Wicks have addressed the question of, who is the technician in corrections responsible for bringing about change in inmate behavior? In both articles, the conclusion was that the Correction Officer, because of his close proximity to the inmate, probably has had the greatest potential for impact on the inmate.

Kruger (1968) rapped the traditions of staff-inmate roles and the often blatant breach in communications. He pointed out that,

> Destruction, force, and violence have been presented as ways of getting things done. The rationale for such behavior is that the 'establishment' . . . is perhaps opposed to change or is moving too slowly, or is unwilling to discuss issues. (p. 12)

It was his contention that one of the major ways to avoid or at least to minimize tension was to maintain open channels of communications.

Some of the key interpersonal relations were those which occurred between the inmates and line staff, in fact, "The relationship of the individual inmate to the line personnel, individual correction officer, or shop instructor, is probably the most crucial single one in the

entire system" (Kruger, 1968, p. 13). If the answer were so simple, then to what had he attributed the problem of communications?

> Officers are trained primarily from a security point of view, and they are wary in the performance of their jobs. They, like everyone else, have stereotypes about what the inmate is like and these stereotypes generally are negative . . . .
>
> In my experience, most officers try very hard to be reasonably fair and consistent. Characteristically, they want to do a good job. However, they are placed in a (sic) very peculiar circumstances where they are charged with supervising a group of men who do not want to be where they are, who often resent authority, and about whom they often do not know very much. (p. 15)

The problem cited was one not unlike any other management problem; the difference was the level at which paid employment occurred. The laboring force of the typical correctional facility are the inmates. Within the management structure for the Bureau, the minimum level of employment is at the supervisor level. Most staff at an institution will from time to time find themselves supervising inmates. Staff are limited by laws and the environment in what may be manipulated in order to motivate workers. As a result, those staff not skilled in the use of communications often revert to negative acts which further limit the environment and privileges available to the inmate. The first line of responsibility and function for the Correction Officers, therefore is to be effective communications.

Henderson (1970), as did Kruger, identified communications, or the lack of communications, as a possible source of staff-to-staff difficulty. He placed an emphasis on the positive effects of change,

> There seems to be a trend toward greater communications between Custodial Staff and inmates and Treatment Staff. Institutional Staff is being encouraged to be more relaxed about maintaining custody and discipline and rely more on inmate morale and inmate cooperation. . . . The greater accessibility of staff members to inmates seems to have a positive effect on the treatment processes taking place within the inmate. (p. 18)

He has suggested that a major proportion of tension in staff was found to be due to the diametric values given the "positive" versus the "negative" functions in corrections. Accordingly, custody-security under this scheme was viewed as a "negative" function while treatment was viewed as "positive." Loss in communications among staff were attributed to the division created by the attitudes of positiveness-negativeness associated with functions.

> Such a division among staff also reduces the prospects of personnel learning from one another. The people with various kinds of professional training have knowledge, ideas, and skills of potential value to the custodial staff. Correction Officers have a large store of information and knows (sic) how that would be useful for clinicians, teachers and other specialists. (p. 20)

Treatment Teams

Henderson (1970), in contrast to some, suggested a solution to the problems he identified. His suggestion was one which not only opened the avenue for communications, but forced communications between staff having different Job Classifications. The pressure exerted, however, did nothing overtly to alter staff-inmate communications. In his final analysis, he suggested,

> These considerations rather obviously point to the desirability of modifying and upgrading the role of correctional officers; replacing the old division of staff with a team approach to inmate treatment and management. . . . Treatment is the responsibility of not only the professional and the specialist in an institution. Treatment is the joint responsibility of all employees functioning as a team. (p. 21)

Herein was a repeated statement of the philosophy that custody, care, and treatment may be specialties but are also the responsibility of all staff of an institution. He, however, had added the idea that in order to achieve a unity of purpose within an institution, one must also build human relations through communications and a team approach to treatment.

Federal Corrections

One of the underlying philosophies used when justifying the existence of prisons have been the implication of changing human behavior. Kleindienst, in his address to the first graduating class at El Reno, said that they were preparing, " . . . for the most challenging assignment in the criminal justice field - changing criminal behavior" (in Carlson, 1972, p. 635). Changing human behavior was the crux of reform.

Treatment, therefore, is a set of acts specifically designed to change human behavior in a way which strengthens either the physical, intellectual, emotional-social, or spiritual domain of the inmate without damage to any of the other domains of behavior. The notion of changing human behavior was not a new one, nor was its application in corrections new.

A part of changing the behavior of individuals in an organized setting may include the anticipated parallel changes that occur in programs. Carlson (1972) had anticipated the problem of the resulting change in programs. His expressed opinion was,

> If change is not deliberately induced, it will happen spontaneously, unpredictably and perhaps in an undesirable direction. Only by frequent and intensive training of all its employees can the prison service direct and impel its progress toward more effective correctional programs. (p. 632)

He continued, by setting the objectives for individual trainees to be,

> Each trainee will:
> -have established a direct personal relationship with inmates.
> -better understand existence and interrelationships of cultural subgroups (ethnic, racial, etc.).
> -acquire clearer insights into how others preceive him (the trainee) and his behavior . . . .
> -have taken the first steps toward acquiring the competence and identity of a correctional professional in the Federal Prison System. (p. 633)

Carlson's implication was that the basic structure of the treatment programs would in part be changed slowly and methodically through changes brought about in the basic element of the organization, the line staff.

The objective, citing the way others perceive the trainee and his behavior, was the stepping stone toward introducing the need to get along with other staff, working as a team. The potential for conflict in staff-to-staff relationships may be greatest when the ambuguity of the staff roles is greatest. One suggestion is that even contradictory roles are playable if the roles are clearly defined for a given setting.

In 1969, a study was begun in the Atlanta Penitentiary by Megathlin and Day (1972). The study was a pilot for planning the format used for the staff training, cited by Carlson, to include the clarification of the role of the Correction Officer as "facilitative counselor." The purpose of the study,

> . . . was to investigate effects of a training program on Correctional Officers in the federal penal institution. Primary objective was to determine the effects of a selected training program on the officers' ability to communicate empathy, respect, and genuineness to inmates. Secondary objective was to determine if the officers would change in the following areas: (1) in their attitudes toward concepts related to their work situation, (2) scores on authoritarianism, (3) scores in interpersonal areas of affection, control, and inclusion, and (4) scores on factors of anxiety, extraversion, alert poise, and independence. . . .
>
> The training method is based on the philosophy that a helper facilitates growth in the helpee by presenting himself as a person who is genuinely interested in the helpee. The helper has the ability to communicate empathy and positive regard to the helpee and assists the helpee to solve his own problems.
>
> Helping relationship is characterized by effective use of facilitation skills, such as careful listening, correct formulation and good communication. Facilitation training teaches the essential relationship skills. The training is designed so that each individual feels he is adding to his present job knowledge. (pp. 12-13)

One can see that the rudiments of method used in the study, in order to affect human behavior, places its heaviest reliance upon interpersonal

human relations. There is also the heavy overtone of creating in the line officer the added responsibility for treatment as well as his responsibilities for custody and security.

Megathlin and Day interpreted their findings to mean,

> It now seems safe to suggest that inmates are more like the rest of us than different from us in their need for relationship. Furthermore, it appears that the line staff officers can, in a relatively short period, be trained to establish meaningful, growth-inducing relationships with inmates. From the evidence now accumulated, the training has demonstrated its ability to develop the skills needed for effective relationships. Some of the trainees were effective people prior to the training; many were effective at the conclusion of the training. (p. 16)

The research by Megathlin and Day has impacted the Federal Prison System in such a way that a major effort is now being made in order to train all new employees and most of the older employees in the techniques of facilitative counseling. A check of the curriculum guide for the student manual used at the Staff Training Centers will indicate the level of contribution the training study has had on the curriculum.

The Introduction to Correctional Techniques: Student Manual (1972), used concurrent to the collection of the data for this study appears to contain three distinct topics: administration, custody-security, and treatment. Five of the 28 topics covered in the manual deal directly with administration and the structure of the criminal justice system. Five of the topics cover that realm of corrections most familiar to the Correction Officer, including the custody-security and the disciplinary rules and regulations governing custody-security. The remaining 18 topics cover various kinds of therapy and treatment modalities. Although group techniques and special interest groups are given a level of importance in the curriculum, the preponderance of

treatment topics present the one-on-one level of counseling and therapy identified with facilitative counseling.

Obviously missing from the cirriculum are those subjects and topics which deal specifically with care and services. Mention should be made, however, that services are introduced within the topics of administration. Within the context of the earlier staff training center programs, one can clearly see the heavy emphasis placed upon training all staff within each institution as treatment agents.

Borrowing from the Megathlin and Day study, the training manual advised that all new trainees should be instructed in how to,

> . . . dissect(s) good communications into its simplest components. Effective helping processes involve both discrimination and communication of both relationship-building and action-oriented conditions. . . .
>
> Sensitive discriminations allows (sic) the helper (1) to aid in discernment of effective functioning and (2) to make accurate prescriptions concerning available alternatives.
>
> Proper communication by the helper enables the helpee to (1) experience not only being understood but also moving deeper into self-exploration and self-understanding and (2) enables the helpee to assume major responsibility for his own progress. (pp. 13-15)

The greatest stress is placed upon all staff taking "responsibility" for "helping" and to be action-oriented in order to facilitate personal "achievements" among inmates.

Congruence

Stagner (1961) suggested that attitudes, once formed, are highly resistant to change. Historically, studies have shown that basic attitudes toward the job were formed during the earlier portion of the experiences on that job. It is the practice of the Federal Prison System to hire new employees who have had experience at the supervisory level.

By the time trainees are hired, the assumption can be made and supported that most have already formed some strong opinions and attitudes about the tasks for which they have supervisory experience. Further, Kowitz et al. (1971) found that with the new trainees at the Staff Training Center, attitudes toward custody-security and treatment began to appear structured after no more than three months as an employee. The finding prompted the decision for all new trainees to be required to attend the first course, Introduction to Correctional Techniques, prior to the completion of three months' service. The hope expressed was that the Staff Training Centers would influence desirable attitudes in trainees.

Rokeach and Rothman (1965) have expressed a model against which the influence of attitudes may have merit. Managers are often concerned with the level of functionality of a given employee. The message to managers in Rokeach and Rothman is that; congruence should be expected between what a person believes and the ancillary behavior (physical, cognitive, affective, or spiritual). They have not presented research findings for attitudes, but summarized that,

> The problem of attitude change concerns the effects of cognitive interaction on changing the subsequent evaluative meaning of the components, or, those beliefs-disbeliefs activated by the components. While we have presented no data here on this issue (congruence of attitudes and cognitions) it may be assumed, following Osgood and his coworkers, that the principle of belief congruence would predict effects on components, as a function of learning, similar to those predicted for the meaning of word combinations. (p. 142)

Overview

A review of the literature has uncovered several articles presenting the pros and cons of placing a portion of the treatment responsibility in the hands of line staff. There was some support for consolidating all three of the major functions: custody-security, care, and treatment, into

a one-to-one, single staff-to-inmate relationship. The likelihood of finding the necessary number of people with sufficient capability in all aspects of corrections is highly unlikely.

In lieu of a one-to-one responsibility, an alternate suggestion was: create treatment teams comprised of several staff, with each member contributing his particular expertise. However, lack of staff-to-staff communications and the evidence of staff conflicts over role limitations have jeopardized the team approach.

Several suggestions were advanced for resolving the communications and role problems. Some studies were concerned with identifying contradictory directives as a source of staff ambiguity that ultimately led to staff conflicts. Some studies concentrated on competition for resources as a source of conflict. A few studies were concerned with the attitudes toward corrections. None of the studies specifically addressed the question of congruence between attitudes toward corrections and the staff-to-staff judgments of one another.

CHAPTER III

METHOD

Sample

The research design was an ex post facto "static-group comparison" (Campbell and Stanley, 1966, p. 12) using three samples. Each sample was selected as representative of the three unique correctional functions, custody, care, and corrections. Subjects for the study were selected from 17 training classes during the periods from: May 22, 1972, through March 30, 1973, at El Reno, Oklahoma, and June 19, 1972, through February 23, 1973, at Atlanta, Georgia. Nine classes were selected from the El Reno Staff Training Center and eight classes were selected from the Atlanta Staff Training Center. The 17 classes were those where there was assurance that the six dependent measures had been given consistently with maximum class participation. There were 482 new employees trained during the period of time encompassed by the study.

Two limitations were imposed on the sample in order to stratify for representation by sex and job title. Studies cited earlier suggested that employees representing the three functions often developed cliques that alienate representatives of other functions. Trainees holding specific job titles were, therefore, selected to represent each of the three functional categories. Correction Officers were selected to represent the custody-security function. Education specialists and caseworkers were combined to represent the treatment function. Foremen from the departments of Mechanical Services, Inmate Services, and Federal Prison Industries were combined to represent the care (services) function.

As suggested earlier, the sample was also limited to men. Based upon the findings of Kowitz, Graves, Dronberger, Black, and Bishop (1973), it was felt that not enough women were available for study in the services and treatment functions to make them representative.

After limitations were established, there remained in the study 201 Correction Officers, 63 work detail Foremen, and 27 Treatment Specialists. The total number of records for participants remaining in the analysis was 291. This number included all those trainees who fit the stratifications and who, upon completion of training, had completed all seven measures used in the study.

In summary, several limitations were placed upon the sample selection procedure. Included in the study were only those participants from the Introduction to Correctional Techniques course offered by the Federal Prison System Staff Training Centers at El Reno, Oklahoma and Atlanta, Georgia. The sampling was further limited to the Job Classifications of Correction Officer, Mechanical Services Foremen, Inmate Services Foremen, Industries Foremen, Education Specialists, and Caseworkers. The sample also only included those trainees who completed training during that period of time from May 22, 1972, through March 30, 1973, and for whom all of the measures for study were completed.

Measures

Seven measures were required of each trainee. The seven included one demographic, the Job Classification, and six dependent measures: the Self Rating, the Peer Rating Given, the Peer Rating Received, the Staff Rating, the Correctional Practices Questionnaire-Treatment Score (CPQ-T), and the Correctional Practices Questionnaire-Security Score (CPQ-S).

All of the measures except the Job Classification were derivatives of two instruments.

The Job Classification was the job for which the trainee was hired into the Federal Prison System. Jobs were categorized into the three functions of custody-security, care, and corrections (treatment), as cited earlier. The Job Classification was the independent variable used to create the strata within which comparisons of the remaining six variables were made.

The Self Rating, the Peer Rating Given, and the Peer Rating Received were three scores derived from the Class Rating Form (See Appendix A). Each trainee was given the instructions, a list of classmates, and a machine scorable answer sheet. In the instructions, each trainee was asked,

> . . . to rate yourself and each member of your class. The rating should be based on ability to succeed in a career with the Bureau of Prisons. A score of '5' describes a person whom you feel has a high potential for success; a score of '1' describes a person whom you feel may not succeed. (Appendix A, p. 70)

The Self Rating was a single score evaluation that the trainee gave himself. The score was meant to reflect what the trainee thought of his own potential to succeed with the Federal Prison System. Each trainee gave himself an integer score ranging in value from "1" to "5."

The Peer Rating Given was the average of all those scores given others by the trainee. The score has been used as an estimate of how the trainee generally perceived and evaluated others' potential to succeed with the Federal Prison System. The score did not include the Self Rating as a part of the calculation of the mean.

The Peer Rating Received was the average score given to the trainee by others. Again, since the score was a computed mean from all those

given a trainee, the score must be viewed as an estimate of what other trainees thought of the individual.

At first glance, one would assume that since both the given and received are within class mean scores, any between job differences in scores should average out. The logic would be true if the subjects were equally distributed across all the jobs being studied. There was, however, a rather heavy disproportionate representation of the various jobs in each class. There was an average of 7.4 more custody-security trainees than treatment trainees, 3.2 more custody-security trainees than foremen, and 2.3 more foremen than treatment trainees. Also, all three categories representing job functions were represented in all of the classes studied. The levels of disproportion presented above showed little variance across classes. The proportions represented are near the proportionate levels at which hiring occurs within the three categories across the Federal Prison System.

The Staff Rating was also a derived score from the Class Rating Form. All staff at each training center were asked to rate all of the trainees of each class. The staff used the same forms and instructions that the trainees used; however, the staff did not rate themselves and used a nine rather than a five point scale. The Staff Rating was then the computed mean score given each trainee by all the staff.

The Correctional Practices Questionnaire (CPQ) was developed by Kowitz et al. (1973) as part of the fulfillment of a contract with the Federal Prison System. The questionnaire evolved through a survey of correctional workers, a rewrite for standardization of the readability, several factor analyses, and the expansion of the item base in order to develop two parallel forms. Form 6, the post-test form of the CPQ was

used (see Appendix B). There appear to be three usable factors identified within the item base of each form: (1) ambitions toward being a correctional administrator (Ambition Score), (2) the potential and belief that changing human behavior can occur (Treatment Score), and (3) the necessity for custody and security (Security Score). The Treatment Score and the Security Score were of direct concern for the study of trainee attitudes associated with the specific functions of corrections and were, therefore, those included in the study.

The three factors of the CPQ were standardized on male Correction Officer trainees. The standards used were linear transformations with a mean of 75 and a standard deviation of 10. Form 6 contains 34 items: five of which were combined to make the Ambition Score, 16 were combined to form the Treatment Score, and 13 were combined to form the Security Score. (Kowitz et al., 1973)

The Correctional Practices Questionnaire Treatment Score (CPQ-T) is an attitude measure which has demonstrated an ability to describe a person's commitment to the idea of changing human behavior. The measure is a composite score of one's commitment to the idea of potential change in inmates and the probable positive direction of that change.

The Correctional Practices Questionnaire Security Score (CPQ-S) has demonstrated an ability to measure the attitude held toward the need for custody and security in an institution. Reflected in the measure are questions which suggest the need for protecting society, staff, and inmates. There are also items closely associated with the fulfillment of the endowment from the courts to corrections, the responsible custody and social exile of those convicted by the courts.

Procedure

The research procedure centered around the administration of the Introduction to Correctional Techniques course. It began with the selection of class participants. The control of heterogeneity began several weeks prior to the class when the personnel officer at the institution submitted to the center the newly hired employee's name, job, age, race, sex, etc. The office managers at each of the Staff Training Centers then developed schedules of attendance for the trainees. Selection was biased by the attempts to maintain stratified representation across the categories race, sex, and job. Priority of selection, given all other equalities, was given to the date employed. All new employees had to be trained within the first three months of employment. The employee was then asked to report for class.

Each class met for approximately two weeks, during which time the participants were exposed to a variety of experiences. The battery of measurements administered for research and evaluation purposes were always given at the next-to-last full day of class by each respective training center staff. The last day of class was devoted to individual counseling sessions between each participant and two or more instructors.

All of the measuring instruments were paper and pencil tests, administered in a group setting, with the Class Rating Form administered first and the CPQ second. Questions from the CPQ are specific to attitudes about corrections. It was felt that administration of the CPQ first and the Class Rating Form second might create a potential for bias among the scores of both instruments.

The staff usually completed the Class Rating Form at or about the same time that the class did. The greatest difficulty in administering

the questionnaires occurred among the Staff Ratings of the class. Some staff who taught a major portion of the two weeks would, on occasion, not be available to complete the ratings on the appropriate day. The result was that some of the Staff Ratings occurred either earlier or later than was desirable.

Statistical Procedure

The statistical procedure selected was the Stepwise Discriminant Analysis-BMD07M (Dixon, 1970). In order to gain the maximum interpretation from the measures, a procedure was selected which would test for differences both within and between the Job Classification categories. The procedure was also used to test the potency of the predictions from individual and combinations of the dependent variables to the categories of Job Classification. Finally, the geometric relationship was tested between each dependent variable and the complex predictor (discriminant function) of Job Classification categories. The latter test was for the mathematical congruence of the dependent measures.

The Job Classification was the criterion measure to which the dependent variables were to predict. The Stepwise Discriminant Analysis-BMD07M was selected as the analytical procedure rather than the Stepwise Regression Analysis, because the criterion measure had been categorized and was therefore a nominal scale.

Delimitations

A great many limitations have been presented throughout other sections of the study. Most were presented elsewhere in order to qualify decisions which influenced the method, sample selection, design, or

interpretation of the study. There were, however, certain other parameters which intrude upon interpretations which may be made from the results.

One of the major delimitations was the setting in which the study was conducted. It was mentioned earlier that the questionnaires were administered in the classroom setting of the Staff Training Centers. The classrooms presented a laboratory-like atmosphere when compared with the realities of staff functioning within a prison. Enough differences existed between the classroom setting and the functioning prison to curtail most generalizations from the results to the prison setting.

A second delimitation was related to the method of sampling. Typically, when samples are selected because of their representation of extreme scores on a scale, the potential exists for a regression effect. Of the regression effect, Campbell and Stanley (1966) have said,

> Regression toward the mean is a ubiquitous phenomenon, not confined to pretesting and posttesting with the same test or comparable forms of a test. . . . Regression effects are thus inevitable accompaniments of imperfect test-retest correlations for groups selected for their extremity. They are not, however, necessary concomitants of extreme scores wherever encountered. (p. 11)

Correction Officers and Treatment Specialists were selected for study, and both populations from whence the groups were selected have had past extremity scores on the CPQ scales. If the regression effect means regressing toward the population mean, then one should find it more difficult to achieve significant differences among the group means on the two CPQ scales included in the study. The delimitation, therefore, is a statistical one which may influence inferences from the study. The delimitation, would in effect, make significant results appear conservative in magnitude.

CHAPTER IV

RESULTS

The study included a single variable for categorizing data, Job Classification, and six dependent measures. The Stepwise Discriminant Analysis-BMD07M (Dixon, 1970) was selected as the analytical procedure to be used. The analyses required several stages and began with the independent assessment of the significance of each dependent variable before moving on to the more complex analyses. The final stages were those necessary for the assessment of congruence among the measures. The product of the analyses was a deeper understanding of the interrelationships of the several variables when categorized by Job Classification.

The program produced the means and standard deviations for each dependent variable grouped by Job Classification. Table 1 contains the means and standard deviations of the six dependent variables for each of the groups and the total across groups. As often occurs with some fixed-length scales, there was evidence of skewing reflected by values in the table for the Self Rating. The skew was most apparent when the observed grand mean was found to be less than two standard deviations from the end of the scale. The grand mean for the Self Rating was found to be .85 standard deviations from the upper end of the scale.

The three remaining scales that had a fixed upper limit reflected only a slight skew if any at all. The grand mean for the Peer Rating Given was 1.96 deviations from the upper limit of that scale, the grand

mean for the Peer Rating Received was 1.93 deviations from the upper limit of that scale, and the grand mean for the Staff Rating was 1.81 deviations from the upper limit. The skew in each instance was a negative skew and suggested that scale values below the mean should become critical more easily than should values above the mean. Were critical ratios used for analysis of the Self Rating, findings of significance above the mean would be excluded.

TABLE 1

WITHIN GROUP AND TOTAL MEANS
AND STANDARD DEVIATIONS

	Correction Officers	Foremen	Treatment Specialists	Total
N	201	63	27	291
Self Rating				
$\bar{X}$	4.41	4.14	4.48	4.36
Sd	0.73	0.82	0.70	0.75
Peer Rating Given				
$\bar{X}$	3.91	3.89	3.86	3.90
Sd	0.57	0.56	0.53	0.56
Peer Rating Received				
$\bar{X}$	3.91	3.90	4.08	3.92
Sd	0.62	0.37	0.37	0.56
Staff Rating				
$\bar{X}$	5.31	5.39	6.52	5.44
Sd	2.09	2.02	1.38	2.02
CPQ-Treatment				
$\bar{X}$	73.26	74.65	80.02	74.19
Sd	11.98	11.95	10.90	11.88
CPQ-Security				
$\bar{X}$	74.70	73.55	66.51	73.69
Sd	11.94	11.64	11.10	11.80

Table 2 contains the variance and covariance matrix for the dependent variables. On the diagonal is presented the variance for each respective dependent variable. The values presented below the diagonal are the covariance for all combinations of two dependent variables. The means, variance, and covariance were the base upon which all of the further analyses were made. The Within and Total Covariance of each variable are the critical elements in computation of the discriminant function.

Table 3 contains the Within Groups Correlation Matrix for all combinations of two dependent variables. The correlations matrix was presented in order to show the interrelatedness of the categorized dependent variables. The discriminant analysis uses the within group correlation rather than the total or between groups correlations. The greater the within groups correlation between variables, the greater must be the partialing between them when studying their congruence with one another.

Careful examination of the correlation matrix suggests that two clusters of variables existed. One contained the three measures: Self Rating, Peer Rating Given, and Peer Rating Received. The other cluster contained the two variables CPQ-T and CPQ-S.

The influence of variable interrelatedness was observable in the F values that occurred for each sequential entry into the Stepwise Discriminant Analysis. Table 4 contains the F values "to Enter" and "to Remove" found at each of the five significant steps, Step 0 through Step 4. The stepping routine took the largest significant F "to Enter" from the previous step and placed it into the formula for the discriminant function. The value of that F contribution was then reflected in the F "to Remove." At each step following Step 0, both the F "to Enter" and the F "to Remove" reflected adjustments based upon the sets of covariance for the variable moved into or out of the total formula by previous steps.

TABLE 2

WITHIN GROUPS COVARIANCE MATRIX

	Self Rating	Peer Rating Given	Peer Rating Received	Staff Rating	CPQ-Treatment	CPQ-Security
Self Rating	0.56					
Peer Rating Given	0.22	0.31				
Peer Rating Received	0.10	0.10	0.31			
Staff Rating	0.03	-0.06	0.06	4.09		
CPQ-Treatment	0.41	0.61	0.37	-2.12	141.14	
CPQ-Security	0.67	0.84	-0.12	-1.09	61.30	139.26

TABLE 3

WITHIN GROUPS CORRELATION MATRIX

	Self Rating	Peer Rating Given	Peer Rating Received	Staff Rating	CPQ-Treatment
Peer Rating Given	0.52*				
Peer Rating Received	0.24*	0.31*			
Staff Rating	0.02	-0.05	0.05		
CPQ-Treatment	0.05	0.09	0.06	-0.09	
CPQ-Security	0.08	0.13	-0.02	-0.05	0.44*

*p < .05

TABLE 4

F VALUES "TO ENTER" AND "TO REMOVE"
AT EACH STEP

	Step 0		Step 1		Step 2		Step 3		Step 4	
	F to Enter	F to Remove	F to Enter	F to Remove	F to Enter	F to Remove	F to Enter	F to Remove	F to Enter	F to Remove
Self Rating	3.51*	-	3.64*	-	3.59*	-	3.52*	-	-	3.52*
Peer Rating Given	0.10	-	0.01	-	0.03	-	0.02	-	0.97	-
Peer Rating Received	1.16	-	1.02	-	0.60	-	0.43	-	0.32	-
Staff Rating	4.25*	-	3.67*	-	4.37*	-	-	4.37*	-	4.29*
CPQ-Treatment	3.92*	-	10.83*	-	-	10.83*	-	11.54*	-	11.47*
CPQ-Security	5.73*	-	-	5.73*	-	12.72*	-	12.15*	-	12.19*

*p < .05

At Step 0, the CPQ-Security Score had the largest F "to Enter." As was predictable from Table 3, the removal of the CPQ-Security Score caused the greatest adjustment to occur in the CPQ-Treatment Score. Its F value changed from 3.92 to 10.83. While the F "to Enter" increased for the CPQ-Treatment Score, the F "to Enter" decreased for the Staff Rating. It lost value from 4.05 to 3.67. The magnitude of the relationship between Staff Rating and the CPQ-Security Score was not all that was evident from either Table 2 or Table 3. In Table 2, the covariance between the Staff Rating and the CPQ-Security Score was -1.09, and the correlation between the two was -0.05. The three remaining dependent variables showed little adjustment to the removal of CPQ-Security.

The second variable stepped into the function was the CPQ-Treatment Score. The move had the effect of changing the F "to Remove" for CPQ-Security Score from 5.73 to 12.72. The F "to Enter" for the Staff Rating more than recovered from its loss in Step 1. The change was from 3.67 to 4.37. Again, the remaining three F's "to Enter" reflected only minor adjustments after removal of the CPQ-Treatment Score.

At Step 3, the routine moved Staff Rating into the function. The movement had almost no influence on the remaining F's "to Enter," but the move caused an increase of 0.71 in the value of the CPQ-Treatment Score and a decrease of 0.57 in the value of the CPQ-Security Score F's "to Remove."

At Step 4, the final step, the Self Rating was moved into the function. The movement had little influence on the remaining F's "to Remove," but it did affect the F "to Enter" for the Peer Rating Given. At Step 4, the F "to Enter" for the Peer Rating Given changed from 0.02 to 0.97, reflecting part of the relationship identified in Table 3 between the Self Rating

and the Peer Rating Given. The Values of F for the Self Rating and the Peer Rating Given were not altered appreciably from Step 0 through Step 3.

The F "to Enter" for the Peer Rating Received began at Step 0 with the value 1.16. The F "to Enter" then lost value in each subsequent step. The greatest loss occurred at Step 2 when the magnitude of F changed from 1.02 to 0.60.

The range in degrees of freedom for the F's "to Enter" and F's "to Remove" was from 2/288 for the F "to Enter" at Step 0 to 2/284 for the F "to Enter" at Step 4. At both extremes of the range, to be significant at a 0.05 level of probability, the observed F had to equal or exceed 3.03. The four variables included in the function remained significant at the 0.05 level of probability throughout the four steps in the program's routine.

In preparation for the assessment of the congruence of measures, a set of statistics were also prepared by the program which reflected the predictive value of the total function at each step. Table 5 is the summary of the steps and their influence on the total statistics of the discriminant function. The summary provides a view of the overall influence of each dependent variable and its relationship to the total set of variables. For the present study, a summary was provided which reflected the significance of the total function at each step. Table 4 suggested that each of the four variables stepped into the function independently made a significant contribution, and now, from Table 5 one may ask whether the sum of those independent contributions was significant?

TABLE 5

STEPWISE SUMMARY

Variable Number	Variable Entered	F Value to Enter	Number of Variables	U Statistic	U D.F.	Approximate F	F D.F.	F Needed for P $\geq$ 0.05
6	CPQ-Security	5.73*	1	0.96	1/2/288	5.73*	2/288	3.03
5	CPQ-Treatment	10.83*	2	0.89	2/2/288	8.25*	4/574	2.39
4	Staff Rating	4.37*	3	0.87	3/2/288	7.01*	6/572	2.11
1	Self Rating	3.52*	4	0.85	4/2/288	6.18*	8/570	1.96

*p < .05

Two statistics were provided for determining the significance of the total function. The first was a coefficient formed by the ratio of determinants for the matrix of variables entered divided by the determinants for the matrix of variables not entered. The U Statistic is a coefficient between the Within Groups Covariance Matrix and the Total Covariance Matrix. The coefficient is more applicable to the development of eigenvalues than to a test of significance. A more interpretable test of significance for the equality of group means is the "Approximate F" (Dixon, 1970, p. 214). As can be seen in Table 5, the observed F values for the four functions produced respectively at each of the four steps were each significant at a probability equal to or less than 0.05.

After establishing that, indeed, four of the six variables were independently significant and that the function produced from combinations of the variables was also significant, the question can now be asked; which of the groups were discriminated by the total function? Table 6 presents the Stepwise Between Groups F's. The table is a composite of the three F values produced between all combinations of two groups at each step in the routine.

From Table 6, one can see that the initial step set the stage for most of the between groups analyses. Treatment specialists were those identified and set apart from the other two groups at each step. At Step 1, Treatment Specialists appeared to be quite significant with observed F's of 11.45 and 6.72 when compared with Correction Officers and Foremen respectively. The F ratios increased in magnitude when the CPQ-Treatment Score was stepped into the function, decreased a little when Staff Rating was stepped in, and decreased substantially when the Self Rating was stepped into the function.

TABLE 6

STEPWISE BETWEEN GROUPS F's

Variable Entered	Step No.	Correction Officers and Foremen	Correction Officers and Treatment Specialists	Foremen and Treatment Specialists	D.F.	F Needed for P ≥ 0.05 Significance
CPQ-Security	1	0.45	11.45*	6.72*	1/288	3.88
CPQ-Treatment	2	0.98	16.87*	9.26*	2/287	3.03
Staff Rating	3	0.69	14.45*	8.35*	3/286	2.64
Self Rating	4	2.04	10.87*	7.28*	4/285	2.40

*p < .05

The differences between Correction Officers and Foremen tell an alternate story. At Steps 1 through 3, there were little differences reflected by the F's. The Between Groups F for the CPQ-Security Score was 0.45, while the F for Step 2 with the CPQ-Treatment Score stepped into the function was only 0.98. From Step 3 to Step 4, however, the F jumped from 0.69 to 2.04 respectively. The final Between Group F was still not significant at the 0.05 level of probability for the Self Rating between Correction Officers and Foremen; however, the behavior of all three of the Between Groups F's were worth noting at Step 4 when Self Rating was entered into the function. The impact or lack of impact of the Self Rating will become more clear in the analysis presented in Table 8.

One final but complex stage in the analyses was necessary before an interpretation of the findings could be made. The Between Groups F's suggested that the contribution of the Self Rating to the function might have been questionable. It was possible that the significance of the first three variables overshadowed the detrimental influence of the Self Rating and carried it with them through the computation of the total F at Step 4. The total F maintained its level of significance, yet it lost in total magnitude.

As a final attempt to grasp the "real" value of the Self Rating, two analyses were made of the factor space for the function. First, Table 7 (Coefficients and Constants) and Table 8 (Eigenvector Summary, with Resulting Canonical Values) contain much of the necessary information pertaining to the assessment of congruence through the establishment of eigenvalues and eigenvectors. Second, Table 9 and Figure 1 provide the post-hoc analyses of the F's for each dependent variable.

TABLE 7

FUNCTION COEFFICIENTS
AND CONSTANTS

Function	Correction Officers	Foremen	Treatment Specialists
Self Rating	7.10	6.62	7.25
Staff Rating	1.53	1.55	1.84
CPQ-Treatment	0.37	0.39	0.46
CPQ-Security	0.35	0.34	0.25
Constants	-47.46	-45.86	-50.32

Table 7 contains the matrix of function coefficients and constants. The function's eigenvector and the summary with resulting canonical correlations are provided in Table 8. The rotations of the matrix were accomplished through a least-squares, Centroid method (Rulon, Tiedeman, Tatsuoka, and Langmuir, 1967) designed to minimize the centroid error between each observation and its respective group mean. There was no guarantee that orthogonal vectors were produced when the method was used on more than two groups. Two eigenvectors were produced. Using Rao's improved formula for the χ^2 approximation to test the significance of roots (Rulon et al., 1967), it was found that the first eigenvalue was the only one that equaled or exceeded 0.05 probability. The first eigenvalue had to exceed the required value of 14.10 at 7 degrees of freedom (Walker and Lev, 1953, Table VIII). The observed χ^2 for the first

eigenvalue was 40.69. The second χ^2 had to exceed a table value of 11.10 to be significant with 5 degrees of freedom at the 0.05 level. The observed χ^2 for the second eigenvalue was 6.95 and was not large enough to be significant. Even though two eigenvectors were extracted, only one could be interpreted. Rulon et al. pointed out that, "If only one root of the matrix R is significant, only one discriminant vector need be used in accounting for the stable variation of the data" (p. 308).

TABLE 8

EIGENVECTOR SUMMARY, WITH RESULTING CANONICAL VALUES

	Vector 1	Vector 2
Eigenvalues	0.15	0.02
Cumulative Proportion of Dispersion	0.86	1.00
Canonical Correlations	0.36	0.15
Coefficients for Canonical Variables		
Self Rating	-0.10	1.32
Staff Rating	-0.23	0.03
CPQ-Treatment	-0.07	-0.01
CPQ-Security	0.07	0.00
Canonical Variables Evaluated at Group Means		
Correction Officers	0.16	0.08
Foremen	-0.01	-0.30
Treatment Specialists	-1.19	0.09

One of the products of the root extractions was the necessary values needed for the development of canonical correlations. Factor scores were not produced, and therefore, it was through the Coefficients for Canonical Variables that a view of the final influence of the Self Rating was obtained. Vector 2 was not found to be significant; it accounted for 14 percent of the total error in the dispersion, and was almost totally comprised of the Self Rating. In addition, the Self Rating made only a small contribution to Vector 1. In Vector 1, the canonical coefficient was -0.10, while in Vector 2, the coefficient was 1.32. The results of the canonical analysis suggested that the Staff Rating was most representative of Vector 1 for the three Job Classifications studied. The canonical coefficients also suggested that the CPQ-Security Score was positively related to the factor represented by Vector 1 while the Staff Rating and the CPQ-Treatment Score were both negatively correlated with the factor.

The second method of viewing the factor space was a graphic illustration of the post-hoc differences found among the groups and various dependent measures (see Table 9 and Figure 1). Guilford (1965) suggested a method for post-hoc analyses of the deviation of each sample mean from the estimated population mean. The mean of the total was used as the estimate of the population mean and "assumes a distribution of means with variance error of (MS)w/n" (p. 277). (MS)w was the mean square within and n was the number of observations in a given sample. Table 9 contains the differences in means, standard error, and Z scores computed for each of the Job Classifications on each of the four significant dependent variables.

Early in the analyses one could see that trainees were not scoring the Self Rating in the manner or pattern reflected in either the Staff Rating, CPQ-Treatment Score, or CPQ-Security Score. The eigenvalues and eigenvectors in Table 8 also suggested that the Self Rating was not congruent with the other three significant measures. Table 9 and Figure 1 show how Self Rating differs from the other three measures.

TABLE 9

STANDARDIZED MEAN SCORES

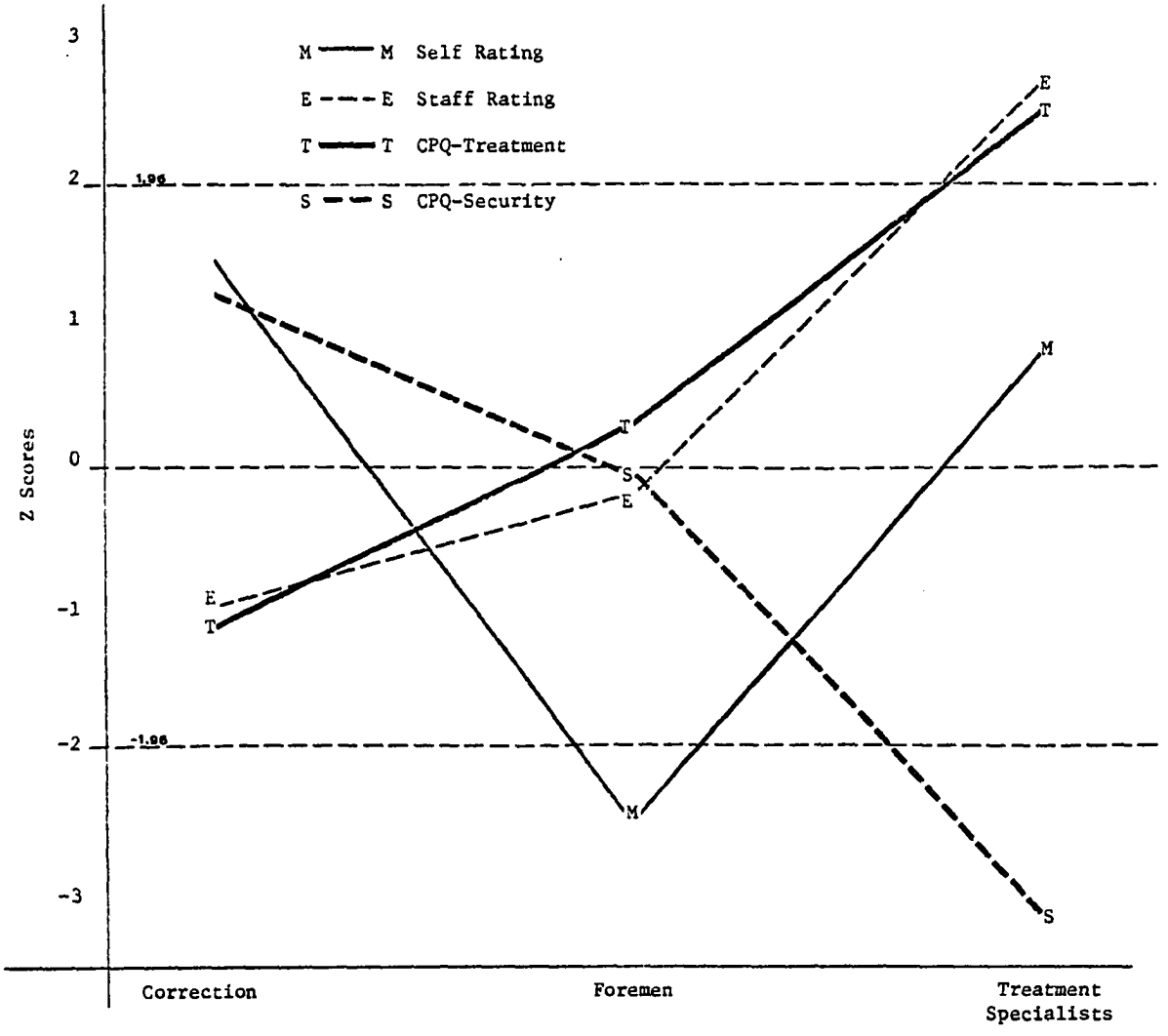
	Self Rating	Staff Rating	CPQ-Treatment	CPQ-Security
Correction Officers				
$\bar{X}_1 - \bar{X}_t$	0.07	-0.13	-0.93	1.01
SE_1	0.05	0.14	0.84	0.83
Z_1	1.40	-0.93	-1.11	1.21
Foremen				
$\bar{X}_2 - \bar{X}_t$	-0.22	-0.05	0.47	-0.14
SE_2	0.09	0.25	1.50	1.49
Z_2	-2.44*	-0.20	0.31	-0.09
Treatment Specialists				
$X_3 - X_t$	0.12	1.07	5.83	-7.18
SE_3	0.14	0.39	2.29	2.27
Z_3	0.86	2.74*	2.55*	-3.16*

*$p < .05$

For the Staff Rating, CPQ-Treatment Score, and CPQ-Security Score, means for the Foremen were near and appeared representative of the grand mean, while means for Correction Officers and Treatment Specialists were

FIGURE 1

STANDARDIZED MEAN SCORES



dispersed in opposite directions from the grand mean. On each of the three measures, the Treatment Specialists group means were those found to be significantly different from the grand mean. Treatment Specialists scored above the mean on the Staff Rating and the CPQ-Treatment Score. Treatment Specialists scored 3.16 standard errors below the grand mean on the CPQ-Security Score.

The Foremen mean was the one found to differ significantly from the grand mean on the Self Rating. This finding was in contrast to the way the three groups of trainees scored on the first three significant measures. Correction Officers and Treatment Specialists means were both above the grand mean, while Foremen had a mean that was 2.44 standard errors below the grand mean. The conclusion one must draw from Table 9 and Figure 1 is that the Self Rating was found to be a significant identifier for Foremen only and did not follow the pattern of scoring necessary for congruence with the pattern followed by the three more potent measures.

CHAPTER V

INTERPRETATION AND DISCUSSION

The study was initiated in order to look at the congruence of trainee attitudes toward corrections and the trainee ratings of their peer correction workers attending the Introduction to Correctional Techniques course sponsored by the Federal Prison System. Studies by Kowitz et al. (1973) had identified significant differences among the attitudes of trainees at training completion. Cressey (1959) had found in his study that new Correction Officers, as early as six months on the job, had begun to express attitudes which indicated the early development of biased judgments of other employees' effectiveness. The bias was obviously related to Job Classification, in that the employees rated those within their own Job Classification higher than they rated staff in other Job Classifications. It seemed natural, therefore, to look for the congruent development of attitudes toward the job and the bias by Job Classification of judgments made about peers.

As was predictable from the Kowitz et al. (1973) study, the attitudes toward corrections were formed and were measurably significant by the time training was completed. In the earlier studies that used the CPQ, the several scales were found to be orthogonal. The nature of stratifying the samples to include only Correction Officers, Foremen, and Treatment Specialists forced a relationship between the CPQ-Treatment Score and the CPQ-Security Score when the correlation was computed within groups. Standardization of the CPQ items utilized populations similar to those

studied here. The CPQ construction sample included primarily experienced correctional employees, but the validation samples were all trainee samples. The CPQ-Security items were those items contributed by experienced Correction Officers on which trainee Correction Officers originally scored highest. The CPQ-Treatment items were those items contributed by the Treatment Specialists and on which trainee Treatment Specialists originally scored highest.

Although security and treatment appear to be two independent functions within corrections, they are also both recognized functions of corrections. Most correctional employees recognize both functions while usually having prime responsibility for only one of the two. The nature of the "Within Groups Correlation" blocked such that the covariance portion of the correlation formula was limited to within groups rather than across groups analyses. Blocking data by samples for computation of the correlation coefficients allowed for a correlation which reflected the within groups relationship only. The interpretation that was given to the correlation was that for Correction Officers, those who had the highest CPQ-Security Scores were those who also had the highest CPQ-Treatment Scores and conversely, those with lower scores on one had lower scores on both. Within Job Classification the finding was true, but, across Job Classification the finding was not true. One should note that the "Within Groups Correlation" was used in the Discriminant Analysis because of its ability to detect curvilinear relationships. The results of finding positive correlations did not, therefore, refute or negate the earlier orthogonal finding when the CPQ was used with experienced and trainee prison personnel.

It follows, also, that Correction Officers would score high on the CPQ-Security Score and lower on the CPQ-Treatment Score while Treatment Specialists would score high on the CPQ-Treatment Score and lower on the CPQ-Security Score. The means suggested that correlations across all three groups would be negative, not positive, were the across groups correlation computed.

It was also no surprise to find that the Staff Training Centers' staff biased their ratings of trainees. Cressey (1959) had identified in his earlier work what one might call a within Job Classification bias or cliques among experienced corrections personnel. The training staff may, by the nature of training, identify more readily with those trainees in the treatment Job Classifications of education specialist and case-worker. If so, the finding would support, not negate Cressey's earlier finding, and would do so with a group of personnel who were trained to be objective raters of trainees.

The intent of the study was to identify a like or congruent level of development in the measures of attitudes trainees had toward corrections and their ratings of other trainees potential as correction workers. The rationale seemed simple enough, as trainees develop attitudes towards corrections and the task of corrections, it seemed natural to expect that a preference would also develop toward those staff seen as most nearly fulfilling that correctional task.

To have the measures occur in congruence with one another and meet the needs of the study required that across trainee groups, the measures had to have been scored in a similar manner or pattern. For example, if one group scored high on a measure and another group scored low, for other measures to be statistically congruent, the measures or their negative

counterpart would also have to be high and low respectively on the two groups.

The preponderance of observations in the Correction Officer Job Classification logically would force that group to have the highest average within group scores on the Peer Rating Received, were Correction Officers biasing their ratings in favor of Correction Officers. The lowest average ratings received should have then logically occurred in the Treatment Specialists Job Classification.

The Self Rating and the Peer Rating Given were included in the study to assist in the interpretation of the Peer Rating Received. Generally, the Self Rating has served as an upper limit to the Peer Rating Given and the Peer Rating Given has served as an indicant of the trainees predisposition to rate others either higher or lower than the standardized norm. The standardization should then serve to normalize the ratings given and would, ultimately, produce the best estimate of the Peer Rating Received.

As was obvious from Chapter IV, the results of the study obviated any need to adjust the Class Rating Form. At no time during the study were either the Peer Rating Given or the Peer Rating Received near a level of probability one might call significant. There was, therefore, no evidence of trainee bias toward Job Classifications when rating others or when receiving ratings from others. The measures Peer Rating Received and Peer Rating Given failed to meet the first test for congruence, that of significance as a discriminator of one or more of the samples.

The Self Rating reflected not only an upper limit to the Peer Rating Given, but also, reflected the rating trainees gave their own potential as correction workers. One of the unexpected results was that the Self

Rating was found to be significant discriminator of Foremen. The level of significance withstood the stress of movement among the three more powerful variables and after Step 3 was moved into the discriminant function. At that point in the statistical routine, the Self Rating along with the other three more potent variables had passed the first test leading to the determination of congruence among the dependent measures. The stepping routine had placed stress on the significance of each of the six variables as each subsequent variable with the most significant F "to Enter" was moved into the function. The stress was evident in the magnitude of the changes observed in both the F "to Enter" and F "to Remove." Four of the six measures remained significant throughout the statistical ordeal.

Although the two major variables studied, the Peer Rating Given and the Peer Rating Received, were not significant, the statistical procedure was continued in order to determine the level of congruence among the four measures that did meet the first criterion of significance. Tables 6 through 9 strongly supported the view that the CPQ-Security Score, the CPQ-Treatment Score, and the Staff Rating were all congruent measures. The strongest indication was that not only were each independently significant across the three Job Classifications, but also were significant in a related manner. Each of the three variables made a strong contribution to the only significant eigenvector in the discriminant analysis. When stratified across the three Job Classifications, the CPQ-Security Score had a bi-polar opposite eigenvalue to the CPQ-Treatment Score and the Staff Rating. The bi-polarity, however, does not detract from the congruence of the three measures for the three samples.

All indicants from the Stepwise Between Groups F's, the Eigenvector Summary, and the Post-Hoc Analysis suggested that the Self Rating, although significant as an independent variable, was not congruent with the eigenvector containing the other three significant variables. Each of the three more potent measures reflected their greatest influence through the Treatment Specialists. On each, also, Correction Officers and Treatment Specialists scored in opposite directions from the grand mean, while Foremen scores were a near representation of the grand mean. The pattern was not maintained for scores on the Self Rating. The Correction Officers and Treatment Specialists both scored the Self Rating about equal and higher than the grand mean, while Foremen scored themselves significantly lower than the grand mean.

The pattern of scores for the CPQ-Security Score, the CPQ-Treatment Score, and the Staff Rating were near linear, with the Foremen acting as the fulcrum through which all three measures passed. The pattern of scores for the Self Rating, on the other hand, was non-linear. The Foremen scored at the lower extreme of the scale while both Correction Officers and Treatment Specialists scored near equal distances above the grand mean.

Discussion

The study was initially begun in order to compare the simultaneous levels of development in attitudes toward a job and the value judgments made of others and one's own potential on that job at the time of completion of two weeks' introductory training. The intent was to draw a connection between the level of attitude construct found among trainees who were categorized by Job Classification and the values they placed

upon other trainees and themselves as reflected by the ratings they gave each participant of their class.

Although results from the study may be applicable to adult education classes in general, the results of the study were, when restricted by the confines of sampling, limited to trainees of the Federal Prison System. Results were even further confined to those trainees attending the Introduction to Correctional Techniques classes offered at El Reno, Oklahoma, and Atlanta, Georgia for approximately the fiscal year 1973.

The fact that at least a part of the findings appear contiguous with findings of others in the field support expanding a portion of the findings beyond the sampling constraints. The Kowitz et al. (1973) study used the CPQ subscales to look at differences among Job Classifications of trainees in the Federal Prison System. The results appear, for federal trainees, to hold up across time for Correction Officers and Treatment Specialists.

In a similar manner, Cressey (1959) found that the Correction Officer trainees with more than six months' experience biased their value judgments of other correction workers. The bias was closely related to Job Classification. In the present study, the training staff at both Staff Training Centers had significantly biased their judgment, as reflected by Staff Ratings, in favor of Treatment Specialists. Remember, the Treatment Specialists include the education staff who were, themselves, trainers of inmates. The contiguity of these findings and the Cressey study cut across several sampling limitations.

The findings remain applicable to the general field of corrections, however, Cressey's findings were within the California system for Correction Officers with approximately six months' experience. The current study

was conducted within the Federal Prison System for staff trainers with several years of experience in corrections.

The findings also included the statistical congruence of the CPQ-Security Score, the CPQ-Treatment Score, and the Staff Rating. Finding a significant relationship statistically does not necessarily assure that psychologically there is congruence among the attitudes and values purported by the measures. It seems logical to assume statistical and psychological congruence between the two measures of attitudes when categorized by Job Classification. The same logic may not hold true for the psychological congruence of the Staff Ratings and the measures of attitudes. Mathematically and psychologically, the primary relationship for Staff Rating was the Job Classification. (The eigenvalue relationship among measures was secondary.) It appears more difficult to rationalize the secondary psychological connection. Although statistical congruence was identified, without further studies which would mask the effect of Job Classification, one should probably not draw further conclusion about the psychological relationships between trainee attitudes and the instructor's evaluation of those trainees.

The Self Rating was the only measure found to be significantly independent across Job Classification but was not found to be congruent with the other significant measures. Throughout the study, the Self Rating was quite conspicuous. From Table 1, one could see that the Self Rating was the only measure that obviously was skewed. One could also see, by reviewing Tables 1 and 9, that while the Self Rating was significant, the significantly different mean score was that of Foremen. Treatment Specialists was the group that was out of line on the other three significant measures. The conclusion that one had to finally draw was that

the Self Rating lacked congruence with the CPQ attitude scores and the Staff Rating.

The measures of greatest concern were the subscales of the Class Rating Form. The results suggested that the Peer Rating Given and the Peer Rating Received were near orthogonal to the Job Classification and the three major significant variables. The only noticeable changes in the peer ratings were those related to the Self Rating. From the Within Groups Correlation Matrix and the Stepwise Summary there was evidence of mathematical relationships among all three scales of the Class Rating Form.

It was rather clear across all of the study that there was little or no evidence of influence common to the trainee Class Rating Form score and the Staff Rating or the CPQ subscale scores. The Peer Rating Given and Peer Rating Received do vary some across each respective five point scale, but the influence on that variance is not immediately evident from results of the study.

Rokeach and Rothman (1965) have said that, "The principle of belief congruence asserts . . . that we tend to value people in proportion to the degree to which they exhibit beliefs, subsystems, or systems of belief congruent with our own" (p. 128). They then make the generalized leap to attitudes by their suggestion that,

> The problem of attitude change concerns the effects of cognitive interaction on changing the subsequent evaluative meaning of the components, or, those beliefs-disbeliefs activated by the components. While we have presented no data here on this issue it may be assumed, following Osgood and his coworkers, that the principle of belief congruence would predict effects on components, as a function of learning, similar to those predicted for the meaning of word combinations. (p. 128)

The two-weeks' training might have been a period wherein attitudes were in a state of development. Prior to training or at introduction to

the training classes, Kowitz et al. (1971) had found that upon arriving at the training class, trainee attitudes toward corrections were not yet formed, in that the measures of attitudes lacked mathematical construct validity. Upon training completion, for the same group of trainees, constructs were clearly formed and factor analyses demonstrated construct validity similar to that found for experienced correction workers within the same Job Classification (e.g. Correction Officer trainees' measures looked like experienced Correction Officers' measures). These findings would suggest that attitudes were in a state of development during the two-weeks' training course. If the suggestions by Rokeach and Rothman are plausible, the beliefs-disbeliefs congruence with the attitudes and the influence of attitudes on those beliefs-disbeliefs are learned. One interpretation which might explain the results of the study was that the two-weeks' time frame within which training took place adequate for instructors to develop judgments about trainees, or if instructor attitude bases already existed. The similar base for trainees did not exist, but was in a state of development and was, therefore, not yet a base from which to make judgments from beliefs or disbeliefs about other trainees. The lack of an attitudinal base would force trainees to rely more upon previously formed attitudes and belief-disbelief systems for their judgments of trainees.

The results for Federal Prison System trainees at the time of training completion neither refute nor support the Rokeach and Rothman hypothesis that the theory of belief congruence is applicable to congruence in attitudes and cognitions. One can only suggest that for the Job Classifications represented at completion of the Introduction to Correctional Techniques course, judgments reflected by the peer Class Rating Form were

not congruent with the peer attitudes as measured by scores on the Correctional Practices Questionnaire.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Many have written articles about corrections which identified what they felt was a significant problem. Some writers had found that between Job Classifications, a level of interpersonal conflict existed among employees. Many also suggested that the conflict was due, in part, to the perceived importance of correctional roles played by staff within certain Job Classifications.

Cressey (1959) had attributed the propensity for staff conflicts to the development of cliques within Job Classifications. In his studies of employees, he had found that new staff with less than six months' experience identified with other staff who were employed in their own Job Classification. The new as well as old employees also appeared to alienate staff within other Job Classifications. In an alternate study, Kowitz et al. (1971) had found that attitudes toward corrections were clearly formed by Federal Prison System trainees at the end of the Introduction to Correctional Techniques course.

The study was conducted in order to test the Principle of Belief Congruence advanced by Rokeach and Rothman (1965) when applied to attitudes and values of people. It was hypothesized that statistically congruent predictors of Job Classification would be found among the CPQ measures of attitude toward corrections and the values placed on people, as measured by the scales of the Class Rating Form.

The samples were selected from those trainees who completed the Introduction to Correctional Techniques course at both Federal Prison

System Staff Training Centers between May, 1972 and March, 1973. The samples were restricted to male Correction Officers, Foremen, and Treatment Specialists.

The results from the study support the earlier findings of both Cressey (1959) and Kowitz et al. (1971) yet, one cannot find support for concurrent maturation of the trainee attitudes toward corrections and their evaluations of other trainees. The Cressey study was in part supported by the finding that instructors at the Staff Training Centers tended to bias their ratings of trainees in favor of the Treatment Specialists. The Treatment Specialists and the instructors had the appearance of being career related Job Classifications. Although the instructors had backgrounds which included most of the major Job Classification available in federal corrections, once they became instructors, they could readily identify with the task of educating others.

There was also support for the significance of the CPQ attitude scales across the three Job Classifications. Earlier standardizations and findings for the same populations had led to the expectation of finding Correction Officers scoring high on the CPQ-Security Score and low on the CPQ-Treatment Score while finding Treatment Specialists scoring low on the CPQ-Security Score and high on the CPQ-Treatment Score.

The Self Rating was also identified as a significant measure across the three Job Classifications. Foremen were found to have rated themselves significantly lower than had either of the other two groups. There was no evidence presented within the study which would suggest what influenced the Foremen to rate themselves lower on the scale. One of the recommendations for further study is employee self concept. There would appear to be a need for a study which would describe the differences

in self concept among the employees, the influences on self concept, and the influence of self concept on employee effectiveness.

While the relationships between the Staff Rating and both CPQ scores were low, all three measures were found to be congruent predictors of Job Classification. One interpretation which can be made from the results is that while each are congruent predictors of employee categories, the relationships between the Staff Rating and both CPQ scores are neither significant nor congruent.

It may be said that trainees differed, by Job Classification, in the attitudes they held toward the functions of custody-security and treatment. It may also be said that the Staff Training Center instructors biased their judgments of trainees based upon the trainee Job Classification. One may not conclude, however, that trainee attitudes influenced the instructors' judgments of the trainee.

The final result, of importance, was the lack of significance found across Job Classification for both the Peer Rating Given and the Peer Rating Received. The total lack of change in magnitude for both the partialed and independent tests of significance for both measures suggests that both were near orthogonal to the employee categories studied. One may conclude that trainees, at least at the time of training completion, were not biasing by Job Classification their judgments of other trainees. The finding, however, should not be generalized to the prison setting until a study within that setting can be made.

The final conclusion one may draw is that a threshold for trainee evaluations of other employees is evidently not congruent with the threshold for attitudes about the tasks employees perform. At the time of training completion, there appeared to be some differentiation of

trainee evaluations of other trainees, as evidenced by the variance of both the Peer Rating Given and the Peer Rating Received. There was, from the data collected, no evidence of what may have been influencing the differentiation. A more in-depth description of trainee perceptions of other employees will be required before the intervening influences on trainee evaluations of other trainees are understood.

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APPENDIX A

CLASS RATING FORM

EVALUATION OF
STAFF TRAINING PROGRAMS
BUREAU OF PRISONS

Class Rating Form

Date_____

Print Your Name_____

Where will you be working?_____

What is your position?_____

How long have you held this position?_____years_____months

Please give your age (in years) as of your last birthday_____

Please give your sex_____; height_____; weight_____

Print your name and the date at the top of the rating form. Use "Class Rating Form" as the name of the test. There is no form number.

On the attached answer sheet you are asked to rate yourself and each member of your class. The rating should be based on ability to succeed in a career with the Bureau of Prisons. A score of "5" describes a person whom you feel has a high potential for success; a score of "1" describes a person whom you feel may not succeed.

To rate a person, fill in the space corresponding to the rating you wish to give. On the following page you will find the names of the members of this class. Be sure that the number of the person corresponds with the item number on the answer sheet. Notice that numbers on the answer sheet are in a row across the page.

For Example:

1. 1 2 3 4 5 2. 1 2 3 4 5 3. 1 2 3 4 5 4. 1 2 3 4 5

Names found on name sheet

1. Paul Rogers
2. Sally Smith
3. John Jones
4. Mary Doe

ISEC-BP-151071

APPENDIX B

CORRECTIONAL PRACTICES QUESTIONNAIRE

FORM 6

University of Oklahoma
Office of Education Special Projects

EVALUATION OF
STAFF TRAINING PROGRAMS
BUREAU OF PRISONS

Correctional Practices Questionnaire
Form 6

1. When evaluating the performance of an inmate, you should remain impersonal and rate him according to a standard "checklist."

2. An inmate will usually try to "con" you.

3. Most people can learn better ways of doing things.

4. An employee should take advantage of every opportunity for training.

5. Violence among inmates is usually due to one of three things: gambling debts, racial discrimination or homosexuality.

6. After eight years' confinement, some inmates are unable to adjust to life on the outside.

7. Inmates are more likely to agree to needed change when they help in planning the change.

8. Clearly defined limits are important in corrections work.

9. An inmate must be controlled, by force if necessary.

10. Separation from family and friends is one of the major causes of apathy among inmates.

11. One of the most important functions of a prison is the custody of the inmate.

12. People can change and frequently the change is for the better.

13. There have to be rules or some people will walk all over others.

14. Knowing how a person feels is a first step to helping him.

15. Homosexuality among inmates is a part of life in prison.

16. There is some good in all people.

17. You have to like a person before you can help him.

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18. An inmate must often rely on the Correctional Officer for protection.

19. An employee who wants to advance must be willing to go to another institution.

20. Inmates will give a positive response to fair treatment.

21. A Correctional Officer must be alert and on his guard.

22. "Do unto others as you would have them do unto you" is not appropriate when working with inmates.

23. Those who break the law must be punished.

24. A teacher has to keep a class quiet in order for students to learn.

25. Job advancement is more important than having a lot of leisure time.

26. If an institution is secure, more efforts can be made toward corrections.

27. Most people care more about being liked or being important than they care about new clothes, a big car or a color TV.

28. Some people just happen to be the criminal type.

29. One of the most important duties of the Correctional Officer is the security of the institution and his fellow officers.

30. A good worker should be promoted within two years.

31. Whatever a man does, he feels it is right.

32. The protection of the group often takes priority over the needs of the individuals within the group.

33. A worker who is often late for duty is not going to get along with other employees.

34. If an inmate's plans for change are approved by someone he likes and respects, he is more likely to make a lasting change.